FLORIDA DEPARTMENT OF EDUCATION

School Improvement Plan (SIP)
Form SIP-1

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Tampa Bay Technical High School	District Name: Hillsborough
Principal: Warren S. Brooks	Superintendent: Mary Ellen Elia
SAC Chair: James Mitchell	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

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	Warren S. Brooks	B.S., M.ED, Agriculture, School Principal, Ed Leadership K-12	10	10	11/12 Reading 57% Gains 61 points, 25% Gains 66points, Math 46% Gains 54 points, 25% Gains 67 points 10/11 B 85% AYP 09/10 B 87% AYP 08/09 B 87%AYP 07/08 A 90% AYP
Assistant Principal	Tammy Crawford-Morse	BA, Med, MBA, DBA Elem Ed, Ed Leadership All levels	3	16	11/12 Reading 57% Gains 61 points, 25% Gains 66points, Math 46% Gains 54 points, 25% Gains 67 points 10/11 B 85% AYP 09/10 B 87% AYP

Assistant Principal	Jennifer Sparano	BS, M.Ed, Health, K-12 Phys. Ed., K-12 Dr.Ed. Endorsement Ed Leadership, All levels	1	19	11/12 * N/A 10/11 B 85% AYP 09/10 B 87% AYP 08/09 B 87% AYP 07/08 A 90% AYP
Assistant Principal	Joe Reid	BA, MEd, Physical Education 6-12, Health 6-12, Ed Leadership 6-12	6	14	11/12 Reading 57% Gains 61 points, 25% Gains 66points, Math 46% Gains 54 points, 25% Gains 67 points 10/11 B 85% AYP 09/10 B 87% AYP 08/09 B 87% AYP 07/08 A 90% AYP
Assistant Principal	Kelly Everhart	BA, MS, Ed. Leadership K-12, ESE K-12, History 6-12	4	4	11/12 Reading 57% Gains 61 points, 25% Gains 66points, Math 46% Gains 54 points, 25% Gains 67 points 10/11 B 85% AYP 09/10 B 87% AYP 08/09 B 87% AYP
Assistant Principal	Michael McManus	BS, M.Ed, Health, K-12 Phys. Ed., K-12 Dr.Ed. Endorsement Ed Leadership, All levels	2	2	11/12 Reading 57% Gains 61 points, 25% Gains 66points, Math 46% Gains 54 points, 25% Gains 67 points 10/11 B 85% AYP 09/10 B 87% AYP
Assistant Principal	Kysha Herald	BS, M.Ed, Health, K-12 Phys. Ed., K-12 Dr.Ed. Endorsement Ed Leadership, All levels	2	2	11/12 Reading 57% Gains 61 points, 25% Gains 66points, Math 46% Gains 54 points, 25% Gains 67 points 10/11 B 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 Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	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)
Reading	Lorraine Zampardi	MS/Reading	8	8	11/12 Reading 57% Gains 61 points, 25% Gains 66points, Math 46% Gains 54 points, 25% Gains 67 points 10/11 B 85% AYP 09/10 B 87% AYP 08/09 B 87% AYP
Writing	Andrew Morrison	BA/English & Spanish	11	2.5	11/12 Reading 57% Gains 61 points, 25% Gains 66points, Math 46% Gains 54 points, 25% Gains 67 points 10/11 B 85% AYP 09/10 B 87% AYP

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	Administrative Staff	June 30, 2013	
2. Recruitment through Magnet Office	Principal/Administrative Staff	Year Round	
3. Roster of Teachers receiving Performance Pay	Principal	Annually	
4. Acceptance of interns and pre-interns in conjunction with university staff.	Principal/ Admin	Year Round	

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 effective.	**Provide the strategies that are being implemented to support the staff in becoming highly effective**
Teachers: 2-Out of field	Depending on the needs of the teacher, one or more of the following strategies are implemented. Administrators Meet with the teachers four times per year to discuss progress on: • 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) Academic Coaches • The coaches co-plan, model, co-teach, observe and conference with the teacher on a regular basis

	Subject Area Leader/PLC • 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)).

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
Magnet 51	12% 6	31% 16	30% 15	27% 14	37% 19	.05% 3	.05% 3	.07% 4	.2% 8
Traditional 76	.02% 2	10% 29	30% 23	28% 22	36% 28	.05% 3	.07% 6	.02% 2	16% 12

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
Laura Chartres	Emmalee Weaver Brittany Cavalli Giannina Ferraro Laura Khoury Jennifer Poole Kathryn McDermott	Mentor with EET initiative. She has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.
Julie Sackles	Bryan Kelly	Mentor with EET initiative. She has strengths in the areas of leadership, mentoring, and increasing student	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing

		achievement.	and problem solving.
Kerry Poole	David Charles	Mentor with EET initiative. He has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.

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.

Title I, Part A Services are provided to ensure students who need additional remediation are provided support through: after school programs, quality teachers through professional development, content resource teachers and AVID.
Title I, Part C- Migrant N/A
Title I, Part D The district receives funds to support the Alternative Education Program which provides transition services from alternative education to school of choice.
Title II The district receives funds for staff development to increase student achievement through teacher training. In addition, the funds are utilized in the Salary Differential Program at Renaissance schools.
Title III Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.
Title X- Homeless The district receives funds to provide resources (social workers and tutoring) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.
Supplemental Academic Instruction (SAI) SAI funds will be coordinated with Title 1 funds to provide extended learning opportunity programs.
Violence Prevention Programs N/A
Nutrition Programs N/A
Housing Programs N/A
Head Start N/A

Adult Education N/A
Career and Technical Education Students enrolled in Tampa Bay Tech must take at least one class a year in their chosen field. We offer majors in Business, Construction trades, Health Sciences, Architecture, Health Administration, Commercial Arts, Cosmetology, Culinary Arts, Early Childhood Education and Journalism. These programs are funded in part by Perkins funds, CATE district and state funds.
Job Training Students in our Health Science Academy are required to participate in an internship during their senior year. Transportation service to the site is provided by funds from Federal, State and District sources.
Other

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

School-Based MTSS/RtI Team
Identify the school-based MTSS Leadership Team. Warren Brooks, Principal Tammy Crawford- Morse, Assistant Principal for Curriculum Erin Smith, School Psychologist Anya Kaye Francis, School Counselor Reginald Lawrence, Dropout Prevention Counselor Lorraine Zampardi, Reading Coach Jonathan Floman, ESE Crystal Leach, Social Worker James Mitchell, Teacher
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 important education decisions to guide instruction. The RtI team functions to address the progress of low performing students to help meet AYP and help students stay in regular education setting and improve long term outcomes. The team uses a problem solving model and all decisions are made with data. The RtI team will meet twice a month and will serve as the main leadership team of the school. Using the RtI problem solving model the team meet twice monthly to: Oversee a multi-tiered model of service delivery (Core/Tier 1, Tier 2, and Tier 3) Our School Psychologist and Social Worker work in tandem to determine the appropriate level of service delivery. Determine scheduling needs, curriculum and intervention resources Review and interpret student data (Academic and Behavior) Organize and support systematic data collection 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/intervention.
This year our RtI team will focus on Differentiated Instruction practices.
Plan, implement and oversee the supplemental and intensive interventions for student progression in Tier 2 and Tier 3.
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

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

The School Advisory Council (SAC) Chair is a member of the RtI Team
The RtI team along with the faculty and SAC were involved in the School Improvement Plan development activities that were conducted prior to school being out for the 11-12 school year and during preplanning for 12-13
The School Improvement Plan is a document that guides the work of the RtI team. The large part of the work of the RtI team is outlined in the Action Steps, Evaluation Process, Evaluation Tools, and Professional Development of the School Improvement Plan.
Since one of the main tasks of the RtI team is to monitor student data, it will monitor the effectiveness of the Action Steps and suggest modifications if needed.

MTSS Implementation

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.
Core Curriculum (Tier 1)

Data Source	Database	Person(s) Responsible
FCAT released test	School Generated Excel Database	Reading Coach/ Writing Coach/AP
Baseline and Midyear District Assessments	Scantron Achievement Series Data Wall	PSLT, PLCs, individual teachers
District generated assessments from the Office of Assessment and Accountability	Scantron Achievement Series Data Wall	PSLT, PLCs, individual teachers
FAIR	Progress Monitoring and Reporting Network Data Wall	Reading Coach
CELLA	Sagebrush (IPT)	ELL PSLT Representative
Common Assessments of chapter/segments tests using adopted curriculum resources	School Generated Database	Department Heads/Teachers
Mini-Assessments on specific tested Benchmarks	School Generated Database	Individual Teachers

Supplemental/Intensive Instruction (Tiers 2 and 3)

Extended Learning Program (ELP) Ongoing Progress Monitoring (mini-assessments and other assessments from adopted curriculum resource materials)	School Generated Database in Excel	PSLT?ELP Facilitator
FAIR OPM	School Generated Database in Excel	PSLT/Reading Coach
Ongoing assessments within Intensive Courses	Database provided by course materials (for courses that have one), School Generated Database in Excel	PSLT/PLCs

Describe the plan to train staff on MTSS.

The RtI PowerPoint presented to Principals during School Improvement Training will be shared with staff.

As the District's Problem Solving Team develops resources and staff development courses on RtI, these tools and staff development sessions will be conducted with staff when they become available.

Professional Development sessions will occur during Tuesday faculty meeting times.

Describe plan to support MTSS.

