

Florida Department of Education



School Improvement Plan (SIP)

Form SIP-1

Richard C. Spoto High School

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Spoto High School	District Name: Hillsborough
Principal: Phillip L. Carr	Superintendent: Mary Ellen Elia
SAC Chair: Cara Pelham	Date of School Board Approval:

Student Achievement Data:

The following links will open in a separate browser window.

[School Grades Trend Data](#) (Use this data to complete Sections 1-4 of the reading and mathematics goals and Sections 1 and 2 of the writing and science goals.)

[Florida Comprehensive Assessment Test \(FCAT\)/Statewide Assessment Trend Data](#) (Use this data to inform the problem-solving process when writing goals.)

[High School Feedback Report](#)

[K-12 Comprehensive Research Based Reading Plan](#)

Highly Qualified Administrators

2012-2013 School Improvement Plan (SIP)-Form SIP-1

List your school’s highly qualified administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide Assessment performance (Percentage data for Achievement Levels, Learning Gains, Lowest 25%), and Ambitious but Achievable Annual Measurable Objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Principal	Phillip L. Carr	B.A. in English Education, M.S. in Educational Leadership	7	10	11-12: pending 10-11: A, 85% AYP 09-10: D, 77% AYP 08-09: D, 77% AYP
Assistant Principal for Curriculum	David New	B.S. in P.E. 6-12, M.S. in Educational Leadership	2	10	11-12: pending 10-11: A, 85% AYP (Spoto), 79% AYP (Lennard) 09-10: , 79% AYP (Lennard HS) 08-09: , 77% AYP (Lennard HS)
Assistant Principal	Cornelius Bobo	B.S. in Education, M.S. in Ed. Leadership	7	8	11-12: pending 10-11: A, 85% AYP 09-10: D, , 77% AYP 08-09: D, 77% AYP

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Assistant Principal	Deanna Fisher	Educational Leadership (All Levels) Business (Grades 6 - 12) Marketing (Grades 6 - 12) Teacher Coordinator of Cooperative Education/Endorsement	3	3	11-12: pending 10-11: A, 85% AYP
Assistant Principal	Audrey Miller	B.S. in Elementary Education, M.S. in Curriculum and Ed. Leadership	5	11	11-12: pending 10-11: A, 85% AYP 09-10: D, , 77% AYP 08-09: D, 77% AYP
Assistant Principal	Robert Bhoelai	B.A. in Sociology with a Minor in History. Certifications: Middle Grades Integrated Curriculum 5-9 and Educational Leadership K-12	2	2	11-12: pending 10-11: A, 85% AYP

Highly Qualified Instructional Coaches

List your school’s highly qualified instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide Assessment performance (Percentage data for Achievement Levels, Learning Gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject	Name	Degree(s)/	Number of Years at	Number of Years as an	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains,
---------	------	------------	--------------------	-----------------------	----------------------------------------------------------------------------------------------------------------------

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Area		Certification(s)	Current School	Instructional Coach	Lowest 25%), and AMO progress along with the associated school year)
Reading Coach	Dawn Jones	English 6-15, English 5-9, Reading Endorsement	7	3	11-12: Pending 10-11: A, 85% AYP
Math Resource	Angela Webster	BS and MA both in Secondary Mathematics Education	7	3	11-12: Pending 10-11: A, 85% AYP
Reading Resource	Medarda Bauer	BS education MS Learning Disabilities MS School Administration 90 hours towards doctorate in curriculum and supervision	7	1	11-12: Pending 10-11: A, 85% AYP
Writing Resource	Cassandra Mattison	B.A. English Education; M.A. Reading Certifications: English 6-12; Reading K-12 Endorsements: ESOL Endorsement; Reading Endorsement	7	3	11-12: Pending 10-11: A, 85% AYP
Science Resource	Kristine Minnear	Degrees: B.S. in Marine Science, B.S. in Biology, M.A. in Secondary Science Education Certifications: Biology 6-12	6	1	11-12: Pending 10-11: A, 85% AYP
Science Coach	Troy Suarez	Degree PhD, Certifications Biology and Chemistry	2	2	11-12: Pending 10-11: A

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Math Coach	Donna DeSena	Degrees Bachelors of Science and Masters of Arts in Teaching. Mathematics 5-9 and Mathematics 6-12.	1	3	Roland Park K-8
Reading Coach	Taryn Anello	BA – English Masters- Educational Leadership, English 6-12, Reading Endoresment	2	5	Spoto:11-12: Pending Freedom:
Writing Coach	Karen Fullam	M.Ed (Curriculum and Instruction with an emphasis in English) NBCT (2001-11)	1	1	Riverview

Highly Qualified Teachers

Describe the school-based strategies that will be used to recruit and retain high quality, highly qualified teachers to the school.

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Teacher Interview Day	District staff	June	
2. Recruitment Fairs	District staff	June	
3. Salary Differential (Renaissance Schools)	General of Federal Programs	ongoing	
4. District Mentor Program	District Mentors	ongoing	
5. District Peer Program	District Peers	ongoing	
6. School-based teacher recognition system	Principal	ongoing	
7. Opportunities for teacher leadership	Principal	ongoing	
8. Regular time for teacher collaboration	Principal	ongoing	

Non-Highly Qualified Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field (not ESOL certified) and not highly qualified.

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly qualified.	Provide the strategies that are being implemented to support the staff in becoming highly effective
---------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------

2012-2013 School Improvement Plan (SIP)-Form SIP-1

<p>5 are out of field</p>	<p>Depending on the needs of the teacher, one or more of the following strategies are implemented.</p> <p><u>Administrators</u></p> <p>Meet with the teachers four times per year to discuss progress on:</p> <ul style="list-style-type: none"> • Preparing and taking the certification exam • Completing classes need for certification • Provide substitute coverage for the teachers to observe other teachers • Discussion of what teachers learned during the observation(s) <p><u>Academic Coach</u></p> <ul style="list-style-type: none"> • The coach co-plans, models, co-teaches, observes and conferences with the teacher on a regular basis <p><u>Subject Area Leader/PLC</u></p> <ul style="list-style-type: none"> • The teachers will attend PLC meetings for on-going adult learning, striving to understand how they as an individual teacher and PLC member can improve learning for all.
---------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

*When using percentages, include the number of teachers the percentage represents (e.g., 70% (35)).

To	%	%	%	%	%	%	%	%	%
tal	of	of	of	of	of	Hi	Re	Na	
Nu	Fir	Te	Te	Te	Te	gh	ad	tion	ES
ber	st-	ach	ach	ach	ach	ly	ing	al	OL
of	Ye	ers	ers	ers	ers	Qu	En	Bo	End
In	ar	with	with	with	wi	alif	dor	ard	orse
str	Te	1-5	6-	15+	th	ied	sed	Ce	d
uc	ach	Yea	14	Yea	Ad	Te	Te	rtif	
	ers	rs of	Yea	rs of	van	ac	ach	ied	

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Ratio	Staff	Experience	Years of Experience	Experience	Credentialed Degrees	Teachers	Others	Teachers	Teachers
95	9% (9)	26% (25)	40% (38)	24% (23)	41% (39)	95% (90)	15% (14)	8% (8)	17% (16)

Teacher Mentoring Program

Please describe the school’s teacher mentoring program by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Jacquelyn Marshall	Melissa Brown	New teacher support	support for planning, classroom management, instruction
Jacquelyn Marshall	Gabe Flores	New teacher support	support for planning, classroom management, instruction
Maria Walls	Brandon Furman	New teacher support	support for planning, classroom management, instruction

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Maria Walls	Elizabeth Brandes (Walker)	New teacher support	support for planning, classroom management, instruction
Maria Walls	Autumn Slate	2 nd year teacher	support for planning, classroom management, instruction
Maria Walls	Dominic Girod	2 nd year teacher	Whole-class engagement and differentiated instruction
Maria Walls	Lorayn Orcutt	2 nd year teacher	Classroom procedures and pacing
Maria Walls	James Kauderman	2 nd year teacher	Setting expectations, cooperative learning, classroom procedures.

Additional Requirements

Coordination and Integration-Title I Schools Only

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Title I, Part A
Services are provided to ensure students who need additional remediation are provided support through: after school, Saturday school, and summer programs, quality teachers through professional development, content resource teachers, and mentors.
Title I, Part D
N/A
Title II
N/A
Title III
N/A
Title X- Homeless
N/A
Supplemental Academic Instruction (SAI)
SAI funds will be coordinated with Title I funds to provide summer school, reading coaches, and extended learning opportunity programs.
Violence Prevention Programs
N/A
Nutrition Programs
N/A
Housing Programs
N/A
Head Start
N/A

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Adult Education
N/A
Career and Technical Education
N/A
Job Training
N/A
Job Training
Other

Multi-Tiered System of Supports (MTSS) /Response to Instruction/Intervention (Rti)

School-Based MTSS/RtI Team

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Identify the school-based MTSS Leadership Team.

The Leadership team includes:

- Principal
- Assistant Principal for Curriculum
- Assistant Principal for Administration
- Guidance Counselor
- School Psychologist
- Social Worker
- Academic Coaches (Reading, Math, etc. and other specialists on an ad hoc basis),
- ESE teacher
- Department Heads
- SAC Chair
- ELP Coordinator
- ELL Representative
- Attendance Committee Representative

(Note that not all members attend every meeting, but are invited based on the goals and purpose for the meeting)

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

The purpose of the MTSS team in our school is to provide high quality instruction/intervention matched to student needs and using performance and learning rate over time to make data-based decisions to guide instruction. The MTSS team functions to address the progress of low performing students, help meet AYP, and help students stay in a regular education setting and improve long term outcomes. The team uses a problem solving model and all decisions are made with data.

Our MTSS Team will be called the Spoto Problem Solvers and will serve as the main leadership team of the school. The Spoto Problem Solvers will meet once a month to:

Use the MTSS problem solving model to:

- o Oversee a multi-tiered model of service delivery (Core/Tier 1, Tier 2, and Tier 3)
- o Determine scheduling needs, curriculum and intervention resources
- o Review/interpret student data (Academic and Behavior)
- o Organize and support systematic data collection.
- o Strengthen the Tier 1 (core curriculum) instruction:
 - Through the implementation of PLCs
 - Through the use of school-based Reinforcement Calendars, Mini Lessons and Mini Assessments
 - Through the use of Common Assessments given every 6-9 weeks.
 - Through the implementation of research-based, scientifically validated instruction/interventions. This year our RtI team will focus on Differentiated Instruction practices.
- o Plan, implement and oversee the supplemental and intensive interventions for student progression in Tier 2 and Tier 3.

2012-2013 School Improvement Plan (SIP)-Form SIP-1

o Monitor interventions and data assessment in Tier 2 and Tier 3.

- Work collaboratively with the PLCs in the implementation of the Continuous Improvement Model and progress monitoring

- Coordinate/collaborate with other working committees such as the Reading Leadership Team

- Assist in the implementation and monitoring of the Differentiated Accountability Model

- Identify professional development needs and resources

The purpose of the core Leadership Team is to:

1. Review school-wide assessment data on an ongoing basis in order to identify instructional needs at all grade levels.

2. Support the implementation of high quality instructional practices at the core and intervention/enrichment (Tiers 2/3) levels.

3. Review ongoing progress monitoring data at the core to ensure fidelity of instruction and attainment of SIP goal(s) in curricular, behavioral, and attendance domains.

4. Communicate school-wide data to PLCs and facilitate problem solving within the content/grade level teams.

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the MTSS Problem-solving process is used in developing and implementing the SIP?

The School Advisory Council (SAC) Chair is a member of the Spoto Problem Solvers.

