

**FLORIDA DEPARTMENT OF EDUCATION
&
THE MANATEE COUNTY SCHOOL DISTRICT**



**School Improvement Plan (SIP)
Form SIP-1
Non-Title I High Schools**



2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Manatee High School	District Name: Manatee
Principal: Donald Sauer	Superintendent:
SAC Chair: Julie Rothfeld	Date of School Board Approval:

Student Achievement Data:

The following links will open in a separate browser window.

[School Grades Trend Data](#)

[Florida Comprehensive Assessment Test \(FCAT\)/Statewide Assessment Trend Data](#)

[High School Feedback Report](#)

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

Additional Requirements

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

School-Based MTSS/RtI Team
Core 1 Team Don Sauer, administrator Gregg Faller, administrator Al Melnick, instructional leader (ESE) Michelle McCarthy, instructional leader (English) Pat Zalo, instructional leader (Science) Stephen Murray, instructional leader (Social Studies) Laura Sollenberger, instructional leader (academies) Jim Bruce, instructional leader (music)

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<p>Linda Boone, instructional leader (foreign language) Cherri Rigney, instructional leader (math) Barbara Roff, media specialist Denise Brigg, intensive reading teacher Andrea Peirson, teacher liaison Dr. Candi Horsting, guidance</p>
<p>Meeting Processes: Initially this year, as we begin to further implement the MTSS/RtI Team, we meet weekly. Each meeting has an overarching purpose, and an agenda is sent out prior to the meeting. The meetings include discussions on school-wide goals as well as professional development of gathering and analyzing school data. The meetings will eventually be scheduled for two times per month. Additionally, several district experts will aid in training. Roles/Functions: Each person who serves on the team is integral to the problem-solving process. Although all serve as advocates for the students, each team member has an area of expertise as noted in the title of the role they serve on the team. Working with Other School Teams: The team works with other school teams to organize and coordinate RtI efforts. Within the RtI team are members from the School Leadership Team and the School Literacy team. The liaisons work to help coordinate and communicate between the teams. Additionally we use an electronic platform to house information and to share information. This platform called manateelearn.com enables all teams to share information. All team members and teachers have access to manateelearn.com.</p>
<p>As the MTSS team moves forward, we continually examine and analyze our data for SIP goals. We have focused on tier 2 strategies, as we want to improve our students' academic achievement levels. In examining student/school data, we try to analyze what barriers might arise so that we can be proactive. We have offered and will continue to offer training in the use of Quick Query and Focus, our student information system. The next faculty meeting scheduled for October 10, will afford us the opportunity to demonstrate the use of Focus to retrieve student data. On ManateeLearn.com we will continue to offer resources on formative and summative assessments so that teachers can analyze student growth and develop gap analyses.</p>
<p>MTSS Implementation</p>
<p>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.</p>
<p>Describe the plan to train staff on MTSS.</p>
<p>Describe plan to support MTSS.</p>

Literacy Leadership Team (LLT)

<p>School-Based Literacy Leadership Team</p>
<p>Identify the school-based Literacy Leadership Team (LLT).</p>
<p>Don Sauer, administrator</p>

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Laurie Kitchie, administrator
Al Melnick, instructional leader (ESE)
Michelle McCarthy, instructional leader (English)
Pat Zalo, instructional leader (Science)
Stephen Murray, instructional leader (Social Studies)
Laura Sollenberger, instructional leader (academies)
Jim Bruce, instructional leader (music)
Linda Boone, instructional leader (foreign language)
Cherri Rigney, instructional leader (math)
Barbara Roff, media specialist
Denise Brigg, intensive reading teacher
Andrea Peirson, teacher liaison
Jim Forssell, guidance
Don Falls, curriculum liaison

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

We meet monthly, a week prior to the school wide faculty meeting. We have an icon on our first class email system to which everyone is invited. They can bring concerns or issues to the meeting to be addressed. These items are added to the agenda. Information that needs to be shared with the entire faculty is addressed during the meetings, plus departmental literacy needs are addressed.

Our goals this year include continuing to provide more ‘opportunities to think’ in the classroom. The focus on critical thinking begins with literacy in every classroom.