Scheduled monthly meetings and additional meetings as necessary to address individual student needs. Identification of students with individual needs.
In order to support MTSS in our schools, we will:

- Scheduled monthly meetings and additional meetings as necessary to address individual student needs.
- Identification of students with individual needs is based on the referral type indicated by MTSS team members.
- Student data analyzed in 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

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

Warren Brooks, Principal
Tammy Crawford-Morse, Assistant Principal Curriculum, Technical
Jennifer Sparano, Assistant Principal Curriculum, Magnet
Lorraine Zampardi, Reading Coach
Kristin Harris, Reading Teacher
Jonathan Floman, ESE Teacher
Delores Hensley, Reading Teacher
Andrew Morrison, Writing Coach
Shannon Jackson, Reading Teacher
Kim M. Young, Reading Teacher

Jean Reed, Reading Teacher David Wampole, Media Specialist Julie Sackles, Science Department Head Kerry Poole, Social Science Department Head Kim Woolfenden, Math Teacher/Coach Laura Chartres, English Department Head James Mitchell, Technical Career Department Head Sheila Cuffy, Health Academy Department Head
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 strategies on the SIP. The principal is the LLT chairperson. The reading coach is a member of the team and provides extensive expertise in 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 the time is provided for the LLT to collaborate and share information with all site stakeholders including other administrators, teachers, staff members, parents and students.
What will be the major initiatives of the LLT this year? • **Implementation and evaluation of the SIP reading strategies across the content areas.** • **Professional Development** • **Co-planning, modeling and observation of researched-based reading strategies within lessons across the content areas.** • **Data Analysis** • **Follow and implement the K12 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 District 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.

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 should have representation from each content area and is responsible for reporting back to the school their findings and instructional decisions.

Each 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.

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 Professional Learning Communities, Career Academies, Program Completers, the Magnet Programs and AVID classes to help students see the relationships both cross-curricular and within subjects to establish a relevance to a student's future. Many of these programs help guide and establish a student for post-secondary readiness or provide them with Industry Certifications.

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?

All students at Tampa Bay Technical High School are accepted into a specific course of study, chosen by the student. Students must take at least one class in their field of study every year they attend Tech in addition to their requirements for high school graduation. Counselors meet with students at least once a year to review the student's current classes, discuss student's plans for after high school graduation and to plan the courses required for the student to achieve their goal. These things beginning with the student actively choosing their course of study makes their high school educational experience personally meaningful.
College and career planning-Discussed throughout high school career and emphasis is placed on senior year. All seniors must meet with college and career counselor for college entrance requirements, testing (ACT/SAT), scholarships, and Bright Futures requirements. Military and career pathways are also explored with graduating students.

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.

Tampa Bay Technical High School has reflected over our High School Feedback Report Trends for the last 4 years for 2007-2011 data. The following is a summary of the data that stood out most to us: Over those years while our number of graduates has increased by 13.8% (293 to 340) our students completing a college prep curriculum has increased by 3.1%. We believe that the increase in college prep is due to our growth in enrollment, quality of the applicants and the increase in the technology expertise (computers) required in our technical programs (auto, culinary, commercial arts, etc.). Students enrolled in those programs did not usually attend College. However, the technology advancement in those fields now requires that students be prepared to attend college.

Our guidance counselors are equipped with programs of study to help guide students to their educational pathway. The Program of Study for High School students maps out the courses and timeline for students to be program completers and successfully transition to post-secondary institutions.
Hillsborough county provides a variety of opportunities for students to learn about prospects at post-secondary institutions through programs such as:
Career Seeking and Investigations - Provides 8th grade students and opportunity to explore the campus of Hillsborough Community College (HCC) and experience campus life and activities.

Amazing Race - Providing 12th grade students an opportunity to gather enrollment requirements, scholarship opportunities, and program offerings for incoming college freshman.
Hi-Tec Trek - Provides 11th graders with an opportunity to explore Hillsborough County's post-secondary centers for enrollment and program opportunities.
In addition, the Hillsborough county career pathways consortium coordinates articulation agreements to provide Hillsborough County High School Program Completers with free credit at post-secondary centers across the state of Florida.

Specifically at Tampa Bay Tech we will offer information and applications for the SAT and ACT prep programs that are being held throughout the county. Counselors will meet with students to encourage participation in the class and taking of either the ACT or SAT test. Parent phone link calls will be made to advertise the PSAT and testing date. We will also use ELP and Title 1 funds.

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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students achieving proficiency (FCAT Level 3) in reading Reading Goal #1:	Lack of common planning time to discuss best practices	1.1. Strategy: The purpose of this strategy is to increase reading	1.1. Who Principal	1.1. Unit assessment data will be recorded in EdLine.	1.1. 2-3x Per Year FAIR On-going

In grades 9-10, the percentage of Standard Curriculum students scoring a Level 3 or higher on the 2012 FCAT Reading will increase from 57% to 60%	2012 Current Level of Performance:* **57%**	2013 Expected Level of Performance:* **60%**	Lack of planning time to analyze data to identify best practices. Teachers at varying levels of implementation of Differentiated Instruction (both with low performing and high performing students) Scheduling students into reading classes. Lack of training on data analysis	achievement by increasing the time spent reading and Language Arts. <u>Action Steps</u> Search for interesting, one page articles, stories or poems tied to the curriculum. Provide time for daily reading by reading to or with students using these engaging pieces of text. Teachers use short reading pieces primarily from FCAT practice resources as materials for increasing reading time. Teachers will build an in-class library to encourage students to read for entertainment. Novel studies will be implemented wherever possible. This is being done through the use of Donor's Choose grants and departmental supply budget allocations. Recognize and celebrate student success in reading on an on-going basis	APC Reading Coach Department Heads <u>How</u> Classroom walk-through observing this strategy Review of Classroom artifacts – lesson plans, teacher assignments, assessments, student work. Formal observations conducted by the Principal and APC's. <u>First Nine Week Check</u> <u>Second Nine Week Check</u> <u>Third Nine Week Check</u> Teachers will compile data documenting actual time spent reading and provide to the Department Head for aggregated comparison. This will be done on a weekly basis.	Review of Unit Assessment data and charting the average grades for students on units of instruction (Chapter tests, quizzes, etc.). Department Head will aggregate the data per course area (i.e.: English I, English II and all reading courses). <u>First Nine Week Check</u> <u>Second Nine Week Check</u> <u>Third Nine Week Check</u> The average unit assessment score (Chapter tests, quizzes, etc.) for English I (insert appropriate course names here) was _____%.	Progress Monitoring in comprehension <u>During Nine Weeks</u> Language Arts- Spring Board embedded assessments. Reading unit assessments. Comparison of student grade averages from quarter to quarter. FCAT Reading retake pass rates. Quarter grades.
			1.2.	1.2. Strategy The purpose of this strategy is to strengthen the core curriculum. Students' reading and English skills	1.2. <u>Who</u> Principal and Assistant Principal's for Curriculum.	Unit assessment data will be recorded in EdLine. Review of Unit Assessment data and charting the average	1.2. <u>2-3x Per Year</u> FAIR On-going Progress Monitoring in

			will improve through the use of Kagan Cooperative Learning Groups. This technique promotes active student engagement with individual accountability and equal participation. Action Steps Offer another series of Kagan training for those teachers who have not received the training. As a Professional Development activity in their PLC's, teachers will share what Kagan strategies they have used in their classrooms Strategies used are recorded in their lesson plans. Strategy	How APC attends Departmental Meetings. EET Formal Observations and Evaluations Classroom Walkthroughs, Informal Observations, Pop-Ins. First Nine Week Check Second Nine Week Check Administration meets on a regular basis to discuss trends and evaluation ratings. Third Nine Week Check Out of ___ informal observations conducted in Core classes, ___ observations noted students working in Kagen groups.	grades for students on units of instruction (Chapter tests, quizzes, etc.). Department Head will aggregate the data per course area (i.e.: English I, English II and all reading courses). First Nine Week Check Second Nine Week Check Third Nine Week Check Week Check The average unit assessment score (Chapter tests, quizzes, etc.) for English I (insert appropriate course names here) was _____%.	comprehension During Nine Weeks Language Arts- Spring Board embedded assessments. Reading unit assessments. Unit assessments across all content areas. Quarter grades.
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
2. Students achieving above proficiency (FCAT Levels 4 and 5) in reading		Lack of teacher comprehension on the	The purpose of this strategy is to strengthen the core	Who Principal and	Unit assessment data will be recorded in EdLine.	2.1. 2-3x Per Year

Reading Goal #2:							
In grades 9-10, the percentage of Standard Curriculum students scoring a Level 4 or higher on the 2012 FCAT Reading will increase from 25% to 28%	2012 Current Level of Performance:* **25%**	2013 Expected Level of Performance:* **28%**	Frameworks of Effective Teaching. Teachers at varying levels of implementation of Differentiated Instruction (both with low performing and high performing students)	curriculum. Students' reading comprehension will improve through teachers **using C-CIM (Core Continuous Improvement Model)** with core curriculum while practicing the Frameworks of Effective Teaching. Action Steps Conduct staff development workshops on the Charlotte Danielson Framework of Effective Teaching. Use FCAT Reading retake passing rates by teacher to make ongoing Master Schedule changes to put stronger teachers with our most challenged students. As a Professional Development activity in their PLCs, teachers spend time sharing, researching, teaching, and modeling researched-based best-practice strategies. PLC teachers instruct students using the core curriculum, incorporating DI strategies from their PLC discussions. At the end of the unit, teachers give a common assessment identified from the core curriculum material. Teachers bring assessment data back to the PLCs. Based on the data, teachers	Assistant Principal's for Curriculum. How APC attends Departmental Meetings. EET Formal Observations and Evaluations Classroom Walkthroughs and Pop-Ins. First Nine Week Check Second Nine Week Check During the quarter, ratings were ____ % in each of the following categories. Administration meets on a regular basis to discuss trends and evaluation ratings. Third Nine Week Check Week Check	Review of Unit Assessment data and charting the average grades for students on units of instruction (Chapter tests, quizzes, etc.). Department Head will aggregate the data per course area (i.e.: English I, English II and all reading courses). First Nine Week Check Second Nine Week Check Third Nine Week Check Week Check The average unit assessment score (Chapter tests, quizzes, etc.) for English I (insert appropriate course names here) was _____%.	FAIR On-going Progress Monitoring in comprehension During Nine Weeks Language Arts- Spring Board embedded assessments. Reading unit assessments. Unit assessments across all content areas. Quarter grades.