- The Spoto Problem Solvers along with the faculty and SAC were involved in School Improvement Plan development activities that were conducted prior to school being out for 10-11 school year and during preplanning for 11-12.

- The School Improvement Plan is the document that guides the work of the Spoto Problem Solvers. The large part of the work of the Spoto Problem Solvers is outlined in the Action Steps, Evaluation Process, Evaluation Too, and Professional Development of the School Improvement Plan.

- Since one of the main tasks of the Spoto Problem Solvers is to monitor student data, it will monitor the effectiveness of the Action Steps and suggest modifications if needed.

MTSS Implementation

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

State level and District level assessments: FCAT released tests, District calendar for baseline and mid-year assessments, District generated assessments, subject-specific assessments generated by District level subject supervisors in core classes, FAIR, and DAR.

2. Mini-assessments: Mini-assessments are given after a skill specific lesson has been taught, usually four/five questions in length. The mini-assessments will determine student mastery, effectiveness of employed lesson, and if necessary alternative strategies. PLC's will identify and build their own mini-assessments using district-adopted assessment materials or scantron testing bank of questions.

Supplemental/Intensive Instruction

1. Students receiving supplemental services (Tier 2) and intensive services (Tier 3) will use all the assessment tools listed above.

2. As students progress through supplemental services and intensive instruction, the assessment process will increase in duration in order to provide more immediate feedback and to determine the effectiveness of alternative teaching strategies.

Describe the plan to train staff on MTSS.

The Leadership Team/will continue to work to build consensus with all stakeholders regarding a need for and a focus on school improvement efforts. The Leadership Team will work to align the efforts of other school teams that may be addressing similar identified issues.

As the District's MTSS Committee/MTSS Facilitators develop(s) resources and staff development trainings on PS/MTSS, these tools and staff development sessions will be conducted with staff when they become available. Professional Development sessions, as identified by teacher needs assessment and/or EET evaluation data, will occur during faculty meeting times or rolling faculty meetings. The Leadership Team will send school team representatives to ongoing PS/MTSS trainings/support sessions that are offered district-wide. Our school will invite our area MTSS Facilitator to visit quarterly (or as needed) to review our progress in implementation of PS/MTSS and provide on-site coaching and support to our Leadership Teams/PLCs. New staff will be directed to participate in trainings relevant to PLCs and PS/MTSS as they become available.

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Describe plan to support MTSS.

RTi has also been described in Florida as a multi-tiered system of supports (MTSS) for providing high quality instruction and intervention matched to student needs using learning rate over time and level of performance to inform instructional decisions. In order to support MTSS in our schools, we will:

- Consistently promote the shared vision of one system meeting the needs of ALL students with MTSS as the platform for integrating all school initiatives (i.e., PLC, PSLT, Steering, and SAC meetings, lesson study, school-wide behavior management plans).
- Provide designated school personnel with the requisite knowledge and experience to support coordination and implementation of MTSS.
- Provide continued training and support to all school based personnel in problem solving, responding to student data and the use of a systematic method to increase student achievement.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Identify the school-based Literacy Leadership Team (LLT).

- A. Principal
- B. Assistant Principal for Curriculum
- C. Reading Coach
- D. Reading Teachers
- E. Media Specialist
- F. Teachers across content area (Math, Science, Social Studies, and Electives) who have demonstrated effective reading instruction as reflected through positive student reading gains.

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).

The LLT is a subset of the Problem Solving Leadership Team. The team provides leadership for the implementation of the reading goals and strategies identified on the SIP.

The principal is the LLT chairperson. The reading coach is a member of the team and provides extensive expertise in the data analysis and reading interventions. The reading coach and principal collaborate with the team to ensure that data driven instruction support is provided to all teachers.

The principal also ensures that the LLT monitors reading data, identifies school-wide and individual teachers' reading-focused instructional strengths and weaknesses, and creates a professional development plan to support identified instructional needs in conjunction with the Problem Solving Leadership team's support plan. Additionally, the principal ensures that time is provided for the LLT to collaborate and share information with all site stakeholders including other administrators, teachers, staff members, parents, and students.

2012-2013 School Improvement Plan (SIP)-Form SIP-1

What will be the major initiatives of the LLT this year?

- Implementation and evaluation of the SIP reading goals/strategies across the content areas
- Professional Development
- Co-planning, modeling and observation of research-based reading strategies within lessons across the content areas
- Data analysis (on-going)
- Implementation of the K-12 Reading Plan

NCLB Public School Choice

- **Supplemental Educational Services (SES) Notification**

***Grades 6-12 Only Sec. 1003.413 (b) F.S**

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

Project CRISS, Level 1 training, which is a 12 hour initial training with a mandatory six hour follow-up component, is offered annually by the reading coach at each school site. Sites that do not have a nationally approved Project CRISS District Trainer on site have the opportunity to send teachers to district-offered Project CRISS, Level 1 trainings throughout the school year.

The reading coach is required as a part of his/her job description to provide on-site support of the implementation of the Project CRISS Strategic Lesson Plan model through professional development opportunities, as well as, coaching opportunities. A yearly action plan is created by the reading coach that outlines what Project CRISS professional development will be offered. A monthly written update allows the reading supervisor to monitor the progress of each coach's action plan.

Content-specific (mathematics, social studies, science and language arts) Project CRISS follow-up trainings are offered on request at school sites and as district-offered trainings throughout the school year.

Demonstration classroom opportunities focusing on the implementation of content-based literacy strategies are mandated by the K-12 Comprehensive Reading Plan at each site. The reading coach is responsible for scheduling and facilitating pre-observation, during observation, and post-observation activities and discussion. This year Demonstration classrooms will focus on Higher Order Thinking Skills/Costas Level of Questioning and Vocabulary Development.

A Reading Leadership Team is mandated by the K-12 Comprehensive Reading Plan at each site. The principal is the chairperson of the committee and the reading coach is an integral member, guiding the data review, creation of an action plan, progress monitoring of the plan and evaluation of the plan each school year. The RLT has representation from each content area and is responsible for reporting back to the school their findings and instructional decisions.

Each Subject Area PLC is responsible for reviewing their students' literacy data and creating lessons that are responsive to identified student needs. PLCs are responsible for the creation and implementation of the Florida Continuous Improvement Model Reinforcement Instructional Calendars, Mini-Lessons, Mini-Assessments and re-teach lessons based on the on-going collection of student data. Common assessments on chapter tests are used to identify effective reading strategies and guide instruction for re-teach or enrichment.

Reading coaches are responsible for assisting content teachers with the integration of differentiated instruction strategies into their content area classrooms. With content teachers, Reading coaches co-plan, co-teach, observe and provides feedback.

All costs incurred for reading professional development at the school sites (stipends, consultant contracts, substitutes, materials) are paid for by the K-12 Comprehensive Reading Plan funds.

***High Schools Only**

Note: Required for High School-Sec. 1003.413(g)(j) F.S.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

Courses and coursework are established in Small Learning Communities, Professional Learning Communities, Career Academies, Career Pathways, Program Completers, the Magnet Program and AVID classes to help students see the relationships both cross-curricular and within subjects to establish relevance to a student’s future. Many of these programs help guide and establish a student for post-secondary readiness (Industry Certifications, College credit, job skills, etc).

How does the school incorporate students’ academic and career planning, as well as promote student course selections, so that students’ course of study is personally meaningful?

Spoto High School annually will hold elective fairs with present and incoming students. Based on interest, they will establish Course Selection Sheets and courses offerings to best meet their needs. The Guidance Department, ESE Specialist, AVID Coordinator, Department Heads, teachers and APCs will then articulate with feeder schools and assist students in signing up for courses and programs based on their Automatic Course Requests and their individual interests. Guidance Counselors will visit classes to review the curriculum guide and course descriptions. They will distribute Course Selection Sheets and provide information about selecting courses for the following school year. These Course Selection Sheets are then sent home for parent review and signature.

On an annual basis, Spoto High School will review new course offerings at the State and District Level to continue to offer Rigorous and Relevant coursework and to meet the State Standards.

Postsecondary Transition

Note: Required for High School- Sec. 1008.37(4), F.S.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#).

Spoto High School has reflected over our *High School Feedback Report* Trends for the last three years. The following is a summary from our annual analysis.

Spoto High School's percentage of graduates completing a college prep curriculum has decrease from 57.3% to 50.1% over a three year period, a 7.2% decrease. During that same time period, the district increased by 1.5% (64.2% - 65.7%) and the state by 0.8% (58.8% - 59.6%). In addition, the number of graduates that enrolled in Algebra 1 prior to 9th grade, completed at least one Level 3 high school math course, completed at least one Dual Enrollment math course and completed at least one Level 3 or higher science course and were all above the district and the state averages for the same three year period.

—

—

Strategies for Improving Student Readiness for Postsecondary

—

District-Level

The Career and Technical Education (CTE) Department provides our counselors with a binder and data base of the Programs of Study to help guide students with their educational pathway. The Program of Study maps out the courses and timeline for students to be program completers and successfully transition to postsecondary institutions.

Our district provides a variety of opportunities for students to learn about career pathways at postsecondary institutions through programs such as:

- **Career Seeking and Investigations** - Provides 8th grade students an opportunity to explore the campus of Hillsborough Community College (HCC) and experience campus life and activities
- **Amazing Race** -Provides 12th grade students an opportunity to gather enrollment requirements, scholarship opportunities and program

offerings for incoming college freshmen

- **Hi-Tec Trek** - Provides 11th graders with an opportunity to explore Hillsborough County's postsecondary technical centers career and program opportunities.

Additionally, the Hillsborough County Career Pathways Consortium coordinates articulation agreements to provide Career and Technical Education Program Completers with free credit at postsecondary institutions across the state of Florida.

School-Level

Specifically at Spoto High School, students may participate in the following:

- Using ELP funds, Saturday SAT and ACT prep classes are offered. Counselors will meet with all students to encourage students to complete the class and take the test. Communication letters on the SAT and ACT will be sent home with students to advertise the SAT and ACT prep classes and testing dates.
- College Visits - Various college representatives visit Spoto High School to share information about their specific colleges or universities with students.
- ASVAB - Students interested in possibly enlisting in the military are given an opportunity to take this aptitude test.
- Brewster Technical School Field Trip - Students will be given the opportunity to visit Brewster and learn more about the programs offered at this technical school.
- USF Senior Access Day - Disadvantaged and underrepresented students are invited to visit USF and learn about careers in various health professions.
- Ready to Work - Students in 12th grade have the opportunity to complete three assessments in the areas of math, reading and interpreting data on the computer in the Success Center. After completing the assessments students are sent a certificate that indicates their scores and the correlating skills. The students then show this certificate to an employer when applying for a job, which makes them more marketable.
- Senior Night - All seniors are encouraged to attend senior night, where they receive their senior handbook and the counselors share valuable

information about their senior year. This includes postsecondary information, a timeline of what seniors should be doing during the course of the year, SAT/ACT test dates, etc.