We have developed an implementation schedule on which we have employed the gradual release of responsibility model. This schedule empowers the literacy leadership team members by giving them more of a leadership role on the team and in the decision-making processes for the school.

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

We have an initiative the we began last year that we will continue this year that mandates critical thinking in every classroom, every day, during every class period. We call this opportunities to think (OT). The teachers will continue to receive professional development in critical thinking, gradual release of responsibility, and teacher evaluation.

Our other major initiatives include a continued focus on our freshman center in order to be proactive with increasing achievement levels of our incoming students. We take every freshman student to visit a college campus and then conduct a goal setting activity with him or her afterwards. Our freshmen will attend a college fair in October. We develop resume skills in the spring. We complete reflections on the goals set by each student at the end of the school year.

We have set clear goals and expectations for our lowest 25%ile. We are continuing to grow tutoring programs for students. We have double blocked intensive reading classes for these students to help raise their reading levels. We have provided professional development in analyzing and using student data for our teachers to better differentiate instruction with these students. We have set up a small learning community in the area of reading in the content area that will be led

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by our intensive reading teachers. The group will meet face-to-face and online. We are continuing to offer tutoring boot camps to prepare our students after school hours for testing.

We have made it a goal this year to better serve our high-achieving students. We have a renewed focus on our AP+ students. The organized an AP+ Orientation Day. We have tutoring programs available for these higher-level students. The PSAT will be administered to all freshmen this year and sophomores to identify high level students and recruit these students for advanced courses.

Lesson Study

Lesson Study

We are in the introduction stage of a three-year plan to introduce lesson study to our faculty. Through our literacy leadership team we have developed this plan and tied it to our school goals. Currently we are implementing lesson studies in the form of learning communities or cohorts centered around SMART goals written in the teachers' professional development plans (PDPs). These SMART goals were chosen by each teacher, some choosing to work on teams in the lesson study format.

Each group has resources chosen to help teachers focus on their SMART goals. One group is using the book *Pathways to the Common Core*. Another group is also focusing on the Common Core State Standards implementation by using a variety of journal articles related to the CCSS. Another groups is focused on cognitive complexity and differentiated instruction. Another group is focused on sustaining struggling readers using the book *Sustaining Struggling Readers*. All of these groups meet monthly in person and also have a space set up on the school's profession learning network, manateelearn.com. Teachers collaborate around lesson plans, common assessments, sharing of resources, comparing student work samples.

Lesson study at Manatee High School is being implemented into a three-step approach. First teachers are introduced to lesson study within learning communities or learning cohorts that meet monthly and also use a web-based platform (www.manateelearn.com) to share resources, collaborate, and share ideas. Phase two, next year, involves taking this further by including all faculty into a learning cohort and allowing time for faculty to observe other teachers. This will be especially helpful as we implement the common core state standards. Phase 3 – the full implementation – will involve even more observations and will include additional documentation to evaluate lessons and how they can be improved to raise the rigor in the classroom.

Currently the major initiatives of the lesson studies at Manatee High School is to introduce what lesson studies are and to begin to develop and evaluate resources relevant to lesson studies. Also, teachers are focusing on the school goals of increasing text complexity and cognitive complexity within the classroom. Finally teachers are learning what the common core state standards are and how they will be implemented.

**High Schools Only*

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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?

We are fortunate enough to have small learning communities on our campus. These SLCs focus on providing students with integrated education opportunities in a career pathway of their choice. Teachers from the Career and Technical Education Department are teamed with academic core teachers to provide students with integrated lessons that highlight the need for mathematical, science, social studies, and language arts skills in the work of work and careers. Teachers on the SLC teams are encouraged to meet together and plan integrated subject area lessons. Several teams are incorporating project-based learning, which allows students in their chosen career pathway to complete a project for a grade in multiple courses where each team teacher grades the portion of the project related to their course. Additionally, several SLC teams meet on Wednesday per month to plan integrated lessons and discuss performance of specific students they share with the team. Finally, certification exams are offered within the SLCs to prepare student for their future.

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?