				discuss strategies that were effective. Based on the data, teachers a) decide what skills need to be re-taught in a whole lesson to the entire class, b) decide what skills need to be moved to mini-lessons or re-teach for the whole class and c) decide what skills need to re-taught to targeted students. Teachers provide Differentiated Instruction to targeted students (remediation and enrichment).			
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
3. Percentage of students making Learning Gains in reading <u>Reading Goal #3:</u> In grades 9-10 the percentage of All Curriculum Students making learning gains on the 2012 FCAT Reading will increase from 61 Points to 64 Points.	<u>2012 Current Level of Performance:*</u> **61 Points**	<u>2013 Expected Level of Performance:*</u> **64 Points**	3.1 Not all teachers know how to identify student needs from assessments administered to students. Not all teachers know how to ask higher order/open-ended questions during instruction. Teachers at varying levels of implementation of Differentiated Instruction (both with low performing and high performing students)	3.1 The purpose of this strategy is to strengthen the core curriculum. Students' reading skills will improve through participation in **<u>HOTS</u>** activities. Teachers will analyze data, plan instruction based on data and include HOT questions designed to increase rigor in lesson plans. <u>Action Steps:</u> Reading Coach and Administration will provide on-going training in HOTS. PLCs write SMART goals based on each nine weeks of material. (For example, during the first nine weeks, 75% of the students will	3.1 <u>Who</u> Principal and Assistant Principal's for Curriculum. <u>How</u> APC attends Departmental Meetings. EET Formal Observations and Evaluations Classroom Walkthroughs and Pop-Ins. <u>First Nine Week Check</u> <u>Second Nine Week</u>	Unit assessment data will be recorded in EdLine. Review of Unit Assessment data and charting the average grades for students on units of instruction (Chapter tests, quizzes, etc.). Department Head will aggregate the data per course area (i.e.: English I, English II and all reading courses). <u>First Nine Week Check</u> <u>Second Nine Week Check</u> <u>Third Nine Week Check</u> <u>Week Check</u> The average unit assessment score (Chapter tests, quizzes,	<u>3.111</u> <u>2-3x Per Year</u> FAIR On-going Progress Monitoring in comprehension <u>During Nine Weeks</u> Language Arts- Spring Board embedded assessments. Reading unit assessments. Unit assessments across all content areas. Quarter grades.

				score an 80% or above on each unit of instruction.) As a Professional Development activity in their PLCs, teachers discuss HOT strategies and how they can be implemented in the upcoming lessons. Teachers implement the targeted higher order questioning strategies in their lessons. Based on data, PLCs use the problem-solving process to determine next steps of higher order strategy implementation.	Check During the quarter, ratings were ____ % in each of the following categories. Administration meets on a regular basis to discuss trends and evaluation ratings. Third Nine Week Check	etc.) for English I (insert appropriate course names here) was _____%.	
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
4. Percentage of students in Lowest 25% making learning gains in reading Reading Goal #4:			4.1. Lack of common planning time to discuss best practices Lack of planning time to analyze data to identify best practices Teachers at varying levels of implementation of Differentiated Instruction (both with low performing and high performing students) Not all teachers are CRISS trained. Not enough novels in the school for all of the students	4.1. Strategy All teachers are provided with up-to-date listings of bottom quartile (BQ) students assigned to them by class. Action Steps PLCs will identify strands for their students who need reinforcement and/or remediation. Reading Strategies Instructional Calendar Demonstration sessions (monthly)	4.1. Who Assistant Principal for Curriculum. First Nine Week Check Distributed Bottom Quartile Report to teachers. Second Nine Week Check	4.1 Unit assessment data for BQ students will be recorded in EdLine. Review of Unit Assessment data and charting the average grades for BQ students on units of instruction (Chapter tests, quizzes, etc.). Department Head will aggregate the data per course area (i.e.: English I, English II and all reading courses). First Nine Week Check	4.1. 2-3x Per Year FAIR On-going Progress Monitoring in comprehension During Nine Weeks Language Arts- Spring Board embedded assessments. Reading unit assessments. Unit assessments across all content areas.
In grades 9-10, the percentage of All Curriculum Students in the bottom quartile making learning gains on the 2012 FCAT Reading will increase from 66 points to 69 points.	2012 Current Level of Performance:* **66 Points**	2013 Expected Level of Performance:* **69 Points**					

			Scheduling students into reading classes. Lack of training on data analysis		Third Nine Week Check	Second Nine Week Check Third Nine Week Check Week Check The average unit assessment score (Chapter tests, quizzes, etc.) for English I (insert appropriate course names here) was _____%.	Quarter grades.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the applicable subgroup(s):			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Based on ambitious but Achievable Annual Measurable Objectives (AMO's), Reading and Math Performance Target			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
5. Ambitious but Achievable Annual measurable objectives (AMO's). In six year school will reduce their achievement gap by 50% Reading Goal #5A:			*Data provided by state*	*Data provided by state*	*Data provided by state*	*Data provided by state*	*Data provided by state*
5A. Student subgroups not making satisfactory progress in reading. Reading Goal #5A:	**Reading Goal #5A: Ethnicity** (White, Black, Hispanic, Asian, American Indian)						

In grades 9-10, 79% of the following All Curriculum student subgroups will score a level 3 or higher on the 2012 FCAT Reading or the percentage of non proficient students will decrease by 10%. (Safe Harbor Targets: White-51%, Black 39%, Hispanic 60%)	2012 Current Level of Performance:* White: 71% Black:49% Hispanic 63%: Asian: 81% **Y**	2013 Expected Level of Performance:* White: 73% Black: 53% Hispanic: 66% Asian: 83%					
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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5B. Student subgroups not making Adequate Yearly Progress (AYP) in reading Reading Goal #5B:	**Reading Goal #5B: English Language Learners (ELL)**		**See Goals 1 - 4**	**See Goals 1 - 4**	**See Goals 1 - 4**	**See Goals 1 - 4**	**See Goals 1 - 4**
In grades 9-10, 79% Economically Disadvantaged All Curriculum students will score a Level 3 or above on the 2012 FCAT Reading or the percentage of non-proficient students will decrease by 10%. (Safe Harbor Target 44%)	2012 Current Level of Performance:* **45% (430)** **Y**	2013 Expected Level of Performance:* **50% (490)**					
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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

5C. Student subgroups not making Adequate Yearly Progress (AYP) in reading Reading Goal #5C:	**Reading Goal #5C: Students with Disabilities (SWD)**		5C.1. **See Goals 1 - 4**	5C.1. **See Goals 1 - 4**	5C.1. **See Goals 1 - 4**	5C.1. **See Goals 1 - 4**	5C.1. **See Goals 1 - 4**
	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	28%	**34%**					
	Y		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Student subgroups not making Adequate Yearly Progress (AYP) in reading Reading Goal #5D:	**Reading Goal #5D: Economically Disadvantaged**		5D.1. **See Goals 1 - 4**	5D.1. **See Goals 1 - 4**	5D.1. **See Goals 1 - 4**	5D.1. **See Goals 1 - 4**	5D.1. **See Goals 1 - 4**
	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	55%	**59%**					
	Y		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	5D.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.						
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
DI	9-10	Reading Coach Department Heads	All teachers school-wide PLCs	Early Release Days October – December 2011 PLCs on going	Administrators will conduct classroom walkthroughs to monitor DI implementation	Principal and Administrative Team
Costas Level Questions (to implement HOTS focus)	9-10	Demonstration Classrooms (by AVID, Reading Coach and other targeted teachers). AVID Library AVIDonline.org SDHC AVID World	All teachers school-wide PLCs (This PD also covers a similar strategy in math and science)	Demonstration classroom: Ongoing PLCs: Ongoing	Administrators conduct targeted classroom walk-through to monitor DI implementation	Principal and Administrative Team
Charlotte Danielson Frameworks Training	9-12	APC	All teachers	On-going	Administrative pop-ins.	Principal and Administrative Team
Data Collection and Analysis	9-12	APC	All teachers	On-going	Administrative reviews with teachers during pre- and post- observation conferences.	Principal and Administrative team.
Kagan	9-12	District offered	All teachers	On-going	Administrators conduct targeted classroom walk-through to monitor DI implementation	Principal and Administrative Team
PLC meeting	9-12	Department Heads	All teachers	Monthly	Administrators conduct targeted classroom walk-through to monitor DI implementation	Principal and Administrative Team
HOTS	9-12	Administration	All teachers	On-going	Administrators conduct targeted classroom walk-through to monitor DI implementation	Principal and Administrative Team

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**
Alg1. Students scoring proficient in Algebra (Levels 3-5).							
Algebra Goal #1: In grades 9-10, the percentage of Standard Curriculum Students earning a passing grade on the 2013 End-Of-Course Algebra Exam will increase from 46% to 55%.	2012 Current Level of Performance:* **46%**	2013 Expected Level of Performance:* **55%**	1.1. Lack of common planning time. Student reading levels. Geographical proximity to stay after school for tutoring. A need for additional training to implement effective PLC's . All teachers have not participated in Kagan trainings. Lack of communication Student failure of previous math course Organization of tutoring opportunities is hampered by our lack of access to student schedules	1.1. Strategy The purpose of this strategy is to strengthen the core curriculum. Students' math skills will improve through the use of Kagan Cooperative Learning Groups. This technique promotes active student engagement with individual accountability and equal participation. Action Steps Offer another series of Kagan training for those teachers who have not received the training As a Professional Development activity in their PLC's, teachers will share what Kagan strategies they have used in their classrooms Strategies used are recorded in their lesson plans	1.1. Who Principal and Assistant Principal's for Curriculum. How APC attends Departmental Meetings. EET Formal Observations and Evaluations Classroom Walkthroughs and Pop-Ins. First Nine Week Check Second Nine Week Check Administration meets on a regular basis to discuss trends and evaluation ratings. Third Nine Week Check Out of ___ pop-ins conducted in Core	Unit assessment data will be recorded in EdLine. Review of Unit Assessment data and charting the average grades for students on units of instruction (Chapter tests, quizzes, etc.). Department Head will aggregate the data per course area (i.e.: Algebra, Algebra IA, Algebra I Honors and Geometry end of course exams). First Nine Week Check Second Nine Week Check Third Nine Week Check Week Check The average unit assessment score (Chapter tests, quizzes, etc.) for Algebra I (insert appropriate course names here) was _____%.	2.1. 2-3x Per Year During Nine Weeks Math- Spring Board embedded assessments. Math unit assessments. Quarter grades.