- Junior Night - Juniors and their parents are given their Junior Handbooks and important information about testing and senior year is shared. This includes postsecondary information, a timeline of what they should be doing during the course of the year, SAT/ACT test dates, etc.
- All targeted juniors take the PERT. Based on the results, students are placed in college readiness coursework provided to graduation.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

Reading Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

2012-2013 School Improvement Plan (SIP)-Form SIP-1

<p>1. FCAT 2.0: Students scoring proficient in reading (Level 3-5).</p>	<p>1.1. -PLCs struggle with how to structure curriculum conversations and data analysis to deepen their learning. To address this barrier, this year PLCs are being trained to use the Plan-Do-Check-Act “Instructional Unit” log.</p>	<p>1.1. <u>Strategy</u> Student achievement improves through <u>teachers working collaboratively in grade level and/or content area PLC’s</u> to focus on student learning. Specifically, they use the <u>Plan-Do-Check-Act</u> model and log to structure their way of work. Using the backwards design model for units of instruction, teachers focus on the following four questions:</p> <ol style="list-style-type: none"> 1. What is it we expect them to learn? 2. How will we if they have learned it? 3. How will we respond if they don’t learn? 4. How will we respond if they already know it?__ 	<p>1.1. -Principal -AP -Instruction Coaches -Subject Area Leaders -PLC facilitators of like grades and/or like courses <u>How</u> PLCS turn their logs into administration and/or coach after a unit of instruction is complete. -PLCs receive feedback on their logs. -Administrators and coaches attend targeted PLC meetings -Progress of PLCs discussed at Leadership Team -Administration shares the data of PLC visits with staff on a monthly basis.</p>	<p>1.1. School has a system for PLCs to record and report during-the-grading period SMART goal outcomes to administration, coach, SAL, and/or leadership team.</p>	<p>1.1. <u>3x per year</u> FAIR <u>During the Grading Period</u> -Core curriculum end of core common unit/ segment tests</p>		
--------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------	--	--

2012-2013 School Improvement Plan (SIP)-Form SIP-1

		<u>Actions/Details</u> -Grade level/like-course PLCs use a Plan-Do-Check-Act “Unit of Instruction” log to guide their discussion and way of work. Discussions are summarized on log. -Additional action steps for this strategy are outlined on grade level/content area PLC action plans.					
<u>Reading Goal #1:</u> The percentage of students scoring a Level 3 or higher on the 2013 FCAT Reading will increase from 35% to 36%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	35	36					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool		
			Who and how will the fidelity be monitored?	How will the evaluation tool data be used to determine the effectiveness of strategy?			

2012-2013 School Improvement Plan (SIP)-Form SIP-1

<p>2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in reading.</p>	<p>2.1. -Teachers tend to only differentiate after the lesson is taught instead of planning how to differentiate the lesson when new content is presented. -Teachers are at varying levels of using Differentiated Instruction strategies. -Teachers tend to give all students the same lesson, handouts, etc.</p>	<p>2.1. <u>Strategy/Task</u> Student achievement improves when teachers use on-going student data to <u>differentiate instruction</u>. <u>Actions/Details</u> <i>Within PLCs Before Instruction and During Instruction of New Content</i> -Using data from previous assessments and daily classroom performance/work, teachers plan Differentiated Instruction groupings and activities for the delivery of new content in upcoming lessons. <i>In the classroom</i> -During the lessons, students are involved in flexible grouping techniques</p>	<p>2.1 <u>Who</u> -Principal -AP -Instruction Coaches -Subject Area Leaders -PLC facilitators of like grades and/or like courses <u>How</u> -PLC logs turned into administration, SAL and/or coaches. -PLCS turn their logs into administration and/or coach after a unit of instruction is complete. -PLCs receive feedback on their logs. -Administrators attend targeted PLC meetings -Progress of PLCs discussed at Leadership Team. -Administration shares the positive outcomes observed in PLC meetings on a monthly basis.</p>	<p>2.1. <u>Teacher Level</u> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers maintain their assessments in the on-line grading system. -Teachers use the on-line grading system data to calculate their students' progress towards the development of their individual/PLC SMART Goal. <u>PLC Level</u> -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. - For each class/course, PLCs chart their overall progress towards the SMART Goal. <u>Leadership Team Level</u> -PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Problem Solving Leadership Team.</p>	<p>2.1. <u>3x per year</u> FAIR <u>During the Grading Period</u> Core curriculum end of core common unit/ segment tests</p>		
-----------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

2012-2013 School Improvement Plan (SIP)-Form SIP-1

		<p><u>PLCs After Instruction</u></p> <ul style="list-style-type: none"> -Teachers reflect and discuss the outcome of their DI lessons. -Teachers use student data to identify successful DI techniques for future implementation. -Teachers, using a problem-solving question protocol, identify students who need re-teaching/ interventions and how that instruction will be provided. *see questions on the PLC logs kept on the school site. -Additional action steps for this strategy are outlined on content area PLCs. 		<p>-Data is used to drive teacher support and student supplemental instruction.</p>			
--	--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	-------------------------------------------------------------------------------------	--	--	--

2012-2013 School Improvement Plan (SIP)-Form SIP-1

<p><u>Reading Goal #2:</u></p> <p>The percentage of students scoring a Level 4 or higher on the 2013 FCAT Reading will increase from 17% to 18%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>17</p>	<p>18</p>					
		<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	
		<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Fidelity Check</p> <p>Who and how will the fidelity be monitored?</p>	<p>Strategy Data Check</p> <p>How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p>Student Evaluation Tool</p>		

2012-2013 School Improvement Plan (SIP)-Form SIP-1

3. FCAT 2.0: Points for students making Learning Gains in reading.	B.1. SEE GOALS 1,2, and 4	B.1. SEE GOALS 1,2, and 4	B.1.	B.1.	B.1.		
---------------------------------------------------------------------------	------------------------------	------------------------------	------	------	------	--	--

2012-2013 School Improvement Plan (SIP)-Form SIP-1

<p><u>Reading Goal #3:</u></p> <p>Points earned from students making learning gains on the 2013 FCAT Reading will increase from 59 points to 60 points.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>59</p>	<p>60</p>					
		<p>3.2.</p>	<p>3.2.</p>	<p>3.2.</p>	<p>3.2.</p>	<p>3.2.</p>	
		<p>3.3.</p>	<p>3.3.</p>	<p>3.3.</p>	<p>3.3.</p>	<p>3.3.</p>	
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Fidelity Check</p> <p>Who and how will the fidelity be monitored?</p>	<p>Strategy Data Check</p> <p>How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p>Student Evaluation Tool</p>		

2012-2013 School Improvement Plan (SIP)-Form SIP-1

<p>4. FCAT 2.0: Points for students in Lowest 25% making learning gains in reading.</p>	<p>4.1. -Scheduling time for the principal/APC to meet with the academic coach on a regular basis. -Teachers willingness to accept support from the coach.</p>	<p>4.1. <u>Strategy Across all Content Areas</u> <u>Strategy/Task</u> Student achievement improves through <u>teachers' collaboration with the academic coach</u> in all content areas. <u>Actions/Details</u> <i>Academic Coach</i> -The academic coach and administration conducts one-on-one data chats with individual teachers using the teacher's student past and/or present data. -The academic coach rotates through all subjects' PLCs to: --Facilitate lesson planning that embeds rigorous tasks --Facilitate</p>	<p>4.1. <u>Who</u> Administration <u>How-</u> -Review of coach's log -Review of coach's log of support to targeted teachers. -Administrative walk-throughs of coaches working with teachers (either in classrooms, PLCs or planning sessions)</p>	<p>4.1. -Tracking of coach's participation in PLCs. -Tracking of coach's interactions with teachers (planning, co-teaching, modeling, de-briefing, professional development, and walk throughs) -Administrator-Instructional Coach meetings to review log and discuss action plan for coach for the upcoming two weeks</p>	<p>4.1. <u>3x per year</u> - FAIR <u>During the Grading Period</u> - Common assessments (pre, post, mid, section, end of unit)</p>		
------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

2012-2013 School Improvement Plan (SIP)-Form SIP-1

	<p>development, writing, selection of higher-order, text-dependent questions/activities, with an emphasis on Webb’s Depth of Knowledge question hierarchy</p> <p>--Facilitate the identification, selection, development of rigorous core curriculum common assessments</p> <p>--Facilitate core curriculum assessment data analysis</p> <p>--Facilitate the planning for interventions and the intentional grouping of the students.</p> <p>-Using walk-through data, the academic coach and administration identify teachers for support in co-planning, modeling, co-teaching, observing and debriefing.</p> <p>-The academic coach trains each subject area PLC</p>					
--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--	--	--

2012-2013 School Improvement Plan (SIP)-Form SIP-1

		<p>on how to facilitate their own PLC using structured protocols.</p> <p>-Throughout the school year, the academic coach/administration conducts one-on-one data chats with individual teachers using the data gathered from walk-through tools. This data is used for future professional development, both individually and as a department.</p> <p><i>Leadership Team and Coach</i></p> <p>-The academic coach meets with the principal/APC to map out a high-level summary plan of action for the school year.</p> <p>-Every two weeks, the academic coach meets with the principal/APC to:</p> <p>--Review log and work accomplished and</p>					
--	--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--	--	--

2012-2013 School Improvement Plan (SIP)-Form SIP-1

		--Develop a detailed plan of action for the next two weeks.					
<u>Reading Goal #4:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Reading will increase from 70 points to 71 points.							
	70	71					
		4.2.	4.2.	4.2.	4.2.	4.2.	
		4.3	4.3.	4.3.	4.3.	4.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool		
			Who and how will the fidelity be monitored?	How will the evaluation tool data be used to determine the effectiveness of strategy?			

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.							
<u>Reading Goal #5:</u>							
5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.	5A.1. White: Black: Hispanic: Asian: American Indian:	5A.1. SEE GOALS 1,2, and 4	5A.1. SEE GOALS 1,2, and 4	5A.1.	5A.1.		

2012-2013 School Improvement Plan (SIP)-Form SIP-1

<u>Reading Goal #5A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The percentage of White_ students scoring proficient/ satisfactory on the 2013 FCAT/ FAA Reading will increase from _48_ % to _53_ %.							
The percentage of Black_ students scoring proficient/ satisfactory on the 2013 FCAT/ FAA Reading will increase from _22_ % to _30_ %.							
The percentage of Hispanic_ students scoring proficient/ satisfactory on the 2013 FCAT/ FAA Reading will increase from _37_ % to _43_ %.							
The percentage of Asian_ students scoring proficient/ satisfactory on the 2013 FCAT/ FAA Reading will increase from _47_ % to _52_ %.							

2012-2013 School Improvement Plan (SIP)-Form SIP-1

	White:48 Black:22 Hispanic:37 Asian:47 American Indian: N/A	White:53 Black:30 Hispanic:43 Asian:52 American Indian: N/A					
		5A.2.	5A.2	5A.2	5A.2	5A.2	
		5A.3.	5A.3.	5A.3.	5A.3.	5A.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
5B. Economically Disadvantaged students not making satisfactory progress in reading.	5B.1.	5B.1. SEE GOALS 1,2, and 4	5B.1.	5B.1.	5B.1.		