As part of the SLC concept, we have a College and Career Center staffed by two faculty members, an Academic/Career Advisor, and a College and Career Resource Specialist. We provide a full range of services to assist students with academic and career planning designed to ensure successful high school graduation as well as identify career interests, post secondary educational requirements and application assistance for post secondary education. Presently we involve our students in the CHOICES program in which they complete a personal career interest survey. Moreover, each of our 2,200 students has access to the FACTS.org from the Florida Department of Education, which helps them focus on college and career paths. We meet with (deletion of the word) students and address their needs based on their current grade level and academic status. We utilize various resources and materials (including workbooks and online media) to assess student interests and skills, prepare focused and goal specific high school academic plans (ePEP). We prepare students to explore & identify personal post secondary education options, as well as eligibility requirements, registration and prep for entrance exams (ACT/SAT/PERT/TABE/ASVAB), registration for financial aid, sourcing various scholarships and applications to their desired post secondary education institutions.

Prior to registration for the next year, the counseling team travels to the middle schools in Manatee County to present the 8th grade students a Curriculum and Planning Guide and academy Programs of Study overview. At each grade level, students are provided the opportunity to join or change career academies with various rigorous Programs of Study as investigation in course work led them in a new direction. Additionally, for students who progress through the Career Academies, and reach level 3 and/or 4 in their "Program of Study", we offer many opportunities to earn a nationally recognized "Industry Certification" in their chosen field. These certifications not only provide students a real advantage in the world of work (especially if they work part time in their field while pursuing a post secondary degree) but also provide students with post secondary credit with certain institutions through various articulation agreements.

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Every year, seniors complete a Senior Capstone Project (SCP), geared to prepare the student for post secondary education and the world of work. Students integrate skills attained through a yearlong process incorporating applications in organization, presentation, community relations, planning, implementing, problem solving, time management, reading, writing, thinking, speaking, and use of technology, to demonstrate twelve years of educational experience. Graduating seniors are required to demonstrate not only what they know but also what they can do. The SCP blends career and technical performance-based skills and traditional core in a unique program revolving around the student's career interest. The SCP includes a career assessment and investigation, personal career aptitude alignment, resume, cover letter, thank you letter, reflective writing, career shadowing and business mentor, a research paper, a visual (product or performance) according to the students multiple intelligences, and formal presentation to a panel of community members.

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](#).

We identify college ready and at-risk populations early and provide them information and resources to take ACT/SAT/CPT tests prior to graduation. We also provide boot camps for ACT testing for at-risk population, during which we have workshops for both registration and strategies.

We utilize an online "Senior Survey" which gathers and analysis student responses regarding a broad range of subjects relating to their Manatee High School experiences. As a result of responses and MHS's commitment to prepare students for success in the 21st Century, we have implemented several new initiatives this school year. For freshmen that entered MHS this year, we are providing enrichment experiences with a focus on goal setting, academic & career planning with consideration towards post secondary education requirements. Freshmen began the year with a tour of USF in Tampa to inspire and stimulate SMART goal setting beyond high school and the immediate future. All MHS Freshmen & Sophomores and many juniors will be taking the PSAT in October. Results will be analyzed to assist students with identifying strengths and areas for improvement, as well as identifying potential career and post secondary education options that provide the education, training and skills for success in their chosen career fields. This year, for Juniors and Seniors, we have also we have expanded our career shadow and internship opportunities by recruiting more business partners as well as promoting the programs among juniors and seniors who are active in their respective SLC. Additionally, we are implementing an online Workforce Prep curriculum called "Florida Ready to Work", which not only provides students / job seekers with real world career skills, but also leads to a Diploma Credential for students who successfully complete the coursework. The credential is recognized throughout the state of Florida by a continuously growing list of over 1000 employers. This credential can be used to help secure employment throughout the entire state, thus MHS graduates attending post secondary education outside of Manatee County may be able to secure part time employment in their chosen field while attending Colleges and Universities in other Florida communities.