					classes, ___ observations noted students working in Kagen groups.		
			1.2. Lack of common planning time Student reading level Geographical proximity to stay after school for tutoring A need for additional training to implement effective PLC's Not all teachers have received Kagan trainings Not enough lap top computers and projectors to do FCIMs on a regular basis Student failure of previous math courses Lack of access to student schedules in order to organize tutoring opportunities	1.2 Strategy Students' math skills will improve through receiving ELP supplemental instruction on targeted skills that are not at the mastery level. <u>Action Steps</u> ELP teachers stay after school on selected days to offer tutoring Teachers are assigned specific Math courses in which they offer tutoring ELP will be advertised through classroom fliers and invites made by teachers	1.2 <u>Who</u> Administration, Teachers, Math Department Head <u>How</u> Teachers sign-in each day they host an ELP session after school Students sign-in each day, the student sign in sheet will be turned into the department head. <u>First Nine Week Check</u> <u>Second Nine Week Check</u> <u>Third Nine Week Check</u>	1.2 APC and Math Department Head will correlate data between ELP attendance and course grades. <u>First Nine Week Check</u> <u>Second Nine Week Check</u> <u>Third Nine Week Check</u>	1.2 <u>2-3x Per Year</u> Semester Exams District baseline and mid-year assessments I Can Learn assessments <u>During Nine Weeks</u> Student grades
			1.3 Lack of common planning time Students reading levels Geographical proximity to stay after school for tutoring A need for additional training to implement effective PLC's Not all teachers have	1.3 Strategy Student's math skills will improve through the use of during-the-day 50 minute tutorials for supplemental instruction. Students that have been identified will be pulled from elective classes to receive this supplemental instruction. The frequency	1.3 <u>Who</u> Administration, Teachers, Department Head <u>How</u> Tutors keep a log of which students are receiving tutoring during the day Logs are turned into	1.3 APC and Math Department Head will correlate data between ELP attendance and course grades. <u>First Nine Week Check</u> N/A	1.3 <u>2-3x Per Year</u> Semester Exams District baseline and mid-year assessments I Can Learn assessments <u>During Nine Weeks</u>

		received Kagan trainings Not enough lap top computers and projectors to do FCIMs on a regular basis Lack of communication Student failure of previous math courses Lack of access to student schedules in order to organize tutoring opportunities	and duration of supplemental instruction depends on the individual progress monitoring data. Action Steps Department Head receives information on the students that have been identified Students are pulled from their shop classes for math tutoring Teachers that are giving the supplemental instruction will communicate the progress of each student to the correct teacher Information and progress of the 50 minute tutorials will be discussed and shared at PLC meetings	Department Head First Nine Week Check Second Nine Week Check Third Nine Week Check	Second Nine Week Check Third Nine Week Check	Student grades
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**
Alg2. Students scoring Achievement Levels 4 or 5 in Algebra.		2.1 Lack of common planning time. Student reading levels Geographical proximity to stay after school for tutoring. A need for additional training to implement effective PLC's . All teachers have not participated in Kagan trainings. Lack of	2.1 Strategy The purpose of this strategy is to strengthen the core curriculum. Students' math skills will improve through the use of Kagan Cooperative Learning Groups. This technique promotes active student engagement with individual accountability and equal participation. Action Steps Offer another series of Kagan training for those teachers who have not received the training	2.1 Who Principal and Assistant Principal's for Curriculum. How APC attends Departmental Meetings. EET Formal Observations and Evaluations Classroom Walkthroughs and Pop-Ins. First Nine Week Check	2.1 Unit assessment data will be recorded in EdLine. Review of Unit Assessment data and charting the average grades for students on units of instruction (Chapter tests, quizzes, etc.). Department Head will aggregate the data per course area (i.e.: Algebra, Algebra IA, Algebra I Honors and Geometry end of course exams). First Nine Week Check	2.1. 2-3x Per Year During Nine Weeks Math- Spring Board embedded assessments. Math unit assessments. Quarter grades.
Algebra Goal #2: In grades 9-10, the percentage of Standard Curriculum students scoring in the upper Third on the 2013 End-of Course Algebra Exam will increase from 7% to	2012 Current Level of Performance:* **7%**	2013 Current Level of Performance **10%**				

			communication Student failure of previous math course Organization of tutoring opportunities is hampered by our lack of access to student schedules.	As a Professional Development activity in their PLC's, teachers will share what Kagan strategies they have used in their classrooms Strategies used are recorded in their lesson plans Strategy Students' math skills will improve through receiving ELP supplemental instruction on targeted skills that are not at the mastery level. Action Steps ELP teachers stay after school on selected days to offer tutoring Teachers are assigned specific Math courses in which they offer tutoring ELP will be advertised through classroom fliers and invites made by teachers Strategy Student's math skills will improve through the use of during-the-day 50 minute tutorials for supplemental instruction. Students that have been identified will be pulled from elective classes to receive this supplemental instruction. The frequency and duration of supplemental instruction depends on the individual	<u>Second Nine Week Check</u> Administration meets on a regular basis to discuss trends and evaluation ratings. <u>Third Nine Week Check</u> Out of ___ pop-ins conducted in Core classes, ___ observations noted students working in Kagen groups.	<u>Second Nine Week Check</u> <u>Third Nine Week Check Week Check</u> The average unit assessment score (Chapter tests, quizzes, etc.) for Algebra I (insert appropriate course names here) was _____%.	

				progress monitoring data. Action Steps Department Head receives information on the students that have been identified Students are pulled from their shop classes for math tutoring Teachers that are giving the supplemental instruction will communicate the progress of each student to the correct teacher Information and progress of the 50 minute tutorials will be discussed and shared at PLC meetings			
				2.2 Strategy Students' math skills will improve through receiving ELP supplemental instruction on targeted skills that are not at the mastery level. <u>Action Steps</u> ELP teachers stay after school on selected days to offer tutoring Teachers are assigned specific Math courses in which they offer tutoring ELP will be advertised through classroom fliers and invites made by teachers	2.2 <u>Who</u> Administration, Teachers, Math Department Head <u>How</u> Teachers sign-in each day they host an ELP session after school Students sign-in each day, the student sign in sheet will be turned into the department head. <u>First Nine Week Check</u> <u>Second Nine Week Check</u> <u>Third Nine Week Check</u>	2.2 APC and Math Department Head will correlate data between ELP attendance and course grades. <u>First Nine Week Check</u> <u>Second Nine Week Check</u> <u>Third Nine Week Check</u>	2.2 <u>2-3x Per Year</u> Semester Exams District baseline and mid-year assessments I Can Learn assessments <u>During Nine Weeks</u> Student grades
				2.3 Strategy Student's math skills will improve through the use of during-the-day 50 minute	2.3 <u>Who</u> Administration, Teachers, Department Head	2.3 APC and Math Department Head will correlate data between ELP attendance and course grades.	2.3 <u>2-3x Per Year</u> Semester Exams District baseline and mid-year assessments

			tutorials for supplemental instruction. Students that have been identified will be pulled from elective classes to receive this supplemental instruction. The frequency and duration of supplemental instruction depends on the individual progress monitoring data. Action Steps Department Head receives information on the students that have been identified Students are pulled from their shop classes for math tutoring Teachers that are giving the supplemental instruction will communicate the progress of each student to the correct teacher Information and progress of the 50 minute tutorials will be discussed and shared at PLC meetings	How Tutors keep a log of which students are receiving tutoring during the day Logs are turned into Department Head First Nine Week Check Second Nine Week Check Third Nine Week Check	First Nine Week Check Second Nine Week Check Third Nine Week Check	I Can Learn assessments During Nine Weeks Student grades

End of Algebra EOC Goals

High School AMO Mathematics Goals

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

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
A. In six years, school will reduce their achievement gap by 50%.	**Baseline data 2010-2011**	*Data provided by state*	*Data provided by state*	*Data provided by state*	*Data provided by state*		

<table>
<tr><td colspan="3">HS Mathematics Goal A:

Enter narrative for the goal in this box.</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td colspan="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 subgroups:</td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td colspan="2">Evaluation Tool</td></tr>
<tr><td colspan="3">B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.</td><td>3B.1.
.</td><td>3B.1.</td><td>3B.1.</td><td>3B.1.</td><td colspan="2">3B.1.</td></tr>
<tr><td rowspan="3">HS Mathematics Goal B:
•The percentage of students scoring satisfactory on the 2013 FCAT/FAA/EOCs in Math will increase from 47% to 51%.</td><td>2012 Current Level of Performance:*
47%
White:41
Black: 45
Hispanic: 50
Asian: N/A
American Indian: N/A</td><td>2013 Expected Level of Performance:*
51%
White: 46
Black: 50
Hispanic: 54
Asian:N/A
American Indian: N/A</td><td></td><td></td><td></td><td></td><td colspan="2"></td></tr>
<tr><td colspan="2">Y</td><td>3B.2.</td><td>3B.2.</td><td>3B.2.</td><td>3B.2.</td><td colspan="2">3B.2.</td></tr>
<tr><td colspan="2"></td><td>3B.3.</td><td>3B.3.</td><td>3B.3.</td><td>3B.3.</td><td colspan="2">3B.3.</td></tr>
</table>

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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
C. English Language Learners (ELL) not making satisfactory progress in mathematics.			3C.1.	3C.1.	3C.1.	3C.1.	3C.1.
HS Mathematics Goal C: •The percentage of ELL students scoring satisfactory on the 2013 FCAT in Math will increase from 67% to 70%.	2012 Current Level of Performance:* 67%	2013 Expected Level of Performance:* **70%**					
	Y		3C.2.	3C.2.	3C.2.	3C.2.	3C.2.
			3C.3.	3C.3.	3C.3.	3C.3.	3C.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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.			3D.1.	3D.1.	3D.1.	3D.1.	3D.1.
HS Mathematics Goal D: **N/A**	2012 Current Level of Performance:* **N/A**	2013 Expected Level of Performance:* **N/A**					
			3D.2.	3D.2.	3D.2.	3D.2.	3D.2.
			3D.3.	3D.3.	3D.3.	3D.3.	3D.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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
E. Economically Disadvantaged students not making satisfactory progress in mathematics.			3E.1.	3E.1.	3E.1.	3E.1.	3E.1.
HS Mathematics Goal E: **•The percentage of Economically Disadvantaged students scoring satisfactory on the 2013 FCAT/FAA/EOCs will increase from 49% to 53%.**	2012 Current Level of Performance:* 49%	2013 Expected Level of Performance:* 53%					
	Y		3E.2.	3E.2.	3E.2.	3E.2.	3E.2.
			3E.3.	3E.3.	3E.3.	3E.3.	3E.3.