2012-2013 School Improvement Plan (SIP)-Form SIP-1

<p><u>Reading Goal #5B:</u></p> <p>The percentage of Economically Disadvantaged students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from <u>27</u> % to <u>34</u> %.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>27</p>	<p>34</p>					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Fidelity Check</p> <p>Who and how will the fidelity be monitored?</p>	<p>Strategy Data Check</p> <p>How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p>Student Evaluation Tool</p>		

2012-2013 School Improvement Plan (SIP)-Form SIP-1

<p>5C. English Language Learners (ELL) not making satisfactory progress in reading.</p>	<p>5C.1 -Lack of understanding teachers can provide ELL accommodations beyond FCAT testing. -Bilingual Education Paraprofessionals at varying levels of expertise in providing support. -Allocation of Bilingual Education Paraprofessional dependent on number of ELLs. -Administrators at varying levels of expertise in being familiar with the ELL guidelines and job responsibilities of ERT and Bilingual paraprofessionals.</p>	<p>5C.1 ELLs (LYA, LYB & LYC) comprehension of course content/ standards improves through participation in the following day-to-day accommodations on core content and district assessments across Reading, LA, Math, Science, and Social Studies: 1. Extended time (lesson and assessments) 2. Small group testing 3. Para support (lesson and assessments) 4. Use of heritage language dictionary (lesson and assessments)</p>	<p>5C.1 <u>Who</u> -School based Administrators -ESOL Resource Teachers <u>How</u> -Administrative and ERT walk-throughs using the walk-throughs look for Committee Meeting Recommendations. In addition, tools from the MTSS Handbook and ELL MTSS Checklist, and ESOL Strategies Checklist can be used as walk-through forms</p>	<p>5C.1 Analyze core curriculum and district level assessments for ELL students. Correlate to accommodations to determine the most effective approach for individual students.</p>	<p>5C.1 <u>During the Grading Period</u> -Core curriculum end of core common unit/ segment tests</p>		
------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------	--	--

2012-2013 School Improvement Plan (SIP)-Form SIP-1

<p><u>Reading Goal #5C:</u></p> <p>The percentage of ELL students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from <u>13</u>% to <u>22</u>%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	13	22					
	—	5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:</p>	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

2012-2013 School Improvement Plan (SIP)-Form SIP-1

<p>5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</p>	<p>5D.1. -Need to provide a school organization structure and procedure for regular and on-going review of students' IEPs by both the general education and ESE teacher. To address this barrier, the APC will put a system in place for this school year.</p>	<p>5D.1. <u>Strategy</u> SWD student achievement improves through the effective and consistent implementation of students' IEP goals, strategies, modifications, and accommodations. -Throughout the school year, teachers of SWD review students' IEPs to ensure that IEPs are implemented consistently and with fidelity. -Teachers (both individually and in PLCs) work to improve upon both individually and collectively, the ability to effectively implement IEP/ SWD strategies and modifications into lessons.</p>	<p>5D.1. <u>Who</u> Principal, Site Administrator, Assistance Principal ESE Specialist <u>How</u> IEP Progress Reports reviewed by APC</p>	<p>5D.1. <u>Teacher Level</u> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual SMART Goal. <u>PLC Level</u> -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each class/course, PLCs chart their overall progress towards the SMART Goal. <u>Leadership Team Level</u> -PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.</p>	<p>5D.1. -FAIR <u>During the Grading Period</u> -Core curriculum end of core common unit/ segment tests with data aggregated for SWD performance</p>		
-------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

2012-2013 School Improvement Plan (SIP)-Form SIP-1

<u>Reading Goal #5D:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The percentage of SWD scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from <u>23</u> % to <u>31</u> %.	23	31					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3	5D.3	5D.3	5D.3	5D.3	

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

**Hillsborough 2012
Rule 6A-1.099811
Revised July, 2012**

2012-2013 School Improvement Plan (SIP)-Form SIP-1

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader ESE Teachers	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
IEP Training	9-12	ESE Teachers	ESE Teachers General Ed Teachers	On-going	Case Manager	ESE Specialist
SWD Co-Teaching	9-12	ESE Department Head, ESE Specialist	PLCs ESE Teachers General Ed Teachers	On-going	Classroom walkthroughs	Administration Team, ESE Specialist
Analyzing Student FAIR Data	Grades 6-12	Reading Coach	PLCs Reading teachers and content area teachers	Early release Oct., Jan. and April	Administrator will review Reading and LA PLC logs to monitor the analysis of student data to inform instructional decisions.	Principal and Administrative Team
Higher Order Thinking Skills Training, HOTS	9-12: All Subject Areas	District Middle/ Secondary Reading Team Writing Coach/ Reading Coach	All	October	Classroom walkthroughs	Administrative team, Reading coach, Writing Coach, English/Reading Department Heads
PLC and DI Training	9-12: All Subject Areas	Writing Coach/ Reading Coach	All	On-going	Classroom walkthroughs	Administrative team, Reading coach, Writing Coach, English/Reading Department Heads

End of Reading Goals

Algebra End-of-Course (EOC) Goals *(Middle and High Schools ONLY)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Algebra EOC Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

2012-2013 School Improvement Plan (SIP)-Form SIP-1

<p>Alg1. Students scoring proficient in Algebra (Levels 3-5).</p>	<p>1.1. -PLCs struggle with how to structure curriculum conversations and data analysis to deepen their learning. To address this barrier, this year PLCs are being trained to use the Plan-Do-Check-Act “Instructional Unit” log.</p>	<p>1.1. <u>Strategy</u> Student achievement improves through <u>teachers working collaboratively</u> to focus on student learning. Specifically, they use the <u>Plan-Do-Check-Act</u> model and log to structure their way of work. Using the backwards design model for units of instruction, teachers focus on the following four questions: 5. What is it we expect them to learn? 6. How will we if they have learned it? 7. How will we respond if they don’t learn? 8. How will we respond if they already know it?__ <u>Actions/Details</u></p>	<p>1.1. -Principal -AP -Instruction Coaches -Subject Area Leaders to focus on -PLC facilitators of like grades and/or like courses <u>How</u> PLCS turn their logs into administration and/or coach after a unit of instruction is complete. -PLCs receive feedback on their logs. -Administrators and coaches attend targeted PLC meetings -Progress of PLCs discussed at Leadership Team -Administration shares the data of PLC visits with staff on a monthly basis.</p>	<p>1.1. School has a system for PLCs to record and report during-the-grading period SMART goal outcomes to administration, coach, SAL, and/or leadership team.</p>	<p>1.1. <u>During the Grading Period</u> Common assessments (pre, post, mid, section, end of unit)</p>		
--------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------	--	--

2012-2013 School Improvement Plan (SIP)-Form SIP-1

		<p>-Grade level/like-course PLCs use a Plan-Do-Check-Act “Unit of Instruction” log to guide their discussion and way of work. Discussions are summarized on log.</p> <p>-Additional action steps for this strategy are outlined on grade level/content area PLC action plans.</p>					
<p><u>Algebra Goal #1:</u></p> <p>The percentage of students scoring a Level 3 or higher on the 2013Algebra EOC will increase from 26% to 27%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>26</p>	<p>27</p>					

2012-2013 School Improvement Plan (SIP)-Form SIP-1

		<p>1.2</p> <p>-Teachers tend to only differentiate after the lesson is taught instead of planning how to differentiate the lesson when new content is presented.</p> <p>-Teachers are at varying levels of using Differentiated Instruction strategies.</p> <p>-Teachers tend to give all students the same lesson, handouts, etc.</p>	<p>1.2</p> <p><u>Strategy/Task</u></p> <p>Student achievement improves when teachers use on-going student data to <u>differentiate instruction</u>.</p> <p><u>Actions/Details</u></p> <p><u>Within PLCs Before Instruction and During Instruction of New Content</u></p> <p>-Using data from previous assessments and daily classroom performance/work, teachers plan Differentiated Instruction groupings and activities for the delivery of new content in upcoming lessons.</p> <p><u>In the classroom</u></p> <p>-During the lessons, students are involved in flexible grouping techniques</p> <p><u>PLCs After Instruction</u></p> <p>-Teachers reflect and discuss the outcome of their DI lessons.</p> <p>-Teachers use student</p>	<p>1.2</p> <p><u>Who</u></p> <p>-Principal</p> <p>-AP</p> <p>-Instruction Coaches</p> <p>-Subject Area Leaders</p> <p>-PLC facilitators of like grades and/or like courses</p> <p><u>How</u></p> <p>-PLC logs turned into administration, SAL and/or coaches.</p> <p>-PLCS turn their logs into administration and/or coach after a unit of instruction is complete.</p> <p>-PLCs receive feedback on their logs.</p> <p>-Administrators attend targeted PLC meetings</p> <p>-Progress of PLCs discussed at Leadership Team.</p> <p>-Administration shares the positive outcomes observed in PLC meetings on a monthly basis.</p>	<p>1.2</p> <p><u>Teacher Level</u></p> <p>-Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.</p> <p>-Teachers maintain their assessments in the on-line grading system.</p> <p>-Teachers use the on-line grading system data to calculate their students' progress towards the development of their individual/PLC SMART Goal.</p> <p><u>PLC Level</u></p> <p>-Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses.</p> <p>-PLCs reflect on lesson outcomes and data used to drive future instruction.</p> <p>- For each class/course, PLCs chart their overall progress towards the SMART Goal.</p> <p><u>Leadership Team Level</u></p> <p>-PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Problem Solving</p>	<p>1.2</p> <p><u>During the Grading Period</u></p> <p>Common assessments (pre, post, mid, section, end of unit)</p>	
--	--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------	--

2012-2013 School Improvement Plan (SIP)-Form SIP-1

			<p>data to identify successful DI techniques for future implementation.</p> <p>-Teachers, using a problem-solving question protocol, identify students who need re-teaching/ interventions and how that instruction will be provided.</p> <p>*see questions on the PLC logs kept on the school site.</p> <p>-Additional action steps for this strategy are outlined on content area PLCs.</p>		<p>Leadership Team.</p> <p>-Data is used to drive teacher support and student supplemental instruction.</p>		
--	--	--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	-------------------------------------------------------------------------------------------------------------	--	--

2012-2013 School Improvement Plan (SIP)-Form SIP-1

		<p>1.3</p> <p>-Scheduling time for the principal/APC to meet with the academic coach on a regular basis.</p> <p>-Teachers willingness to accept support from the coach.</p>	<p>1.3</p> <p><u>Strategy Across all Content Areas</u></p> <p><u>Strategy/Task</u></p> <p>Student achievement improves through <u>teachers' collaboration with the academic coach</u> in all content areas.</p> <p><u>Actions/Details</u></p> <p><i>Academic Coach</i></p> <p>-The academic coach and administration conducts one-on-one data chats with individual teachers using the teacher's student past and/or present data.</p> <p>-The academic coach rotates through all subjects' PLCs to:</p> <p>--Facilitate lesson planning that embeds rigorous tasks</p> <p>--Facilitate development, writing, selection of higher-order, text-dependent questions/activities, with an emphasis</p>	<p>1.3</p> <p><u>Who</u></p> <p>Administration</p> <p><u>How-</u></p> <p>-Review of coach's log</p> <p>-Review of coach's log of support to targeted teachers.</p> <p>-Administrative walk-throughs of coaches working with teachers (either in classrooms, PLCs or planning sessions)</p>	<p>1.3</p> <p>-Tracking of coach's participation in PLCs.</p> <p>-Tracking of coach's interactions with teachers (planning, co-teaching, modeling, de-briefing, professional development, and walk throughs)</p> <p>-Administrator-Instructional Coach meetings to review log and discuss action plan for coach for the upcoming two weeks</p>	<p>1.3</p> <p><u>During the Grading Period</u></p> <p>- Common assessments (pre, post, mid, section, end of unit)</p>	
--	--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------	--

2012-2013 School Improvement Plan (SIP)-Form SIP-1

			<p>on Webb’s Depth of Knowledge question hierarchy</p> <p>--Facilitate the identification, selection, development of rigorous core curriculum common assessments</p> <p>--Facilitate core curriculum assessment data analysis</p> <p>--Facilitate the planning for interventions and the intentional grouping of the students.</p> <p>-Using walk-through data, the academic coach and administration identify teachers for support in co-planning, modeling, co-teaching, observing and debriefing.</p> <p>-The academic coach trains each subject area PLC on how to facilitate their own PLC using structured protocols.</p> <p>-Throughout the school year, the academic coach/administration conducts one-on-one data chats with individual teachers using the data gathered from walk-through</p>				
--	--	--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--	--

2012-2013 School Improvement Plan (SIP)-Form SIP-1

			<p>tools. This data is used for future professional development, both individually and as a department.</p> <p><i>Leadership Team and Coach</i></p> <p>-The academic coach meets with the principal/APC to map out a high-level summary plan of action for the school year.</p> <p>-Every two weeks, the academic coach meets with the principal/APC to:</p> <p>--Review log and work accomplished and</p> <p>--Develop a detailed plan of action for the next two weeks.</p>				
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:</p>	<p>Anticipated Barrier</p>						