PART II: EXPECTED IMPROVEMENTS

Goals

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Goals (Subject)	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.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p>Students achieving proficiency (FCAT Level 3) in reading</p> <p>The percentage of students earning a level 3 in 9th grade decreased from 28 to 27%, with the decrease indicating an increase in the percentage of students earning a level 4 or 5, but also showing that very few of our students who earned a level 1 or 2 the previous year met proficiency with their reading achievement. Our 10th grade student percentages for level 3 dropped from 21% showing proficiency to 19%. Unfortunately, the drop did not indicate gains in levels 4 and 5; therefore our main goal with regard to our students earning proficiency is to either maintain or increase reading achievement with our students who earned a level 3.</p> <p>Our goals for increased reading achievement extend to the entire student population, but there are some specific strategies that we are implementing school-wide (tier 1 in our Response to Intervention plan)</p>	<p>Students don't always realize the importance of high-achievement from the beginning of their high school days. It sometimes takes them a year to adjust to high school and to focus on academic goals.</p>	<p>An administrator has been assigned to build capacity in the Freshman Learning Center. The first order of business was to transport all freshmen to a university campus (University of South Florida), tour the campus, have lunch, attend an informational session, learn about expectations and criteria for admission, tour a dorm room, and participate in a goal-setting activity immediately</p>	<p>Don Sauer, Principal Laurie Kitchie, Assistant Principal</p>	<p>Follow-up activities will take place throughout high school. T.E.A.M teachers will maintain and monitor goal-setting portfolios. Report card data will be examined and evaluated.</p>	<p>Report cards Anecdotal notes by guidance counselors and T.E.A.M. teachers in portfolios Holistic evaluation of individual portfolios Graduation statistics Admissions to post-secondary institutions</p>

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<p>that we hope will scaffold our level 3 students to continue to increase achievement, beyond proficiency, and go on to be successful in their post-secondary pursuits. We plan to administer the PSAT to all freshmen and sophomores, in order to have another piece of data that will enable us to better meet and monitor the needs of the students. We hope with careful monitoring of results and use of AP potential data, we will be able to increase our level 3 students' rigorous class loads; and thus immerse them in classes which require constant high expectations and critical thinking skills in preparation for high-level post-secondary course work. We increased our number of acceptances to the AP+ program this year, inviting students to participate who earned a level 3 on the FCAT, in order to ensure that more students are immersed in high-level, rigorous curriculum and to better prepare them for a future of potentially taking the most rigorous classes Manatee High School has to offer.</p>		<p>after arriving back at THE Manatee High School campus. The goal is to show the incoming students possibilities for their futures and to give them an academic focus on day one of high school that will motivate them toward high achievement goals for the duration of their high school careers. Additionally, they will set behavioral and personal goals. They will complete a research assignment in English that will require reading multiple texts and evaluating</p>			
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		admissions criteria for 2 colleges of their choice. During October the students will attend a college fair and complete an assignment that includes their goals for post secondary plans. They will additionally begin to plan, develop, and write their high school resumes during the Spring of 2012.			
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**Explain your school's goal, what you will need to achieve this goal and how you will achieve your goal. Include goals for the Florida Alternate Assessment (FAA) and Comprehensive English Learning Assessment (CELLA).*

The percentage of students earning a level 3 in 9th grade reading

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

Goals (Subject)	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.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students achieving above proficiency (FCAT Levels 4 and 5) in reading	It is sometimes assumed that	Provide explicit instruction during the AP+	Both the curriculum coordinator and	The students completed an exit slip after attending the AP+	Exit slips Progress reports / report cards