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
Technology	9-12	Department Head and PLC Leaders	Math teachers	On-going	Administrators conduct targeted walk-throughs to monitor technology implementation.	Administration team
Analyzing first semester	9-12	Department Head and PLC Leaders	Math teachers	After the administration of the test	PLC Logs	APC
Hands-On Activities	9-12	Department Head and PLC Leaders	Math teachers	Course specific PLC meetings-on-going	Administrators conduct targeted walk-throughs to monitor Hands-On Activity implementation	Administration Team

End of Mathematics Goals

Writing/Language Arts Goals

Writing/Language Arts 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**
1. Students scoring at Achievement Level 3.0 or higher in writing. Writing/LA Goal #1: In grade 10, the percentage of AYP All Curriculum (AC) students scoring a Level 3 or higher on the 2012 FCAT Writing will increase from 94% to 95%	2012 Current Level of Performance:* **94%**	2013 Expected Level of Performance:* **95%**	1.1. Teachers lack skill and understanding regarding the FCAT Writing Assessment and Scoring Rubric Teachers do not have confidence using holistic scoring methods Teachers new to English may not have FCAT Writing training	1.1. As a Professional Development activity, teachers new to the profession and/or content area are required to attend departmental and trainings. As a Professional Development activity, teachers participate in assessment and refresher sessions on holistic scoring. Teachers practice scoring within PLCs. As a Professional Development activity, the writing coach and English Department Head will facilitate advanced scoring sessions.	1.1. Who Administration, English Department Head, English PLCs Writing Coach How The ITE/English PLC will meet monthly to evaluate gains or losses from quarterly writing prompts and modify individual student writing plans as needed.	1.1. PLCs will identify trends (deficiencies and growth) in student writing performance and collaborate to modify the instructional calendar to provide differentiated instruction as appropriate. English Department PLCs-Review of quarterly formative writing assessments to determine number and percent of students scoring above proficiency as determined by the assignment rubric. PLCs will chart the increase in the number of students reaching 4.0 or above on the quarterly writing prompt. The English Department Head and writing coach will review assessment data for positive trends. PLCs will participate in rubric Norming sessions to identify teacher barriers impending effective holistic scoring.	1.1. 4x per year: English classes will require at least one FCAT essays per quarter in grades 9 and 10 using standardized prompts across levels to be kept in writing portfolios.
			1.2. Teachers lack the confidence and/or skills to effectively teach the conventions of writing.	1.2. Teachers will meet at least one time per month to discuss writing data and share effective teaching strategies and lesson plans targeting areas of weakness in student writing.	1.2. Who Teachers, PLCs, English Department Head, Writing Coach How Teachers will look for positive trends in student quarterly essays by using the Student Data	1.2. English Department PLCs-Review of quarterly formative writing assessments to look for improvement of targeted conventional weaknesses.	1.2. 4x per year: English classes will require at least one FCAT essays per quarter in grades 9 and 10 using standardized prompts across levels to be kept in writing portfolios.

				Gathering Document.		

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** 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. Attendance			1.1.	1.1. Develop an attendance team to track data and meet monthly to discuss strategies to solve attendance issues. Attendance plan will be reviewed and current baseline data will be compared monthly. school's Attendance Plan to 1) ensure that all steps are being implemented with fidelity and 2) discuss targeted students. A data base will be maintained for students with excessive unexcused absences and tardies. The data base will be used to evaluate the effectiveness of attendance interventions and to identify students in need of support beyond school wide attendance imitative.	1.1. AP will run attendance/tardy meetings every 20 days with appropriate reports AP will maintain data base Social Worker Guidance Counselors	1.1. After the review of the data, students will then be targeted by intervention team that will then contact parent, referred to Dropout Prevention Specialist and school social worker.	1.1. Attendance recorded, viewed and printed through Education Connect.
Attendance Goal #1: Enter narrative for the goal in this box. The attendance rate will increase from 93.83% in 2011-2012 to 94.5% 2012-2013. The number of students who have 10 or more unexcused absences throughout the school year will decrease from 275 in 2011-2012 to 230 in 2012-2013. The number of students who have 10 or more unexcused tardies to school through the school year will decrease from 124 in 2011-2012 to 100 in 2012-2013.	2012 Current Attendance Rate:* **93.83** 2012 Current Number of Students with Excessive Absences (10 or more) **275** 2012 Current Number of Students with Excessive Tardies (10 or more) **124**	2013 Expected Attendance Rate:* **94.50** 2013 Expected Number of Students with Excessive Absences (10 or more) **230** 2013 Expected Number of Students with Excessive Tardies (10 or more) **100**	1.2. When a student reaches 15 days of unexcused absences and/or unexcused tardies to school, parents and guardians are notified via mail that future absences/tardies must have a doctor note or other reason outlined in the Student Handbook to receive an excused absence/tardy and must be approved through an administrator. A parent-	1.2. **See 1.1**	1.2. **See 1.1**	1.2. **See 1.1**	1.2. **See 1.1**

		administrator-student conference is scheduled and held regarding these procedures. The goal of the conference is to create a plan for assisting the students to improve his/her attendance/tardies.				
		1.3 All teachers will post their attendance to EdLine on a regular basis, allowing parents to monitor attendance.	1.3. Random check of Edline postings conducted by the APSA's.	1.3. See 1.1	1.3.Edline	1.3. Providing evidence that Edline and Education Connection data are aligned.

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
Attendance Plan	Administrators	AP	Administration, Guidance, Dropout Prevention Specialist and Social Worker	September (Monthly)	Review plan and student data every 20 days.	APSA's
Edline User Training	9-12	AP	As needed	On-going	Bi-Weekly check of Edline postings.	APSA's

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**
1. Suspension			1.1. Instructors being aware of the type of incidents that require administrative response. Common school wide expectations for classroom management and appropriate student behavior.	1.1. Targeted students will be monitored by the Dropout Prevention Specialist to incorporate incentives for positive behavior and academic success. Targeted students will also receive incentive for no written referrals each academic quarter.	1.1. APSA's, Dropout Prevention Specialist, and SSW.	1.1. Quarterly discipline data will be analyzed by the APSA's to identify trends and to focus on students who were not on the initial observation list.	1.1. Education Connection discipline records. Crystal Report ODR
Suspension Goal #1: Enter narrative for the goal in this box. In-school	2012 Total Number of In –School Suspensions **394** 2012 Total Number of Students	2013 Expected Number of In- School Suspensions **324** 2013 Expected Number of Students					

suspensions, Out-of-school suspensions, and ATOSS	Suspended In-School	Suspended In -School					
	283	**324**					
	2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
	279	**239**					
	2012 Total Number of Students Suspended Out- of- School	2013 Expected Number of Students Suspended Out- of-School					
	195	**155**					
			1.2. **See 1.1**	1.2. PSLT "Managing and Motivating" subgroups will review data and make recommendations to the PSLT for additional training in classroom management for teachers in need.	1.2. Managing and Motivating" subgroup PSLT	1.2. PSLT "Managing and Motivation" subgroup with review data an Office Discipline Referrals (ODRs) and out of school suspensions monthly in targeted classrooms	1.2. **See 1.1**
			1.3. Few opportunities exist for students to connect and establish mentoring relationships with adults at school	1.3. Students will be paired with an onsite mentor and asked to meeting with their assigned mentor quarterly to serve and additional adult point of contact.	1.3. Guidance, Social Worker, School Psychologist	1.3. Review of students who have been connected to the adult mentor in comparison with the number of days suspended.	1.3. **See 1.1**

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
Referral Writing/Guidelines	9-12	APSA's	Instructional and support personnel	Pre-Planning and at quarterly faculty meetings	Review of referrals written by instructor.	APSA's

End of Suspension Goals

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** 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. Dropout Prevention Dropout Prevention Goal #1: **Please refer to the percentage of students who dropped out during the 2011-2012 school year.*			1.1. Student who encounter unforeseen circumstances and traditional graduation process is not an option.	1.1. After support in the High School, students can attend several programs: Teen Parent program, Hillsborough Virtual, Florida Virtual, Adult Ed, Credit Recovery/Impact Lab	1.1. Asst. Principal for Student Affairs, SRO, APC, Teachers, Guidance Counselors, College and Career Specialist, RtI Coach	1.1. Tracking the number of students and the contact made to the students by a member of the PSLT prior to the student exiting school.	1.1. High School Graduation Rate/ Dropout Rates
Enter narrative for the goal in this box. **Goals** **The dropout rate will decrease from 2% to __1__%.** **The graduation rate will increase by ___1_%. 92% in 2012 to 93% in 2013.**	2012 Current Dropout Rate:* **2%** 2012 Current Graduation Rate:* **92%**	2013 Expected Dropout Rate:* **1%** 2013 Expected Graduation Rate:* **93%**	1.2. Students are behind in credits and are not graduating from high school on time.	1.2. 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.	1.2. Asst. Principal for Student Affairs, SRO, APC, Teachers, Guidance Counselors, College and Career Specialist, RtI Coach	1.2. Utilize Early Warning System (EWS) data to track students. Review student success rates of IMPACT, Credit Recovery, etc	1.2. High School Graduation Rates and Drop Out Rates
			1.3.	1.3.	1.3.	1.3.	1.3.