2012-2013 School Improvement Plan (SIP)-Form SIP-1

<p>Alg2. Students scoring Achievement Levels 4 or 5 in Algebra.</p>	<p>2.1. See Goal 1</p>	<p>See Goal 1</p>					
<p><u>Algebra Goal #2:</u> The percentage of students scoring a Level 4 or 5 on the 2013Algebra EOC will increase from 1% to 3%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>1</p>	<p>3</p>					

2012-2013 School Improvement Plan (SIP)-Form SIP-1

		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	

End of Algebra EOC Goals

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Math End of Course Assessments	Algebra	APC	Algebra and Geometry Teachers	Prior to the administration of the test	EOC testing	APC
Analyzing first semester exams	Geometry	Math DH	Algebra and Geometry Teachers	After the administration of the test	PLC logs	APC
	Algebra					
	Geometry	APC				

2012-2013 School Improvement Plan (SIP)-Form SIP-1

PLC	Grades 9-12	APC and Teachers who attended District- level course on PLC Facilitation during the summer	School-wide	Rolling Faculty meetings in October	Administrators conduct targeted walk-throughs to monitor PLC implementation PLC logs	APC
-----	-------------	--------------------------------------------------------------------------------------------------------------	-------------	----------------------------------------	---------------------------------------------------------------------------------------------------	-----

End of Mathematics Goals

Writing/Language Arts Goals

<p>Writing/ Language Arts Goals</p>	<p>Problem- Solving Process to Increase Student Achievement</p>						
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Fidelity Check Who and how will the fidelity be monitored?</p>	<p>Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p>Student Evaluation Tool</p>		

2012-2013 School Improvement Plan (SIP)-Form SIP-1

<p>1. Students scoring at Achievement Level 3.0 or higher in writing.</p>	<p>1.1. -PLCs struggle with how to structure curriculum conversations and data analysis to deepen their learning. To address this barrier, this year PLCs are being trained to use the Plan-Do-Check-Act “Instructional Unit” log.</p>	<p>1.1. <u>Strategy</u> Student achievement improves through <u>teachers working collaboratively</u> to focus on student learning. Specifically, they use the <u>Plan-Do-Check-Act</u> model and log to structure their way of work. Using the backwards design model for units of instruction, teachers focus on the following four questions:</p> <p>9. What is it we expect them to learn?</p> <p>10. How will we know if they have learned it?</p> <p>11. How will we respond if they don't learn?</p> <p>12. How will we respond if they already know it?__</p>	<p>1.1. -Principal -AP -Instruction Coaches -Subject Area Leaders -PLC facilitators of like grades and/or like courses</p> <p><u>How</u> PLCS turn their logs into administration and/or coach after a unit of instruction is complete. -PLCs receive feedback on their logs. -Administrators and coaches attend targeted PLC meetings -Progress of PLCs discussed at Leadership Team -Administration shares the data of PLC visits with staff on a monthly basis.</p>	<p>1.1. School has a system for PLCs to record and report during-the-grading period SMART goal outcomes to administration, coach, SAL, and/or leadership team.</p>	<p>1.1. <u>During the Grading Period</u> Common assessments (pre, post, mid, section, end of unit)</p>		
----------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------	--	--

2012-2013 School Improvement Plan (SIP)-Form SIP-1

		<p>Actions/Details</p> <p>-Grade level/like-course PLCs use a Plan-Do-Check-Act “Unit of Instruction” log to guide their discussion and way of work. Discussions are summarized on log.</p> <p>-Additional action steps for this strategy are outlined on grade level/content area PLC action plans.</p>					
<p><u>Writing/LA Goal #1:</u></p> <p>The percentage of students scoring Level 3.0 or higher on the 2013 FCAT Writes will maintain 90%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>90</p>	<p>90</p>					

2012-2013 School Improvement Plan (SIP)-Form SIP-1

		<p>1.2</p> <p>-Teachers tend to only differentiate after the lesson is taught instead of planning how to differentiate the lesson when new content is presented.</p> <p>-Teachers are at varying levels of using Differentiated Instruction strategies.</p> <p>-Teachers tend to give all students the same lesson, handouts, etc.</p>	<p>1.2</p> <p><u>Strategy/Task</u></p> <p>Student achievement improves when teachers use on-going student data to <u>differentiate instruction</u>.</p> <p><u>Actions/Details</u></p> <p><i>Within PLCs Before Instruction and During Instruction of New Content</i></p> <p>-Using data from previous assessments and daily classroom performance/work, teachers plan Differentiated Instruction groupings and activities for the delivery of new content in upcoming lessons.</p> <p><i>In the classroom</i></p> <p>-During the lessons, students are involved in flexible grouping techniques</p> <p><i>PLCs After Instruction</i></p> <p>-Teachers reflect and discuss the outcome of their DI lessons.</p> <p>-Teachers use student data to identify successful DI techniques for future implementation.</p>	<p>1.2</p> <p><u>Who</u></p> <p>-Principal</p> <p>-AP</p> <p>-Instruction Coaches</p> <p>-Subject Area Leaders</p> <p>-PLC facilitators of like grades and/or like courses</p> <p><u>How</u></p> <p>-PLC logs turned into administration, SAL and/or coaches.</p> <p>-PLCS turn their logs into administration and/or coach after a unit of instruction is complete.</p> <p>-PLCs receive feedback on their logs.</p> <p>-Administrators attend targeted PLC meetings</p> <p>-Progress of PLCs discussed at Leadership Team.</p> <p>-Administration shares the positive outcomes observed in PLC meetings on a monthly basis.</p>	<p>1.2</p> <p><u>Teacher Level</u></p> <p>-Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.</p> <p>-Teachers maintain their assessments in the on-line grading system.</p> <p>-Teachers use the on-line grading system data to calculate their students' progress towards the development of their individual/PLC SMART Goal.</p> <p><u>PLC Level</u></p> <p>-Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses.</p> <p>-PLCs reflect on lesson outcomes and data used to drive future instruction.</p> <p>- For each class/course, PLCs chart their overall progress towards the SMART Goal.</p> <p><u>Leadership Team Level</u></p>	<p>1.2</p> <p><u>During the Grading Period</u></p> <p>Common assessments (pre, post, mid, section, end of unit)</p>	
--	--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------	--

2012-2013 School Improvement Plan (SIP)-Form SIP-1

			<p>-Teachers, using a problem-solving question protocol, identify students who need re-teaching/interventions and how that instruction will be provided.</p> <p>*see questions on the PLC logs kept on the school site.</p> <p>-Additional action steps for this strategy are outlined on content area PLCs.</p>		<p>-PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Problem Solving Leadership Team.</p> <p>-Data is used to drive teacher support and student supplemental instruction.</p>		
--	--	--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

2012-2013 School Improvement Plan (SIP)-Form SIP-1

		<p>1.3</p> <p>-Scheduling time for the principal/APC to meet with the academic coach on a regular basis.</p> <p>-Teachers willingness to accept support from the coach.</p>	<p>1.3</p> <p><u>Strategy Across all Content Areas</u></p> <p><u>Strategy/Task</u></p> <p>Student achievement improves through teachers' collaboration with the academic coach in all content areas.</p> <p><u>Actions/Details</u></p> <p><i>Academic Coach</i></p> <p>-The academic coach and administration conducts one-on-one data chats with individual teachers using the teacher's student past and/or present data.</p> <p>-The academic coach rotates through all subjects' PLCs to:</p> <p>--Facilitate lesson planning that embeds rigorous tasks</p> <p>--Facilitate development, writing, selection of higher-order, text-dependent questions/activities, with an emphasis on Webb's Depth of Knowledge question hierarchy</p> <p>--Facilitate the</p>	<p>1.3</p> <p><u>Who</u></p> <p>Administration</p> <p><u>How-</u></p> <p>-Review of coach's log</p> <p>-Review of coach's log of support to targeted teachers.</p> <p>-Administrative walk-throughs of coaches working with teachers (either in classrooms, PLCs or planning sessions)</p>	<p>1.3</p> <p>-Tracking of coach's participation in PLCs.</p> <p>-Tracking of coach's interactions with teachers (planning, co-teaching, modeling, de-debriefing, professional development, and walk throughs)</p> <p>-Administrator-Instructional Coach meetings to review log and discuss action plan for coach for the upcoming two weeks</p>	<p>1.3</p> <p><u>During the Grading Period</u></p> <p>- Common assessments (pre, post, mid, section, end of unit)</p>	
--	--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------	--

2012-2013 School Improvement Plan (SIP)-Form SIP-1

		<p>identification, selection, development of rigorous core curriculum common assessments</p> <p>--Facilitate core curriculum assessment data analysis</p> <p>--Facilitate the planning for interventions and the intentional grouping of the students.</p> <p>-Using walk-through data, the academic coach and administration identify teachers for support in co-planning, modeling, co-teaching, observing and debriefing.</p> <p>-The academic coach trains each subject area PLC on how to facilitate their own PLC using structured protocols.</p> <p>-Throughout the school year, the academic coach/administration conducts one-on-one data chats with individual teachers using the data gathered from walk-through tools. This data is used for future professional development, both individually and as a department.</p> <p><i>Leadership Team and Coach</i></p> <p>-The academic coach meets</p>				
--	--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--	--

2012-2013 School Improvement Plan (SIP)-Form SIP-1

			<p>with the principal/APC to map out a high-level summary plan of action for the school year.</p> <p>-Every two weeks, the academic coach meets with the principal/APC to:</p> <p>--Review log and work accomplished and</p> <p>--Develop a detailed plan of action for the next two weeks.</p>				
--	--	--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--	--

Writing/Language Arts Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
-------------------------------------------	-------------------------	--------------------------------------------	---------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------	-----------------------------------	-----------------------------------------------

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Springboard Pacing	9-12	LA SAL	Language Arts Teachers	On-going	-Administration or Coach walk-throughs	
		PLC facilitators	PLC-grade level and vertical teams		-PLC logs turned into administration	Principal
		Academic Coach				APC
						SAL
Higher Order Thinking Skills Training, HOTS	9-12: All Subject Areas	Writing Coach/ Reading Coach	All	October	Classroom walkthroughs	PLC Facilitators Administrative team, Reading coach, Writing Coach, English/Reading Department Heads

End of Writing Goals

Attendance Goal(s)

Attendance Goal(s)	Problem-solving Process to Increase Attendance						
Based on the analysis of attendance data, and reference to “Guiding Questions”, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool		
1. Attendance	1.1 Most students with significant unexcused absences (10 or more) have serious personal or family issues that are impacting attendance.	1.1 An attendance referral is generated. The social worker and other relevant personnel (e.g., guidance counselor, school psychologist, SRO) communicates with the family to create an Attendance Improvement Plan.	1.1 Social Worker Other PSLT members as needed School Security - SRO	1.1 Social Worker/PSLT review data monthly on students (provided by social worker)	1.1 Instructional Planning Tool Attendance/Tardy data		

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Attendance Goal #1:	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*					
<p>1. The attendance rate will increase from 92.3% in 2011-2012 to 94% in 2012-2013.</p> <p>2. The attendance rate will increase from 92.3% in 2011-2012 to 94% in 2012-2013.</p> <p>The number of students who have 10 or more unexcused absences throughout the school year will decrease by 2%</p> <p>3. The number of students who have 10 or more unexcused tardies to school throughout the school year will decrease by %.</p>							
	92.33	94					

2012-2013 School Improvement Plan (SIP)-Form SIP-1

	<u>2012 Current Number of Students with Excessive Absences (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Absences (10 or more)</u>					
	226	220					
	<u>2012 Current Number of Students with Excessive Tardies (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u>					
	4	3					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

**Professional
Development
(PD) aligned with
Strategies through
Professional
Learning
Community (PLC)
or PD Activity**

Please note that each Strategy does not require a professional development or PLC activity.