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<p>Reading Goal #2:</p> <p>Our percentages of students who achieved high standards in reading increased this year in both 9th and 10th grades. In order to ensure that we continue meeting the needs of our high achieving student population, we have made some goals for 2011-2012:</p> <p>We added several important components to our AP+ Orientation Day for all students enrolled in or considering an AP class during 9th-12th grades. Invitations with informational letters were mailed home. We met from 8:00-1:00 on August 15. All AP teachers participated. We provided an initial opening informational session, had the older students sign up to be mentors/guides for the younger students, and provided each student with a schedule for the day. Each student attended sessions for each of the content areas, where all teachers from that content gave a brief overview of the expectations, introduced the syllabus, answered questions from summer homework, and, most importantly, explicitly introduced reading strategies that could be used to increase success within that course content. This year we added a section for parents to attend, and we had over 70 families represented. The parents heard from the teachers, had the principal answer questions, and toured the school with their children.</p> <p>Every 9th and 10th grade student will take the PSAT in October, 2011. This goal is to better target our instruction toward</p>	<p>high-achieving students have basic knowledge of reading strategies, but we find that they sometimes have not been explicitly taught the basic reading strategies that will enable them to more easily navigate complex text.</p>	<p>Orientation on reading strategies that will scaffold the students toward success.</p>	<p>the AP+ coordinator will monitor and evaluate the effectiveness of the AP+ Orientation</p>	<p>Orientation Day.</p>	<p>F.A.I.R. data Walk-through data 2011 FCAT results reports / report cards 3. Walk-through data 4. 2011 FCAT results</p>
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<p>students' strengths and weaknesses and increase the rigor for all of our students, focusing most especially on increasing our expectations for high achieving students to ensure they continue to use critical thinking skills and strategies, opportunities to think. We intend this year to analyze our AP classes and improve our overall program at the school level. Our goal is to both increase participation in our AP classes, but to also increase student achievement. Teachers will be required to have their syllabi approved by the administration, including the AP test date and other criteria that are essential to students learning at a high-level. We have added an AP scaffolding class to our master schedule, designed for our highest achieving student population who did not pass their AP Human Geography exam. These students will be scaffolded to use high level thinking strategies in order to be successful with complex tasks and texts.</p>					
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** Explain your school's goal, what you will need to achieve this goal and how you will achieve your goal. Include goals for the Florida Alternate Assessment (FAA) and Comprehensive English Learning Assessment (CELLA).*

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

Goals (Subject)	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.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Percentage of students making					

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<p>Learning Gains in reading</p> <p>Reading Goal #3:</p> <p>We continue to make incremental improvements in our mean scores for reading, indicating that we are continuing to make progress. We hope to continue this trend of improvement, but with acceleration. Our overall goals in reading continue to be to embed the teaching of reading in every classroom, every day. Each teacher will begin each lesson with a kick-off. This is a 3-5 minute mini-lesson that is based on the strategies necessary to be successful in that particular content area. This kick-off will be a school-wide initiative that we will continue to implement and improve. We will post sample lessons for the kick-offs for each content area on manateellearn. In order to improve our results, we are also going to enhance our professional learning network with additional resources to support content area teachers in research-based strategies. We are also going to designate some classrooms as model classrooms, in order to give teachers who are seeking ways to embed reading instruction in their daily practices some models to observe.</p>					
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** Explain your school's goal, what you will need to achieve this goal and how you will achieve your goal. Include goals for the Florida Alternate Assessment (FAA) and Comprehensive English Learning Assessment (CELLA).*

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Goals (Subject)	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.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Increase the proficiency for students on the Biology EOC from an estimate 50% (300) proficiency last school year to 55% (330) this year.	Science requires high-level thought	In order to continue to increase our	Don Sauer, Principal Anthony Losada, Assistant Principal	Student benchmark tests, walk through, observations, other assessment data.	Test scores, benchmarks.

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	<p>processes and critical thinking for students at all levels. Its content vocabulary is difficult, as many of the words commonly encountered in text are derivatives of Greek and Latin.</p>	<p>students' proficiency in Science, we have implemented several overarching goals for our students. Teachers will use the results of benchmarks to measure students success. Teachers are working in a learning group to reach higher levels of cognitive complexity on assessments and in instruction.</p>			
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** Explain your school's goal, what you will need to achieve this goal and how you will achieve your goal. Include goals for the Florida Alternate Assessment (FAA) and Comprehensive English Learning Assessment (CELLA).*

In order to continue to increase our students' proficiency in Science, we have implemented several overarching goals for our students. The purpose of this is to make sure that students are working at a high level and learning the relevant content. We will continue to move forward to achieve this goal.