Dropout Prevention 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
Early Warning Systems	9-12	Asst. Principal for Student Affairs, RtI Coach,	All Staff	Fall 2012	Early Warning System (EWS) Data	Asst. Principal for Student Affairs, RtI Coach, Principal, Area 7 RtI Facilitator

		Principal, Area 7 RtI Facilitator				

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

Title I Schools – Please see the Parent Information Notebook (PIN) to view a copy of the Title I PIP.

Parent Involvement Goal(s)			**Problem-solving Process to Parent Involvement**				
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** 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. Parent Involvement Parent Involvement Goal #1:			1.1. Not all students take home and/or bring back reports -Not all parents have working phone numbers to follow-up on reports not returned. -Need postage for sending home reports where the teacher has been unable to reach the parent by phone	1.1. Teachers will enter their attendance and grade information into the on-line system in a timely manner (weekly). Teachers will send home computer-generated progress reports every three weeks. The Parent Link system will notify parents that progress reports are coming home. (Non-Standard Waiver)	1.1.	1.1. Administration reviews progress monitoring forms – including parent signature or documentation of parent contact	1.1. Progress Monitoring Forms Parent Communication Logs
Based on the School Climate and Perception Survey for Parents, the percentage of parents who strongly agree with the indicators under Communication will increase from 39% in 2012 to 50% in 2013.	2012 Current level of Parent Involvement:*	2013 Expected level of Parent Involvement:*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Parent Involvement Goal(s)			**Problem-solving Process to Parent Involvement**				
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** 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**
2. Parent Involvement Parent Involvement Goal #2:			2.1.	2.1.	2.1.	2.1.	2.1.
Enter narrative for the goal in this	2012 Current level of Parent Involvement:*	2013 Expected level of Parent Involvement:*					

box.							
			2.1.	2.1.	2.1.	2.1.	2.1.
			2.1.	2.1.	2.1.	2.1.	2.1.

Parent Involvement 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
Parent Communication and Outreach	9-12	Admin, Guidance	All faculty and staff	Open house, Conference nights, parent info nights	Parent Survey for School/Family Communication	Anya-Kaye Francis

End of Parent Involvement 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: **Cardiorespitory Fitness**			**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. Health and Fitness Goal Increase Cardiorespitory Fitness level of students in HOPE courses.			1.1. Inclement weather, unforeseen schedule changes, injuries and student not working to their potential.	1.1. 3 times a week all HOPE students will be working on Cardiorespitory fitness using the principles of training to increase overall fitness level.	1.1. HOPE instructors through weekly fitness workouts and timed runs.	1.1. The students' fitness level should increase and students will be completing more laps in the same amount of time.	1.1. FitnessGram PACER test.
Health and Fitness Goal #1: Enter narrative for the goal in this box. Increase all HOPE students current level of Cardiorespitory fitness levels to meet standards on the PACER portion of the fitness program test.	2012 Current Level :* **Girls- Average ~20 Pacers Boys-Average ~31 Pacers** **48%**	2013 Expected Level :* **Girls-Average 32-51 Pacers Boys-Average 51-94 Pacers** **56%**					

		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
Cardio Fitness Incorporating "FIT" Principle	HOPE 9-12	Heather Lesikar	Heather Lesikar-DH, HOPE Luis Suarez-HOPE Adrian Johnson-HOPE	Early Release Mondays Bi-Monthly	Review by-weekly assessments and gradually increase workout.	All HOPE Insturctors-Heather Lesikar, Luis Suarez, Adrian Johnson

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) Based on the analysis of school data, identify and define areas in need of improvement:			Problem-Solving Process to Increase Student Achievement 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. Students not having correct contact numbers for parents.	1.1. Teachers will be asked to notify the admin if a contact number is incorrect for a student.	1.1. Admin will research with the help of site SSW the correct contact info for parents.	1.1Each teacher on student schedule will receive the correct contact information for parent. Information will be provided to data processor to make the update in the mainframe.	1.1. Update of student emergency contact.
Continuous Improvement Goal #1: The percentage of teachers who strongly agree with the indicator "the teachers that I work with communicate with parents frequently" will increase from 24.4% in 2012 to 31.7% in 2013.	2012 Current Level :* **24.4%**	2013 Expected Level :* **31.7%**					
			1.2. Parents who have not activated Edline account.	1.2 Admin will survey parents upon making contact due to disciplinary action if they have	1.2.Edline activation codes will be checked at the end of the semester to	1.2.Teachers will provide feedback as to how many parents have contacted them through Edline each	1.2.Edline activation codes (parent)

			activated Edline account.	see which parents have not activated the account.	quarter.	
		1.3.	1.3.	1.3.	1.3.	1.3.

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	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
Parent Communication	9-12	ALL ADMIN	ALL STAFF	Pre-Planning, PLC meetings	Recorded number of parents that have made contact with teachers. Recorded number of teachers that have contacted parents by the use of correct contact information.	Administration

End of Additional Goal(s)

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

NEW Reading Florida Alternate Assessment Goals

A. Florida Alternate Assessment: Students scoring proficient in reading (Levels 4-9).			A.1.	A.1.	A.1.	A.1.	A.1.
Reading Goal A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
N/A							
			A.2.	A.2.	A.2.	A.2.	A.2.
			A.3.	A.3.	A.3.	A.3.	A.3.

B. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.			B.1.	B.1.	B.1.	B.1.	B.1.
Reading Goal B: Enter narrative for the goal in this box.	2012 Current Level of Performance:* **N/A**	2013 Expected Level of Performance:*					
			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				
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.	1.1.-Core content teachers administer and analyze ELLs performance on common assessments. -Teachers aggregate data to determine the performance of ELLs compared to the whole group. -Based on data core content teachers will differentiate instruction to remediate/enhance instruction.	1.1. School based Administrators -District Resource Teachers -ESOL Resource Teachers How -Administrative and ERT walk-throughs using the walkthrough form from: The CALLA Handbook, p. 101, Table 5.4 "Checklist for Evaluating CALLA Instruction	1.1. PLC facilitator will share ELL data with the Problem Solving Leadership Team. The Problem Solving Leadership Team/Reading Leadership Team will review assessment data for positive trends at a minimum of once per Grading Period.	1.1. During the Grading Period -Core curriculum end of core common unit/ segment tests with data aggregated for ELL performance
CELLA Goal #C: Increase the number of students who are proficient in Listening/Speaking from 83% in 2011-2012 to 86% in 2012-2013.	2012 Current Percent of Students Proficient in Listening/Speaking: **83% (46)**					
		1.2.	1.2.	1.2.	1.2.	1.2.

		1.3.	1.3.	1.3.	1.3.	1.3.
Students read in English at grade level text 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**
D. Students scoring proficient in Reading.		2.1. Students not aware of additional resources available to them such as an ESOL aid on site.	2.1. ESOL aid will be provided a list of ELL students for the school site. The ESOL aid will then meet with the students and monitor students quarterly. Students who need to receive additional assistance based on quarterly progress reports will meet with her and a recorded list of students will be submitted to the PSLT at bi-annually.	2.1. PSLT	2.1.Increase in the overall quarterly grades of ELL students.	2.1.Progress Reports
CELLA Goal #D: Increase the number of students who are proficient in Reading from 49% in 2011-2012 to 52% in 2012-2013.	2012 Current Percent of Students Proficient in Reading : **49% (45)**					
		2.2.	2.2. See Reading ELL Goal 5C.1, 5C.2, 5C.3 and 5C.4	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3
Students write in 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**
E. Students scoring proficient in Writing.		2.1.	2.1. See Reading ELL Goal 5C.1, 5C.2, 5C.3 and 5C.4	2.1.	2.1.	2.1.
CELLA Goal #E: Increase the number of students who are proficient in Writing from 58% in 2011-2012 to 61% in 2012-2013.	2012 Current Percent of Students Proficient in Writing : **58% (45)**					
		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

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**
F. Florida Alternate Assessment: Students scoring at in mathematics (Levels 4-9).			F.1.	F.1.	F.1.	F.1.	F.1.
Mathematics Goal F: Enter narrative for the goal in this box. **N/A**	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			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.	G.1.	G.1.	G.1.
Mathematics Goal G: Enter narrative for the goal in this box.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			G.2.	G.2.	G.2.	G.2.	G.2.

		G.3.	G.3.	G.3.	G.3.	G.3.