2012-2013 School Improvement Plan (SIP)-Form SIP-1

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
EdLine	9-12	AP	School-wide	September and then an as needed basis	Random check of EdLine postings	AP

End of Attendance Goals

Suspension Goal(s)

Suspension Goal(s)	Problem-solving Process to Decrease Suspension						
Based on the analysis of suspension data, and reference to “Guiding Questions”, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

2012-2013 School Improvement Plan (SIP)-Form SIP-1

<p>1. Suspension</p>	<p>1.1. There needs to be common school-wide expectations and rules for appropriate classroom behavior.</p>	<p>1.1 -Positive Behavior Support (PBS) will be implemented to address school-wide expectations and rules, set these through staff survey, discipline data, and provide training to staff in methods for teaching and reinforcing the school-wide rules and expectations. -Providing teachers with resources for continued teaching and reinforcement of school expectations and rules. -Leadership team conducts walkthroughs using a PBS walk-through form (generated by the district RtI facilitators). -The data is shared with faculty at a monthly meeting, tracking the overall</p>	<p>1.1 <u>Who</u> -PSLT Behavior Committee -Leadership Team -Administration</p>	<p>1.1 - PSLT /Behavior Committee will review data on Office Discipline Referrals ODRs and out of school suspensions, ATOSS data monthly.</p>	<p>UNTIE , EASI ODR and suspension data cross-referenced with mainframe discipline data</p>		
-----------------------------	-----------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------	--	--

2012-2013 School Improvement Plan (SIP)-Form SIP-1

		improvement of the faculty. -Where needed, administration conducts individual teacher walk-through data chats.					
<u>Suspension Goal #1:</u>	<u>2012 Total Number of</u>	<u>2013 Expected Number of</u>					
1. The total number of In-School Suspensions will remain the same.	<u>In-School Suspensions</u>	<u>In-School Suspensions</u>					
	470	470					
	<u>2012 Total Number of Students Suspended</u>	<u>2013 Expected Number of Students Suspended</u>					
	<u>In-School</u>	<u>In-School</u>					
	303	303					
	<u>2012 Number of Out-of-School Suspensions</u>	<u>2013 Expected Number of</u>					
		<u>Out-of-School Suspensions</u>					
	493	493					

2012-2013 School Improvement Plan (SIP)-Form SIP-1

	<u>2012 Total Number of Students Suspended</u>	<u>2013 Expected Number of Students Suspended</u>					
	<u>Out-of-School</u>	<u>Out-of-School</u>					
	280	280					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Positive Behavior Support 9-12 (PBS)		District USF Trainer	School-wide	1 X per semester	Administration, district MTSS facilitator and guidance walk-throughs	Administration, district MTSS facilitator and guidance walk-throughs

End of Suspension Goals

**Hillsborough 2012
Rule 6A-1.099811
Revised July, 2012**

Dropout Prevention Goal(s)

Note: Required for High School- F.S., Sec. 1003.53

* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

Dropout Prevention Goal(s)	Problem-solving Process to Dropout Prevention						
Based on the analysis of parent involvement data, and reference to “Guiding Questions”, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool		
<p>1. Dropout Prevention</p> <p><u>Dropout Prevention Goal #1:</u></p> <p><i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i></p>	<p>Students are behind in credits and are not graduating from high school on time.</p>	<p>Credit Recovery programs will be offered to students to meet their graduation requirements. The programs include: IMPACT Credit Recovery Program, Virtual School, and Night School.</p>	<p>Asst. Principal for Student Affairs, SRO, APC, Teachers,</p> <p>Guidance Counselors, College and Career Specialist, RtI Coach</p>	<p>Utilize Early Warning System (EWS) data to track students.</p> <p>Review student success rates of IMPACT, Credit Recovery, etc.</p>	<p>High School Graduation Rates and Drop Out Rates</p>		

2012-2013 School Improvement Plan (SIP)-Form SIP-1

<p>Goals</p> <p>The dropout rate will decrease from by <u> 1 </u>%.</p> <p>The graduation rate will increase by 1%.</p>	<p><u>2012 Current Dropout Rate:*</u></p> <p>1.1%</p>	<p><u>2013 Expected Dropout Rate:*</u></p> <p>.05%</p>					
	<p><u>2012 Current Graduation Rate:*</u></p> <p>75.2%</p>	<p><u>2013 Expected Graduation Rate:*</u></p> <p>76.2%</p>					
		<p>New High School grading does not include students that leave your school to go to GED and ESE/ Special Diploma.</p>	<p>The IEP/ CST teams will meet at the beginning of the school year to review SWDs to review schedules and Diploma Options of all ESE students. Project and determine which students are on the track to graduate on time and what plan of action can be put into place to prepare others.</p>	<p>ESE Specialist, Transition Specialist, Guidance Counselor, APC</p>	<p>Clear Communication with parents on graduation options and plans for post-secondary options.</p>	<p>High School Graduation Rates and Drop Out Rates</p>	
		<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	

Dropout Prevention Professional Development

Professional Development (PD) aligned with Strategies through

Hillsborough 2012
 Rule 6A-1.099811
 Revised July, 2012

Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
-------------------------------------------	-------------------------	--------------------------------------------	---------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------	-----------------------------------	-----------------------------------------------

End of Dropout Prevention Goal(s)

Health and Fitness Goal(s)

* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

Additional Goal(s)	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

2012-2013 School Improvement Plan (SIP)-Form SIP-1

<p>1. Health and Fitness Goal</p>	<p>1.1. -Students refusal to dress out so they can participate in activities. -Students dress out but do not participate. -Students do not put forth maximum effort.</p>	<p>1.1 High School students will engage in a minimum of two semesters of physical education in grades 9-12.</p>	<p>1.1 Principal Guidance Counselors APC</p>	<p>1.1 Checking of student schedules</p>	<p>1.1 Student schedules Master schedule</p>		
<p><u>Health and Fitness Goal #1:</u> During the 2012-2013 school year, the number of students scoring in the “Healthy Fitness Zone” (HFZ) on the Pacer for assessing aerobic capacity and cardiovascular health will increase from <u>22</u> % on the Pretest to <u>50</u> % on the Posttest.</p>	<p><u>2012 Current Level .*</u></p>	<p><u>2013 Expected Level .*</u></p>					
	<p>22</p>	<p>50</p>					

2012-2013 School Improvement Plan (SIP)-Form SIP-1

		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Health and Fitness Goals Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
-------------------------------------------	-------------------------	--------------------------------------------	---------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------	-----------------------------------	-----------------------------------------------

Continuous Improvement Goal(s)

* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

Additional Goal(s)	Problem-Solving						
---------------------------	------------------------	--	--	--	--	--	--

2012-2013 School Improvement Plan (SIP)-Form SIP-1

	Process to Increase Student Achievement						
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
1. Continuous Improvement Goal	1.1. Teachers were unfamiliar/uncomfortable with the school improvement process on the school, classroom, and/or individual student level(s).	1.1. Increase involvement in school improvement process throughout all departments of the school.	1.1. Principal, PLC leaders, DH Leaders, APC, SAC Chair	1.1. SAC Minutes/documentation in the Title I Task box	1.1. School Improvement minutes, IPDP		

2012-2013 School Improvement Plan (SIP)-Form SIP-1

<u>Continuous Improvement Goal #1:</u>	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>					
<p>The percentage of teachers who strongly agree with the indicators under Teaching and Learning on the School Climate and Perception Survey for Instructional Staffs will increase from 80% in 2012 to 82% in 2013.</p>							
	74	75					

2012-2013 School Improvement Plan (SIP)-Form SIP-1

	<p>1.2. Teachers were unfamiliar/uncomfortable with the appropriate use of PLC's and planning time.</p> <p>1.3. --Computer generated progress reports take additional paper and ink. -Takes additional teacher time</p>	<p>1.2. PLC log templates will be created that include the SIPs goals. PLCs will use the Action Steps of the Goals as a guide for PLC discussion and PLC work.</p>	<p>1.2. Principal, PLC leaders, DH Leaders, APC</p> <p><u>How</u> Administration will review PLCs logs and provide feedback.</p>	<p>1.2. PLST will examine the feedback from all PLCs and determine next steps in the PLC process.</p>	<p>1.2. PLC Facilitators will provide feedback to PLST team on progress of their PLC.</p>	<p>1.2.</p>	
		<p>1.3. Teachers will send home computer-generated progress report every two weeks. The Parent Link system will notify parents that progress reports are coming home</p>	<p>1.3. Principal ,PLC leaders, DH Leaders, APC</p>	<p>1.3. AP will regularly check posting of grades on the on-line system</p>	<p>1.3. AP will regularly check posting of grades on the on-line system</p>	<p>1.3.</p>	

Continuous Improvement Goals Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader SAC Chair	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Effective use of PLC	9-12		All faculty	Faculty meeting/followed up with weekly PLC meetings	Review of PLC logs	Administration

End of Additional Goal(s)

NEW Goal(s) For the 2012-2013 School Year

NEW Reading Florida Alternate Assessment Goals

<p>A. Florida Alternate Assessment: Students scoring proficient in reading (Levels 4-9).</p>	<p>A.1. See Reading Goal 5D</p>	<p>A.1.</p>	<p>A.1.</p>	<p>A.1.</p>	<p>A.1.</p>		
---------------------------------------------------------------------------------------------------------	-------------------------------------	-------------	-------------	-------------	-------------	--	--

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Reading Goal A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
The percentage of students scoring a Level 4 or higher on the 2013 FAA will maintain or increase by 1%.							
	N/A						
		A.2.	A.2.	A.2.	A.2.	A.2.	
		A.3.	A.3.	A.3.	A.3.	A.3.	

2012-2013 School Improvement Plan (SIP)-Form SIP-1

<p>B. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.</p>	<p>B.1. See Reading Goal 5D</p>	<p>B.1.</p>	<p>B.1.</p>	<p>B.1.</p>	<p>B.1.</p>		
---------------------------------------------------------------------------------------------------------	-------------------------------------	-------------	-------------	-------------	-------------	--	--

2012-2013 School Improvement Plan (SIP)-Form SIP-1

<u>Reading Goal B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The percentage of students making learning gains on the 2013 FAA will maintain or increase by 1%.							
	N/A						
		B.2.	B.2.	B.2.	B.2.	B.2.	
		B.3.	B.3.	B.3.	B.3.	B.3.	

NEW Comprehensive English Language Learning Assessment (CELLA) Goals

CELLA Goals	Problem-Solving Process to Increase Language Acquisition					

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	
C. Students scoring proficient in Listening/ Speaking.	1.1. See Reading goal 5.C.1.	1.1. See Reading goal 5.C.1.	1.1.	1.1.	1.1.	