Algebra End-of-Course (EOC) Goals

* 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
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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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p>Increase the pass rate (level 3+) for the Alg. EOC from 53% (249) to 58% (275).</p>	<p>Teachers do not know how to implement "Opportunities to Think" because they have never applied critical thinking strategies or focused on increasing the cognitive complexity of their tasks in the classroom in preparation for this EOC.</p> <p>Students know that this is not a graduation requirement for this year.</p>	<p>Provide professional development to all teachers on increasing cognitive complexity in the classroom tasks with a focus on critical thinking implementation activities.</p> <p>We will develop a school-wide rubric for cognitive complexity by which every student and teacher can measure the cognitive complexity of the tasks assigned.</p> <p>Informal assessments in the classrooms will determine the increased progress and critical thinking being done by the students.</p> <p>Observations and lesson plans will be used to corroborate</p>	<p>Laurie Kitchie, Assistant Principal</p> <p>Don Sauer, Principal</p>	<p>We will use progress monitoring data to determine growth of students' achievement level. Teachers will use reflections of professional growth during conferences with administrators that result from walk-throughs and observations.</p>	<p>The rubric for cognitive complexity can be used by each teacher for self-evaluation and each administrator during observations. The reflection conferences will include teachers setting professional goals for improvement and growth. These goal sheets will be used to measure achievement. Formal and informal assessments in the classrooms will determine the increased progress and critical thinking being done by the students. Observations and</p>

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		this data.			lesson plans will be used to corroborate this data.
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** Explain your school's goal, what you will need to achieve this goal and how you will achieve your goal. Include goals for the Florida Alternate Assessment (FAA) and Comprehensive English Learning Assessment (CELLA).*

Our goal is continue to focus on increasing achievement by continuing to increase the number of students who perform at high levels. We will continue to support students for the CELLA test.

Geometry End-of-Course Goals

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

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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p>All students in a geometry related course code will be taking the Geometry EOC exam.</p> <p>In 2011-2012 37% (127) of MHS students who took the Geometry EOC scored a level 3. The goal is for 40% (140) to score a level 3.</p>	<p>Teachers will struggle to implement "Opportunities to Think" because they are new at applying critical thinking strategies or focused on increasing the cognitive complexity of their tasks in the classroom in preparation for this EOC.</p>	<p>Provide professional development to all teachers on increasing cognitive complexity in the classroom tasks with a focus on critical thinking implementation activities.</p> <p>We will develop a school-wide rubric for cognitive complexity by which every student and teacher can measure the</p>	<p>Laurie Kitchie, Assistant Principal</p> <p>Don Sauer, Principal</p>	<p>We will use progress monitoring data to determine growth of students' achievement level. Teachers will use reflections of professional growth during conferences with administrators that result from walk-throughs and observations.</p>	<p>The rubric for cognitive complexity can be used by each teacher for self-evaluation and each administrator during observations. The reflection conferences will include teachers setting professional goals for improvement and growth. These goal sheets</p>

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		<p>cognitive complexity of the tasks assigned. informal assessments in the classrooms will determine the increased progress and critical thinking being done by the students. Observations and lesson plans will be used to corroborate this data.</p>			<p>will be used to measure achievement. Formal and informal assessments in the classrooms will determine the increased progress and critical thinking being done by the students. Observations and lesson plans will be used to corroborate this data.</p>
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** Explain your school's goal, what you will need to achieve this goal and how you will achieve your goal. Include goals for the Florida Alternate Assessment (FAA) and Comprehensive English Learning Assessment (CELLA).*

Our goal is continue to focus on increasing achievement by continuing to increase the number of students who perform at high levels. We will continue to support students taking the CELLA.

Civics End-of-Course (EOC) Goals – Middle and High School (if administered)

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

Civics 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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
N/A					

** Explain your school's goal, what you will need to achieve this goal and how you will achieve your goal. Include goals for the Florida Alternate Assessment (FAA) and Comprehensive English Learning Assessment (CELLA).*

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History End-of-Course (EOC) Goals – Middle and High School (if administered)

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

U.S. History 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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p>Students in grade 11 will be taking the U.S. History EOC to establish baseline results.</p>	<p>Teachers do not know how to implement "Opportunities to Think" because they have never applied critical thinking strategies or focused on increasing the cognitive complexity of their tasks in the classroom in preparation for this EOC.</p> <p>Students know that this is not a graduation requirement for</p>	<p>Provide professional development to all teachers on increasing cognitive complexity in the classroom tasks with a focus on critical thinking implementation activities.</p> <p>We will develop a school-wide rubric for cognitive complexity by which every student and teacher can measure the cognitive complexity of the tasks assigned.</p> <p>informal assessments in the</p>	<p>Laurie Kitchie, Assistant Principal</p> <p>Don Fall, Curriculum Coordinator</p> <p>Don Sauer, Principal</p>	<p>We will use progress monitoring data to determine growth of students' achievement level. Teachers will use reflections of professional growth during conferences with administrators that result from walk-throughs and observations.</p>	<p>The rubric for cognitive complexity can be used by each teacher for self-evaluation and each administrator during observations. The reflection conferences will include teachers setting professional goals for improvement and growth. These goal sheets will be used to measure achievement. Formal and informal</p>