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

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**
H. Students scoring in the middle or upper third (proficient) in Geometry.			1.1.	1.1.	1.1.	Unit assessment data will be recorded in EdLine.	2.1.
Geometry Goal H:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Lack of common planning time.	Strategy The purpose of this strategy is to strengthen the core curriculum. Students' math skills will improve through the use of Kagan Cooperative Learning Groups. This technique promotes active student engagement with individual accountability and equal participation.	Who Principal and Assistant Principal's for Curriculum.	Review of Unit Assessment data and charting the average grades for students on units of instruction (Chapter tests, quizzes, etc.).	2-3x Per Year FAIR On-going Progress Monitoring in comprehension
The number of students receiving a passing score on the Geometry EOC will increase from 75% in 2011-2012 to 80% 2012-2013.	**75%**	**80%**	Student reading levels. Geographical proximity to stay after school for tutoring.		How APC attends Departmental Meetings.		During Nine Weeks Math- Spring Board embedded assessments. Math unit assessments.
			A need for additional training to implement effective PLC's .	Action Steps Offer another series of Kagan training for those teachers who have not received the training	EET Formal Observations and Evaluations Classroom Walkthroughs and Pop-Ins.	Department Head will aggregate the data per course area (i.e.: Algebra, Algebra IA, Algebra I Honors and Geometry end of course exams).	Quarter grades.
			All teachers have not participated in Kagan trainings.		First Nine Week Check	First Nine Week Check	
			Lack of communication		Second Nine Week Check	Second Nine Week Check	
			Student failure of previous math course Organization of tutoring opportunities	As a Professional Development activity in their PLC's, teachers will share what Kagan strategies they have used in their classrooms Strategies used are recorded	Administration meets on a regular basis to discuss trends and evaluation ratings. Third Nine Week Check	Third Nine Week Check Week Check	

			is hampered by our lack of access to student schedules	in their lesson plans	Out of ___ pop-ins conducted in Core classes, ___ observations noted students working in Kagen groups.	The average unit assessment score (Chapter tests, quizzes, etc.) for Algebra I (insert appropriate course names here) was _____%.	
			1.2. Lack of common planning time Student reading level Geographical proximity to stay after school for tutoring A need for additional training to implement effective PLC's Not all teachers have received Kagan trainings Not enough lap top computers and projectors to do FCIMs on a regular basis Student failure of previous math courses Lack of access to student schedules in order to organize tutoring opportunities	1.2 Strategy Students' math skills will improve through receiving ELP supplemental instruction on targeted skills that are not at the mastery level. <u>Action Steps</u> ELP teachers stay after school on selected days to offer tutoring. Teachers are assigned specific Math courses in which they offer tutoring. ELP will be advertised through classroom fliers and invites made by teachers	1.2 <u>Who</u> Administration, Teachers, Math Department Head <u>How</u> Teachers sign-in each day they host an ELP session after school Students sign-in each day, the student sign in sheet will be turned into the department head. <u>First Nine Week Check</u> <u>Second Nine Week Check</u> <u>Third Nine Week Check</u>	1.2 APC and Math Department Head will correlate data between ELP attendance and course grades. <u>First Nine Week Check</u> <u>Second Nine Week Check</u> <u>Third Nine Week Check</u>	1.2 <u>2-3x Per Year</u> Semester Exams District baseline and mid-year assessments I Can Learn assessments <u>During Nine Weeks</u> Student grades
			1.3 Lack of common planning time Students reading levels Geographical proximity to stay after	1.3 Strategy Student's math skills will improve through the use of during-the-day 50 minute tutorials for supplemental	1.3 <u>Who</u> Administration, Teachers, Department Head <u>How</u>	1.3 APC and Math Department Head will correlate data between ELP attendance and course grades.	1.3 <u>2-3x Per Year</u> Semester Exams District baseline and mid-year assessments I Can Learn assessments

			school for tutoring A need for additional training to implement effective PLC's Not all teachers have received Kagan trainings Not enough lap top computers and projectors to do FCIMs on a regular basis Lack of communication Student failure of previous math courses Lack of access to student schedules in order to organize tutoring opportunities	instruction. Students that have been identified will be pulled from elective classes to receive this supplemental instruction. The frequency and duration of supplemental instruction depends on the individual progress monitoring data. Action Steps Department Head receives information on the students that have been identified Students are pulled from their shop classes for math tutoring Teachers that are giving the supplemental instruction will communicate the progress of each student to the correct teacher. Information and progress of the 50 minute tutorials will be discussed and shared at PLC meetings	Tutors keep a log of which students are receiving tutoring during the day Logs are turned into Department Head First Nine Week Check Second Nine Week Check Third Nine Week Check	First Nine Week Check N/A Second Nine Week Check Third Nine Week Check	During Nine Weeks Student grades
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**
I. Students scoring in the upper third on Geometry.			2.1 Lack of common planning time. Student reading levels Geographical proximity to stay after school for tutoring. A need for additional training to implement effective PLC's . All teachers have not	2.1 Strategy The purpose of this strategy is to strengthen the core curriculum. Students' math skills will improve through the use of Kagan Cooperative Learning Groups. This technique promotes active student engagement with individual accountability and equal participation.	2.1 Who Principal and Assistant Principal's for Curriculum. How APC attends Departmental Meetings. EET Formal Observations and Evaluations Classroom Walkthroughs and Pop-Ins.	2.1 Unit assessment data will be recorded in EdLine. Review of Unit Assessment data and charting the average grades for students on units of instruction (Chapter tests, quizzes, etc.). Department Head will aggregate the data per course area (i.e.: Algebra, Algebra IA, Algebra I Honors and Geometry end of course	2.1. 2-3x Per Year FAIR On-going Progress Monitoring in comprehension During Nine Weeks Math- Spring Board embedded assessments.
Geometry Goal I: To increase the percentage of students that score in the upper third quartile on the Geometry EOC examination.	2012 Current Level of Performance:* **40%**	2013 Expected Level of Performance:* **45%**					

			participated in Kagan trainings. Lack of communication Student failure of previous math course Organization of tutoring opportunities is hampered by our lack of access to student schedules.	<u>Action Steps</u> Offer another series of Kagan training for those teachers who have not received the training As a Professional Development activity in their PLC's, teachers will share what Kagan strategies they have used in their classrooms Strategies used are recorded in their lesson plans	<u>First Nine Week Check</u> <u>Second Nine Week Check</u> Administration meets on a regular basis to discuss trends and evaluation ratings. <u>Third Nine Week Check</u> Out of ___ pop-ins conducted in Core classes, ___ observations noted students working in Kagen groups.	exams). <u>First Nine Week Check</u> <u>Second Nine Week Check</u> <u>Third Nine Week Check</u> <u>Week Check</u> The average unit assessment score (Chapter tests, quizzes, etc.) for Algebra I (insert appropriate course names here) was _____%.	Math unit assessments. Quarter grades.
				2.2 Strategy Students' math skills will improve through receiving ELP supplemental instruction on targeted skills that are not at the mastery level. <u>Action Steps</u> ELP teachers stay after school on selected days to offer tutoring Teachers are assigned specific Math courses in which they offer tutoring ELP will be advertised through classroom fliers and invites made by teachers	2.2 <u>Who</u> Administration, Teachers, Math Department Head <u>How</u> Teachers sign-in each day they host an ELP session after school Students sign-in each day, the student sign in sheet will be turned into the department head. <u>First Nine Week Check</u> <u>Second Nine Week Check</u> <u>Third Nine Week Check</u>	2.2 APC and Math Department Head will correlate data between ELP attendance and course grades. <u>First Nine Week Check</u> <u>Second Nine Week Check</u> <u>Third Nine Week Check</u>	2.2 <u>2-3x Per Year</u> Semester Exams District baseline and mid-year assessments FCIM assessments <u>During Nine Weeks</u> Student grades
				2.3 Strategy	2.3 <u>Who</u>	2.3 APC and Math Department	2.3 <u>2-3x Per Year</u>

			Student's math skills will improve through the use of during-the-day 50 minute tutorials for supplemental instruction. Students that have been identified will be pulled from elective classes to receive this supplemental instruction. The frequency and duration of supplemental instruction depends on the individual progress monitoring data. Action Steps Department Head receives information on the students that have been identified Students are pulled from their shop classes for math tutoring Teachers that are giving the supplemental instruction will communicate the progress of each student to the correct teacher Information and progress of the 50 minute tutorials will be discussed and shared at PLC meetings	Administration, Teachers, Department Head How Tutors keep a log of which students are receiving tutoring during the day Logs are turned into Department Head First Nine Week Check Second Nine Week Check Third Nine Week Check	Head will correlate data between ELP attendance and course grades. First Nine Week Check Second Nine Week Check Third Nine Week Check	Semester Exams District baseline and mid-year assessments I Can Learn assessments During Nine Weeks Student grades

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**

J. Florida Alternate Assessment: Students scoring at proficient in science (Levels 4-9).			J.1.	J.1.	J.1.	J.1.	J.1.
Science Goal J: **N/A**	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			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)).

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**
K. Students scoring in the middle or upper third (proficient) in Biology.			1.1. -Lack of adequate ready-made science-based reading modules at an appropriate reading level and on topics relevant to the lessons being taught. -Lack of common planning time for creating of reading modules relevant to the various science subjects. -Lack of training on reading strategies.	1.1. Teachers will introduce relevant fiction and nonfiction selections to enhance vocabulary acquisition. Teachers will use reading strategies such as prefixes, suffixes, word origin, in-class readings to enhance literacy. Teachers will use Close Reading modules provided in the resource pages of the science curriculum guide. PLCs will evaluate the Close Reading modules for efficacy and efficiency. PLCs will customize modules for future use.	1.1. Who -Principal -AP -Science Coach -Science PLC Leaders /Department Heads -Peer and Mentor Evaluators How -PLC logs turned into administration. Administration provides feedback. -Evidence of strategy in teachers' lesson plans seen during	1.1. Teacher Level -Teachers reflect on lessons during the unit citing/using specific evidence of learning and use this knowledge to drive future instruction. -Teachers chart their students' individual progress towards mastery. PLC Level -PLCs calculate the average unit assessment score for all their students across the PLC per class/course. -PLCs discuss how to report and share the data with the Leadership	1.1. 2x per year District Baseline and Mid-Year Testing Semester Exams During the Grading Period - Common assessments (pre, post, mid, section, end of unit) Advanced Placement scores Science Projects & Reports
Biology Goal K: For the 2012- 2013 school year, the percentage of Standard Curriculum students scoring in the upper two thirds on the Biology EOC will increase from 74% to 77%.	2012 Current Level of Performance:* **74% (559)**	2013 Expected Level of Performance:* **77%**					