2012-2013 School Improvement Plan (SIP)-Form SIP-1

<p><u>CELLA Goal #C:</u></p> <p>The percentage of students scoring proficient on the 2013 Listening/Speaking section of the CELLA will increase from 60% to 65%.</p>	<p><u>2012 Current Percent of Students Proficient in Listening/Speaking:</u></p>					
	<p>60</p>					
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
<p>Students read in English at grade level text in a manner similar to non-ELL students.</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Fidelity Check</p> <p>Who and how will the fidelity be monitored?</p>	<p>Strategy Data Check</p> <p>How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p>Student Evaluation Tool</p>	

2012-2013 School Improvement Plan (SIP)-Form SIP-1

D. Students scoring proficient in Reading.	2.1. See Reading goal 5.C.1.	2.1. See Reading goal 5.C.1.	2.1.	2.1.	2.1.	
---------------------------------------------------	-------------------------------------	-------------------------------------	------	------	------	--

2012-2013 School Improvement Plan (SIP)-Form SIP-1

<p><u>CELLA Goal #D:</u></p> <p>The percentage of students scoring proficient on the 2013 Reading section of the CELLA will increase from 26% to 30%.</p>	<p><u>2012 Current Percent of Students Proficient in Reading :</u></p>					
	<p>26</p>					
		<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>
		<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	<p>2.3</p>
<p>Students write in English at grade level in a manner similar to non-ELL students.</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Fidelity Check</p> <p>Who and how will the fidelity be monitored?</p>	<p>Strategy Data Check</p> <p>How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p>Student Evaluation Tool</p>	

2012-2013 School Improvement Plan (SIP)-Form SIP-1

E. Students scoring proficient in Writing.	2.1. See Reading goal 5.C.1.	2.1. See Reading goal 5.C.1.	2.1.	2.1.	2.1.	
---------------------------------------------------	-------------------------------------	-------------------------------------	------	------	------	--

2012-2013 School Improvement Plan (SIP)-Form SIP-1

<p><u>CELLA Goal #E:</u></p> <p>The percentage of students scoring proficient on the 2013 Writing section of the CELLA will increase from 40% to 45%.</p>	<p><u>2012 Current Percent of Students Proficient in Writing :</u></p>					
	<p>40</p>					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3

NEW Math Florida Alternate Assessment Goals

<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Fidelity Check</p> <p>Who and how will the fidelity be monitored?</p>	<p>Strategy Data Check</p> <p>How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p>Student Evaluation Tool</p>		
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------	------------------------	---------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------	---------------------------------------	--	--

2012-2013 School Improvement Plan (SIP)-Form SIP-1

<p>F. Florida Alternate Assessment: Students scoring at in mathematics (Levels 4-9).</p>	<p>F.1.</p>	<p>F.1. SEE Math goal 5D</p>	<p>F.1 SEE Math goal 5D.</p>	<p>F.1.</p>	<p>F.1.</p>		
<p><u>Mathematics Goal F:</u> The percentage of students scoring a Level 4 or higher on the 2013 FAA will maintain or increase by 1%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>*Not enough students tested</p>						

2012-2013 School Improvement Plan (SIP)-Form SIP-1

		F.2.	F.2.	F.2.	F.2.	F.2.	
		F.3.	F.3.	F.3.	F.3.	F.3.	
G. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.	G.1.	G.1 See Math goal 5D.	G.1 See Math Goal 5D.	G.1.	G.1.		

2012-2013 School Improvement Plan (SIP)-Form SIP-1

<u>Mathematics Goal</u> G:	<u>2012 Current</u> <u>Level of</u> <u>Performance:*</u>	<u>2013 Expected</u> <u>Level of</u> <u>Performance:*</u>					
The percentage of students making learning gains on the 2013 FAA will maintain or increase by 1%.							
	*Not enough students tested						
		G.2.	G.2.	G.2.	G.2.	G.2.	G.2.
		G.3.	G.3.	G.3.	G.3.	G.3.	G.3.

NEW Geometry End-of-Course Goals *(High School ONLY)

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Geometry EOC Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

2012-2013 School Improvement Plan (SIP)-Form SIP-1

<p>H. Students scoring in the middle or upper third (proficient) in Geometry.</p>	<p>1.1. See Math Goal 1, 2, 4, & 5</p>	<p>1.1. See Math Goal 1, 2, 4, & 5</p>	<p>1.1.</p>	<p>1.1.</p>	<p>1.1.</p>		
<p><u>Geometry Goal H:</u> The percentage of students making learning gains on the 2013 FAA will maintain or increase by 1%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

2012-2013 School Improvement Plan (SIP)-Form SIP-1

	62	65					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

2012-2013 School Improvement Plan (SIP)-Form SIP-1

<p>I. Students scoring in the upper third on Geometry.</p>	<p>2.1. See Math Goal 1, 2, 4, & 5</p>	<p>2.1. See Math Goal 1, 2, 4, & 5</p>	<p>2.1.</p>	<p>2.1.</p>	<p>2.1.</p>		
<p><u>Geometry Goal I:</u> The percentage of students scoring in the middle or upper third on the 2013 End-of-Course Geometry Exam will increase from 26% to 30%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

	26	30					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	

End of Geometry EOC Goals

NEW Science Florida Alternate Assessment Goal

Elementary, Middle and High Science Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

2012-2013 School Improvement Plan (SIP)-Form SIP-1

<p>J. Florida Alternate Assessment: Students scoring at proficient in science (Levels 4-9).</p>	<p>J.1. -Need to provide a school organization structure and procedure for regular and on-going review of students' IEPs. To address this barrier, the APC will put a system in place for this school year.</p>	<p>J.1. <u>Strategy</u> SWD student achievement improves through the effective and consistent implementation of students' IEP goals, strategies, modifications, and accommodations. -Throughout the school year, teachers of SWD review students' IEPs to ensure that IEPs are implemented consistently and with fidelity. -Teachers (both individually and in PLCs) work to improve upon both individually and collectively, the ability to effectively implement</p>	<p>J.1. <u>Who</u> Principal, Site Administrator, Assistance Principal <u>How</u> IEP Progress Reports reviewed by APC</p>	<p>J.1. <u>Teacher Level</u> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual SMART Goal. <u>PLC Level</u> -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. - For each class/course, PLCs chart their overall progress towards the SMART Goal. <u>Leadership Team Level</u> -PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.</p>	<p>J.1. -Formal and informal assessments (Brigance). -Progress towards annual goals monitored quarterly.</p>		
--------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------	--	--

2012-2013 School Improvement Plan (SIP)-Form SIP-1

		IEP/SWD strategies and modifications into lessons.					
<p><u>Science Goal J:</u></p> <p>The percentage of students scoring a Level 4 or higher on the 2013 FAA will maintain or increase by 1%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>*Not enough students tested</p>						
		J.2.	J.2.	J.2.	J.2.	J.2.	
		J.3.	J.3.	J.3.	J.3.	J.3.	

NEW Biology End-of-Course (EOC) Goals

* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Biology EOC Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

2012-2013 School Improvement Plan (SIP)-Form SIP-1

<p>K. Students scoring in the middle or upper third (proficient) in Biology.</p>	<p>1.1. -PLCs struggle with how to structure curriculum conversations and data analysis to deepen their learning. To address this barrier, this year PLCs are being trained to use the Plan-Do-Check-Act “Instructional Unit” log.</p>	<p>1.1. <u>Strategy</u> Student achievement improves through <u>teachers working collaboratively</u> to focus on student learning. Specifically, they use the <u>Plan-Do-Check-Act</u> model and log to structure their way of work. Using the backwards design model for units of instruction, teachers focus on the following four questions: 13. What is it we expect them to learn? 14. How will we if they have learned it? 15. How will we respond if they don't</p>	<p>1.1. -Principal -AP -Instruction Coaches -Subject Area Leaders -PLC facilitators of like grades and/or like courses <u>How</u> PLCS turn their logs into administration and/or coach after a unit of instruction is complete. -PLCs receive feedback on their logs. -Administrators and coaches attend targeted PLC meetings -Progress of PLCs discussed at Leadership Team -Administration shares the data of PLC visits with staff on a monthly basis.</p>	<p>1.1. School has a system for PLCs to record and report during-the-grading period SMART goal outcomes to administration, coach, SAL, and/or leadership team.</p>	<p>1.1. <u>During the Grading Period</u> Common assessments (pre, post, mid, section, end of unit)</p>		
-----------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------	--	--

2012-2013 School Improvement Plan (SIP)-Form SIP-1

		<p>learn?</p> <p>16. How will we respond if they already know it?_</p> <p><u>Actions/Details</u></p> <p>-Grade level/like-course PLCs use a Plan-Do-Check-Act “Unit of Instruction” log to guide their discussion and way of work. Discussions are summarized on log.</p> <p>-Additional action steps for this strategy are outlined on grade level/content area PLC action plans.</p>					
--	--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--	--	--

2012-2013 School Improvement Plan (SIP)-Form SIP-1

<u>Biology Goal K:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The percentage of students scoring in the middle and upper third on the 2013 End-of-Course Biology Exam will increase from 55% to 60%.	55	60					

2012-2013 School Improvement Plan (SIP)-Form SIP-1

		<p>1.2</p> <p>-Teachers tend to only differentiate after the lesson is taught instead of planning how to differentiate the lesson when new content is presented.</p> <p>-Teachers are at varying levels of using Differentiated Instruction strategies.</p> <p>-Teachers tend to give all students the same lesson, handouts, etc.</p>	<p>1.2</p> <p><u>Strategy/Task</u></p> <p>Student achievement improves when teachers use on-going student data to <u>differentiate instruction</u>.</p> <p><u>Actions/Details</u></p> <p><i>Within PLCs Before Instruction and During Instruction of New Content</i></p> <p>-Using data from previous assessments and daily classroom performance/work, teachers plan Differentiated Instruction groupings and activities for the delivery of new content in upcoming lessons.</p> <p><i>In the classroom</i></p> <p>-During the lessons, students are involved in flexible grouping techniques</p> <p><i>PLCs After Instruction</i></p> <p>-Teachers reflect and discuss the outcome of their DI lessons.</p> <p>-Teachers use student data to identify successful DI techniques for future</p>	<p>1.2</p> <p><u>Who</u></p> <p>-Principal</p> <p>-AP</p> <p>-Instruction Coaches</p> <p>-Subject Area Leaders</p> <p>-PLC facilitators of like grades and/or like courses</p> <p><u>How</u></p> <p>-PLC logs turned into administration, SAL and/or coaches.</p> <p>-PLCS turn their logs into administration and/or coach after a unit of instruction is complete.</p> <p>-PLCs receive feedback on their logs.</p> <p>-Administrators attend targeted PLC meetings</p> <p>-Progress of PLCs discussed at Leadership Team.</p> <p>-Administration shares the positive outcomes observed in PLC meetings on a monthly basis.</p>	<p>1.2</p> <p><u>Teacher Level</u></p> <p>-Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.</p> <p>-Teachers maintain their assessments in the on-line grading system.</p> <p>-Teachers use the on-line grading system data to calculate their students' progress towards the development of their individual/PLC SMART Goal.</p> <p><u>PLC Level</u></p> <p>-Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses.</p> <p>-PLCs reflect on lesson outcomes and data used to drive future instruction.</p> <p>- For each class/course, PLCs chart their overall progress towards the SMART Goal.</p> <p><u>Leadership Team Level</u></p>	<p>1.2</p> <p><u>During the Grading Period</u></p> <p>Common assessments (pre, post, mid, section, end of unit)</p>	
--	--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------	--

2012-2013 School Improvement Plan (SIP)-Form SIP-1

		<p>implementation.</p> <p>-Teachers, using a problem-solving question protocol, identify students who need re-teaching/ interventions and how that instruction will be provided.</p> <p>*see questions on the PLC logs kept on the school site.</p> <p>-Additional action steps for this strategy are outlined on content area PLCs.</p>		<p>-PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Problem Solving Leadership Team.</p> <p>-Data is used to drive teacher support and student supplemental instruction.</p>		
--	--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