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	this year.	classrooms will determine the increased progress and critical thinking being done by the students. Observations and lesson plans will be used to corroborate this data.			assessments in the classrooms will determine the increased progress and critical thinking being done by the students. Observations and lesson plans will be used to corroborate this data.
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** Explain your school's goal, what you will need to achieve this goal and how you will achieve your goal. Include goals for the Florida Alternate Assessment (FAA) and Comprehensive English Learning Assessment (CELLA).*

Our goal is continue to focus on increasing achievement by continuing to increase the number of students who perform at high levels. We will continue to provide support and assistance for students involved with CELLA.

Professional Development at Your School

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
Cognitive Complexity	9-12	Admin Team	Faculty	August 2012-May 2013	Walk though data, observations, testing data	Administrative Team
Text Complexity	9-12	Admin Team	Faculty	August 2012-May 2013	Walk though data, observations, testing data	Administrative Team
Differentiated Instruction	9-12	Admin Team	Faculty	August 2012-May 2013	Walk though data, observations, testing data	Administrative Team

Dropout Prevention Goal(s)

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

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* 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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
<p>1. Dropout Prevention</p> <p><u>Dropout Prevention Goal #1:</u> <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i></p>		<p>Students lack motivation to keep trying. They are caught in a cycle of failure.</p>		<p>Our administrative team</p>	<p>Review and analysis of data</p>	<p>data from credit recovery and walk-through data</p>	
<p>Enter narrative for the goal in this box.</p>	<p><u>2012 Current Dropout Rate:*</u></p>		<p><u>2013 Expected Dropout Rate:*</u></p>				<p>We have a credit recovery program to ensure students get their credits.</p>
	<p>17%</p>		<p>15%</p>				<p>Our small learning communities provide academic scaffolding and support.</p>
	<p><u>2012 Current Graduation Rate:*</u></p>		<p><u>2013 Expected Graduation Rate:*</u></p>				<p>We are implementing high level engagement activities in order to maintain/increase rigor, but make it related to real life so the students have a connection to the curriculum.</p>
	<p>83%</p>	<p>85%</p>	<p>RtI will provide additional strategies to employ for all students. administrative team analysis of data</p>				

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				data from credit recovery and walk-through data			

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 checked="" type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent

- Upload a copy of the Differentiated Accountability Checklist in the designated upload link on the “Upload” page

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.
Although we are composed of the principal and an appropriately balanced number of teachers, education support employees, students, parents and other business and community members, we lack in representing the ethnic, racial and economic community served by the school. We are working on this by holding at least one Spanish speaking SAC meeting to attempt to recruit additional minority participants. We also are advertising to students and parents through a weekly newsletter and our website. We passed out information cards at freshmen orientation and back to school night. Our SAC Chair spoke at Back to School night and Freshmen Orientation to increase membership as well.

Describe the activities of the SAC for the upcoming school year.
SAC has plans this year to support the SIP by communication between the school and the outside community. SAC will continue to communicate weekly to the entire school community through the SAC website and the SAC eNewsletter. SAC will help raise the level of rigor in the school by support students with funding tutoring opportunities. SAC will help faculty meet SIP Goals by providing resources tied to the SIP plan in the form of mini-teacher grants. Teachers can apply to receive funding on resources or professional

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development activities that align with the SIP.

Describe the projected use of SAC funds.	Amount
Communication	\$500
Funding to Assist Teachers in Supporting the SIP	\$4,000
Funding to Assist in Tutoring Programs	\$3,000
Funding to Assist in CBT Readiness	\$2,538
SAC Diversity Membership Drive	\$200