					administration walk-throughs. -EET formal evaluations -EET Pop-Ins (Admin and Peer/Mentor) -EET formal observations (Admin and Peer/Mentor) -EET informal observation(Admin and Peer/Mentor) -School-based informal walk-through form which includes the school's SIP strategies.	Team. -Data is used to identify effective activities in future lessons. <u>Leadership Team Level</u> -Leadership Team determines what specific data will be reported to the Leadership Team. ***Editor Note - In high school, which <u>science</u> courses are collecting data for progress monitoring?*** -Leadership Team determines and maintains a school-wide data system to track student progress. -PLC facilitator/ Subject Area Leader/ Department Heads shares data with the Problem Solving Leadership Team. -PSLT uses data to evaluate the effectiveness of strategy implementation, supplemental instruction for targeted students and future professional development for teachers.	
			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**
L. Students scoring in upper third in Biology.			2.1. -Lack of teacher training in the design of problem-based activities. -Lack of common planning time to develop and discuss problem-based activities. -Lack of a bank of problem-based lesson plans. -Template for writing and grading problem-based lessons needs to be developed. -Length of time allocated to teach the concepts.	2.1. Increase student engagement by the incorporation of problem-based activities to teach the benchmarks.	2.1. <u>Who</u> -Principal -AP -Science Coach -Science PLC Leaders /Department Heads -Peer and Mentor Evaluators <u>How</u> -PLC logs turned into administration. Administration provides feedback. -Evidence of strategy in teachers' lesson plans	2.1. <u>Teacher Level</u> -Teachers reflect on lessons during the unit citing/using specific evidence of learning and use this knowledge to drive future instruction. -Teachers chart their students' individual progress towards mastery. <u>PLC Level</u> -PLCs calculate the average unit assessment score for all their students across the PLC per class/course. -PLCs discuss how to report and	2.1. <u>2x per year</u> District Baseline and Mid-Year Testing Semester Exams <u>During the Grading Period</u> - Common assessments (pre, post, mid, section, end of unit) Advanced Placement scores Science Projects & Reports
<u>Biology Goal L:</u> For the 2012- 2013 school year, the percentage of Standard Curriculum students scoring in the upper third on the Biology EOC will increase from 33% to 35%.	<u>2012 Current Level of Performance:*</u> **33% (559)**	<u>2013 Expected Level of Performance:*</u> **38%**					

					seen during administration walk-throughs. -EET formal evaluations -EET Pop-Ins (Admin and Peer/Mentor) -EET formal observations (Admin and Peer/Mentor) -EET informal observation(Admin and Peer/Mentor) -School-based informal walk-through form which includes the school's SIP strategies.	share the data with the Leadership Team. -Data is used to identify effective activities in future lessons. <u>Leadership Team Level</u> -Leadership Team determines what specific data will be reported to the Leadership Team. ***Editor Note - In high school, which <u>science</u> courses are collecting data for progress monitoring?*** -Leadership Team determines and maintains a school-wide data system to track student progress. -PLC facilitator/ Subject Area Leader/ Department Heads shares data with the Problem Solving Leadership Team. -PSLT uses data to evaluate the effectiveness of strategy implementation, supplemental instruction for targeted students and future professional development for teachers.	
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3

STEM 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**

STEM Goal #1: Incorporation of Science, Technology, Engineering, and Math principals into problem-based activities as a model for instructional delivery.	1.1. -Lack of teacher training in the design of problem-based activities. -Lack of teacher technology training. -Lack of common planning time between math and science teachers to develop cross-curricular lesson plans. -Lack of common planning time to develop and discuss problem-based activities. -Lack of a bank of problem-based lesson plans. -Template for writing and grading problem-based lessons needs to be developed. -Length of time allocated to teach the concepts.	1.1. -Increase student engagement by the incorporation of problem-based activities to teach the benchmarks. -Increase higher order thinking through the design of problem-based projects that require students to research across the curriculum in order to find solutions.	1.1. Who -Principal -AP -Science Coach -Science PLC Leaders /Department Heads -Peer and Mentor Evaluators How -PLC logs turned into administration. Administration provides feedback. -Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. -EET formal evaluations -EET Pop-Ins (Admin and Peer/Mentor) -EET formal observations (Admin and Peer/Mentor) -EET informal observation(Admin and Peer/Mentor) -School-based informal walk-through form which includes the school's SIP strategies.	1.1. Teacher Level -Teachers reflect on lessons during the unit citing/using specific evidence of learning and use this knowledge to drive future instruction. -Teachers chart their students' individual progress towards mastery. PLC Level -PLCs calculate the average unit assessment score for all their students across the PLC per class/course. -PLCs discuss how to report and share the data with the Leadership Team. -Data is used to identify effective activities in future lessons. Leadership Team Level -Leadership Team determines what specific data will be reported to the Leadership Team. ***Editor Note - In high school, which science courses are collecting data for progress monitoring?*** -Leadership Team determines and maintains a school-wide data system to track student progress. -PLC facilitator/ Subject Area Leader/ Department Heads shares data with the Problem Solving Leadership Team. -PSLT uses data to evaluate the effectiveness of strategy implementation, supplemental instruction for targeted students and future professional development for teachers.	1.1. 2x per year District Baseline and Mid-Year Testing Semester Exams During the Grading Period - Common assessments (pre, post, mid, section, end of unit) Advanced Placement scores Science Projects & Reports
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

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 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
Technology and Hands-On Activities (animations/Gizmos advanced training & initial for new teachers, scientific probeware, laboratory technology)	Grades 9-11	Science Department Head and Technology Resource Corey Peloquin (Gizmos Trainer	Science teachers-whole department	1 Half day in the fall and 1 half day in the spring	Administrators conduct targeted walk-throughs to monitor Technology and Hands-On Activity implementation	Administration Team
Problem-based learning training	Grades 9-11	County-level trainer	Science teachers-PLCs	1 Half day in the fall and 1 half day in the spring	Administrators conduct targeted walk-throughs to monitor implementation of student presentations	Administration Team
Development of problem-based activities	Grades 9-11	Science PLC Leaders	Science teachers-PLCs	PLC meetings-once a month	PLC minutes	Administration Team

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**
CTE Goal #1: Increase the number of students earning an industry certification from the funded list from 284 in 2011-2012 to 293 in 2012-2013.	1.1. Students who do not acquire enough hours to complete requirements for industry certification.	1.1. Providing the right schedule for students and partnering with community stakeholders in the different industries to allow students an opportunity to obtain the necessary hours.	1.1. CTE counselors will monitor the progress of each CTE student in regards to requirements remaining to achieve industry certification.	1.1. An increase in certifications will support that the implemented strategy has been conducive in providing students with the necessary requirements.	1.1. Certifications received students.
	1.2. Students having no familiarity to the various industries and the roles within	1.2. Increase the number of speakers for the Great American Teach-in pertaining to career exploration.	1.2. DOPS will collect data based on request and invitations from teachers and students.	1.2. Log of participants who attend the Great American Teach-In	1.2. Number of students in the CTE programs.

	the industries.				
	1.3. Students at a disadvantage due to the lack of necessary equipment available to assist in instruction.	1.3. Increase/sustain the number of CTE classrooms that are well equipped for the courses offered.	1.3.CTE teachers identifying what equipment needs to be ordered. Admin support and allocation of funding to purchase equipment.	1.3. Student response stating if the CTE class was equipped to teach the processes of the industry.	1.3. Student survey. Annual at the closing of school year.

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 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
Industry Certifications	9-12	All Administration	All CTE Staff Guidance Couselors College and Career Specialist	Pre-Planning Quarterly	Review the number of students registered in CTE course each quarter.	Guidance Counselors PSLT
Great American Teach in Recruitment	9-12	DOPS	All Staff Students	October and November faculty meeting	Announcements and request sheets given to teachers and students.	Administration Team DOPS

End of CTE Goal(s)

Differentiated Accountability N/A

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		
☐Priority	☐Focus	☐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.
N/A

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
Reading Goal 3.1	Classroom Library for Int. Reading course-Reading Goal 3.1 The purpose of this strategy is to strengthen the core curriculum. Students' reading skills will improve through participation in HOTS activities. Reading Goal 1.1. Strategy: The purpose of this strategy is to increase reading achievement by increasing the time spent reading and Language Arts.	227.00	239.67
Writing Goal 1.1	Eng. Department supplies-Composition books -Quantity 500; In grade 10, the percentage of All curriculum students scoring a level 3 or higher on the 2013 FCAT Writing will increase for 94% to 95%. Goal 1.1 PLS's will identify trends (deficiencies and growth) in student writing performance. Goal 1.2 PLC's will meet monthly to discuss writing data and share effective teaching strategies and lesson plans targeting areas of weakness in student writing. In grades 9-10, the percentage of All Curriculum students scoring a Level 4 or higher on the 2012 FCAT writing will increase from 50% to 53%.	405.00	347.36
Reading Goal #5B:	Copy paper to provide necessary materials for student instruction- Materials necessary for teacher use to implement enrichment and student understanding/Consumables/Paper/Books; In grades 9-10, 79% Economically Disadvantaged All Curriculum students will score a Level 3 or above on the 2012 FCAT Reading or the percentage of non-proficient students will decrease by 10%. (Safe Harbor Target 44%)	1574.00	2178.81
CTE Goal #1:	Headphones-AEI Learning for medical students to complete course certifications/Increasing student use of technology in the learning process; CTE Goal #1: Increase the number of students earning an industry certification from the funded list from 284 in 2011-2012 to 293 in 2012-2013.	36.00	58.50
Reading Goal #5B:	Toner for printers- Materials necessary for teacher use to implement enrichment and student understanding/Consumables/Paper/Books	1036.00	1252.00
STEM Goal #1:	Projector bulbs for classroom for academic instruction-(various models and prices)-Materials necessary for teacher use to implement enrichment and student	1500.00	1235.68

	STEM Goal #1: Incorporation of Science, Technology, Engineering, and Math principals into problem-based activities as a model for instructional delivery. understanding/Consumables/Paper/Books		
Reading Goal #5B: Geometry Goal I:	Necessary supplies for school-wide standardized testing- Materials necessary for teacher use to implement enrichment and student understanding/Consumables/Paper/Books	778.00	807.12
			6119.14