2012-2013 School Improvement Plan (SIP)-Form SIP-1

		<p>1.3</p> <p>-Scheduling time for the principal/APC to meet with the academic coach on a regular basis.</p> <p>-Teachers willingness to accept support from the coach.</p>	<p>1.3</p> <p><u>Strategy Across all Content Areas</u></p> <p><u>Strategy/Task</u></p> <p>Student achievement improves through teachers' collaboration with the academic coach in all content areas.</p> <p><u>Actions/Details</u></p> <p><i>Academic Coach</i></p> <p>-The academic coach and administration conducts one-on-one data chats with individual teachers using the teacher's student past and/or present data.</p> <p>-The academic coach rotates through all subjects' PLCs to:</p> <p>--Facilitate lesson planning that embeds rigorous tasks</p> <p>--Facilitate development, writing, selection of higher-order, text-dependent questions/activities, with an emphasis on Webb's Depth of Knowledge question hierarchy</p>	<p>1.3</p> <p><u>Who</u></p> <p>Administration</p> <p><u>How-</u></p> <p>-Review of coach's log</p> <p>-Review of coach's log of support to targeted teachers.</p> <p>-Administrative walk-throughs of coaches working with teachers (either in classrooms, PLCs or planning sessions)</p>	<p>1.3</p> <p>-Tracking of coach's participation in PLCs.</p> <p>-Tracking of coach's interactions with teachers (planning, co-teaching, modeling, de-briefing, professional development, and walk throughs)</p> <p>-Administrator-Instructional Coach meetings to review log and discuss action plan for coach for the upcoming two weeks</p>	<p>1.3</p> <p><u>During the Grading Period</u></p> <p>- Common assessments (pre, post, mid, section, end of unit)</p>	
--	--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------	--

2012-2013 School Improvement Plan (SIP)-Form SIP-1

		<p>--Facilitate the identification, selection, development of rigorous core curriculum common assessments</p> <p>--Facilitate core curriculum assessment data analysis</p> <p>--Facilitate the planning for interventions and the intentional grouping of the students.</p> <p>-Using walk-through data, the academic coach and administration identify teachers for support in co-planning, modeling, co-teaching, observing and debriefing.</p> <p>-The academic coach trains each subject area PLC on how to facilitate their own PLC using structured protocols.</p> <p>-Throughout the school year, the academic coach/ administration conducts one-on-one data chats with individual teachers using the data gathered from walk-through tools. This data is used for future professional development, both individually and as a department.</p> <p><i>Leadership Team and Coach</i></p>				
--	--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--	--

2012-2013 School Improvement Plan (SIP)-Form SIP-1

			<p>-The academic coach meets with the principal/APC to map out a high-level summary plan of action for the school year.</p> <p>-Every two weeks, the academic coach meets with the principal/APC to:</p> <p>--Review log and work accomplished and</p> <p>--Develop a detailed plan of action for the next two weeks.</p>				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	<p>Fidelity Check</p> <p>Who and how will the fidelity be monitored?</p>	<p>Strategy Data Check</p> <p>How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p>Student Evaluation Tool</p>		

2012-2013 School Improvement Plan (SIP)-Form SIP-1

<p>L. Students scoring in upper third in Biology.</p>	<p>2.1. SEE Goal 1& 2</p>	<p>2.1. SEE Goal 1& 2</p>	<p>2.1.</p>	<p>2.1.</p>	<p>2.1.</p>		
--------------------------------------------------------------	----------------------------------------	----------------------------------------	-------------	-------------	-------------	--	--

2012-2013 School Improvement Plan (SIP)-Form SIP-1

<p><u>Biology Goal L:</u></p> <p>The percentage of students scoring in the upper third on the 2013 End-of-Course Biology Exam will increase from 22% to 25%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>22</p>	<p>25</p>					
		<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	
		<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	

NEW Writing Florida Alternate Assessment Goal

<p>Writing Goals</p>	<p>Problem-Solving Process to Increase Student Achievement</p>						
-----------------------------	-----------------------------------------------------------------------	--	--	--	--	--	--

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
<p>M. Florida Alternate Assessment: Students scoring at 4 or higher in writing (Levels 4-9).</p>	<p>M.1. SEE Writing Goal</p>	<p>M.1.</p>	<p>M.1.</p>	<p>M.1.</p>	<p>M.1.</p>		

2012-2013 School Improvement Plan (SIP)-Form SIP-1

<p><u>Writing Goal M:</u></p> <p>The percentage of students scoring a Level 4 or higher on the 2013 FAA will maintain or increase by 1%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>*Not enough students tested</p>						
		<p>M.2.</p>	<p>M.2.</p>	<p>M.2.</p>	<p>M.2.</p>	<p>M.2.</p>	
		<p>M.3.</p>	<p>M.3.</p>	<p>M.3.</p>	<p>M.3.</p>	<p>M.3.</p>	

NEW Science, Technology, Engineering, and Mathematics (STEM) Goal(s)

<p>STEM Goal(s)</p>	<p>Problem-Solving Process to Increase Student Achievement</p>				
----------------------------	-----------------------------------------------------------------------	--	--	--	--

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool
<p><u>STEM Goal #1:</u></p> <p>Implement/expand project/problem-based learning in math, science and CTE/STEM electives.</p>	<p>1.1</p> <p>Need common planning time for math, science, ELA and other STEM teachers</p>	<p>1.1</p> <p>-Explicit direction for STEM professional learning communities to be established.</p> <p>-Documentation of planning of units and outcomes of units in logs.</p> <p>-Increase effectiveness of lessons through lesson study and district metrics, etc.</p>	<p>1.1</p> <p>PLC or grade level lead -Subject Area Leaders</p>	<p>1.1</p> <p>Administrative/SAL walk-throughs</p>	<p>1.1</p> <p>Logging number of project-based learning in math, science and CTE/STEM elective per nine week. Share data with teachers.</p>
	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>
	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>

STEM Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a

2012-2013 School Improvement Plan (SIP)-Form SIP-1

professional development or PLC activity. PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Project-based learning	9-12	SALs	Science, math, ELA and technology teachers PLCs	On-going	Administrator walk-throughs	Administration

End of STEM Goal(s)

NEW Career and Technical Education (CTE) Goal(s)

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool

2012-2013 School Improvement Plan (SIP)-Form SIP-1

<p><u>CTE Goal #1:</u></p> <p>Sustain/Increase the number of Career Technical Student Organization chapters from <u>5</u> in 2011-2012 to <u>6</u> in 2012-2013.</p> <p>Increase the student membership from <u>56</u> in 2011-2012 to <u>80</u> in 2012-2013.</p>	<p>1.1.</p> <p>Time for students to meet.</p>	<p>1.1.</p> <p>Increase student participation in CTSO competitions/ events.</p>	<p>1.1.</p> <p>CTE Teachers</p>	<p>1.1.</p> <p>Aggregate and analyze the data every quarter to develop next steps</p>	<p>1.1.</p> <p>Log of number of CTSO events</p> <p>Log of number of students who attend CTSO events</p>
	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>
	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>

CTE Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a

Hillsborough 2012 Rule 6A-1.099811 Revised July, 2012

2012-2013 School Improvement Plan (SIP)-Form SIP-1

professional development or PLC activity. PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Establishing or growing a CTSO.	9-12	District	CTE Teachers	October, 2012	Log of events and attendance	CTE Contact Teacher

End of CTE Goal(s)

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

Please choose the school's DA Status. (To activate the checkbox: 1. double click the desired box; 2.when the menu pops up, select "checked" under "Default Value" header; 3. Select "OK", this will place an "x" in the box.)

School Differentiated Accountability Status		
<input type="checkbox"/> Priority	Focus	<input type="checkbox"/> Prevent

- *Once the state has provided information, directions for how to upload the checklist will be posted on the School Improvement Icon.*

School Advisory Council (SAC)

SAC Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community members who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.

Yes No

If No, describe the measures being taken to comply with SAC requirements.

Describe the use of SAC funds.			
Name and Number of Strategy from the School Improvement Plan	Description of Resources that improves student achievement or student engagement	Projected Amount	Final Amount
**STARTING BALANCE/ OCT 2012			\$3,393.30

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Writing Goal	Gift cards to use as incentives for students who attend ELP and Saturday School for Writing prior to taking the FCAT Writes.	\$200.00	Voided
Drop-Out prevention, Graduation Rate, Math Goals	Incentives for approx.. 20 seniors who have not passed the Math FCAT requirement- to maximize the time and participation, provide pizza lunch during tutoring sessions.	\$150.00	\$139.29
SIP Coordinator Stipend	Problem-solving response to intervention facilitator, school wide progress monitoring and data collection facilitator, school improvement plan progress monitoring facilitator, provide professional development re: the school improvement process.	\$1138.20	\$1138.20
Math Reading Writing Science	Food snacks, student incentives (gift cards) for students attending Saturday School.(Increasing FCAT Scores, especially promoting growth in the bottom quartile). \$150.00 for gift cards/\$150.00 for Snacks/drinks.	\$300.00	148.47 145.00
Parent Involvement Plan	Supplies including food for parent involvement meeting, annual Title I meeting, and SAC meeting November 14. Vendor used Publix	\$100.00	\$67.38 (reimbursement for tax= +\$1.79)
Geometry/ Algebra EOC	Snacks for students taking EOC exam.	\$50.00	Voided
STEM Goal #1	Pizza for AP Calculus students scoring 6 out of 9 points; approx. 18 students. Vendor: Dominos	\$120.00	\$49.37
Parent Involvement Plan	Incentives for parents who attend the Spring Jubilee. Gift cards to be raffled off for participants in order to increase participation and increase awareness of the academic opportunities we offer at Spoto HS.	\$75.00	75.00
Biology EOC	Student incentives for attending Biology ELP tutoring. Students who participate are entered into raffle; 4 students recognized.	\$80.00	80.00
Poetry Club, Poetry SLAM	Poetry club members represent varied levels of students (intensive reading to Advanced Placement), so this event encourages poetry reading both as a fluency builder, reinforcement of fluency and poetry comprehension, and enrichment as appreciation. The event will be open for school wide participation and funds are needed for advertisement of the event (posters, poster paint), decorations, refreshments, and prizes.	\$195.00	
Reading	The money is to purchase a class set of Action magazines in order to improve reading comprehension with my grade level classes (also, sharing with other teachers as requested). It would promote a culture of literacy as well. Please note: students have shared with me that they enjoy the articles and current issues/events that the magazine provides them. Some students have no access to print media about current events/news at home.READING goals: These magazines contain Common Core State Standards-based strategies for improvement of reading comprehension. Scholastic Action builds language arts skills	\$282.20	\$282.20

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Science	This resource will allow our Level 1 and 2 students the opportunity to build background knowledge on current science and expand their reading experience with hands on text. The magazines are written at a reading level that is more accessible to our Level 1 and Level 2 readers, but still provides rigorous text and connections to Common Core State Standards. This resource will allow students to practice applying their reading skills and support their readiness for FCAT 2.0 and Biology EOC.	\$231.25	
History/Social Studies; US History EOC-Reading	. This resource allows our Level 1 and 2 students the opportunity to build background knowledge on current events and history, while expand their reading experience with hands on text. The magazines are written at a reading level that is more accessible to our Level 1 and Level 2 readers, but still provides rigorous text to practice applying their reading skills and support their readiness for FCAT 2.0. There would be high use and relevance in the social studies classes. The magazines could also be shared for high engagement reading substitute lesson plans and with other content area teachers when the issue's content is more appropriate for those classes.	\$248.75	
Math	Reading coach is applying for SAC funds to begin class set subscription to Scholastic Math magazine. This resource will provide nonfiction articles that relate real-world math and world news, CCSS connections, math activities, cross-curricular connections, MATH online digital teaching tools for whiteboards and classroom computers, and review and test prep support	\$203.00	
CTE, Reading, Drop-Out Prevention	Reading coach is applying for SAC funds to begin class set subscription to Scholastic Choices magazine. This resource will provide nutrition and fitness articles, anti-bullying, substance abuse, first aid primers, personal responsibility, relationship, and consumer awareness, so it would be appropriate for use in our nutrition, senior survival, and reading classes. In addition to meeting CCSS they also have online tools that can be used with the whiteboards and classroom computers.	\$223.72	
Final Amount Spent remainder:	Projected	\$2739.95	