# FLORIDA DEPARTMENT OF EDUCATION
## Updated 05/02/13

Durant High School

# School Improvement Plan (SIP)
# Form SIP-1

**2012-2013 SCHOOL IMPROVEMENT PLAN**

# PART I: SCHOOL INFORMATION

| | |
|---|---|
| School Name:  Durant High School | District Name:  Hillsborough |
| Principal: Pamela Bowden | Superintendent:  MaryEllen Elia |
| SAC Chair:   Holly Popa | 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 | Pamela Bowden | MS Ed. Leadership BA K-12 | 14 | 16 | 10-11: , 77% AYP 09-10:B, 85%  AYP |
| Assistant Principal | Claire Mawhinney | MS Ed. Leadership BA Social Studies Ed. | 9 | 12 | 10-11: , 77% AYP 09-10:B, 85%  AYP |
| Assistant Principal | Gary Long | MS Ed. Leadership BA  Marketing  Ed. | 8 | 8 | 10-11: , 77% AYP 09-10:B, 85%  AYP |
| Assistant Principal | Michael Witchoskey | MS Ed. Leadership BA K-12 P.E... | 16 | 18 | 10-11: , 77% AYP 09-10:B, 85%  AYP |

| Assistant Principal | Theresa Williams | MS Ed Leadership BA Business Ed. | 8 | 8 | 10-11: , 77% AYP 09-10:B, 85% AYP |
|---|---|---|---|---|---|
| Assistant Principal | Denise Savino | MS Ed (Educational Leadership) B.S. Health Education Reading Endorsement | 9 | 3 | 10-11: , 77% AYP 09-10: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 | Lisa Gottman | MS Reading BS K-12 | 9 | 5 | 10-11:B , 77% AYP 09-10:B, 85% 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 recruitment fairs | Principal and Assistant Principal | 06/07/2013 | |
| 2. District Interview Day | Principal and Assistant Principal | 06/07/2013 | |
| 3. Performance Pay | Principal and Assistant Principal | 06/07/2013 | |
| 4. Salary Incentives | | 06/07/2013 | |

## 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 |
|---|---|
| 15 Faculty are out of field and/or out of ESOL compliance | The teachers are made aware of their status when they sign the certification and ESOL compliance lists for FTE. Also, the teachers are told of opportunities of ESOL classes each quarter so they can register for the classes. In addition, the teachers who are out of field are encouraged to get their certifications and are mentored by the APC. |

## 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 |
|---|---|---|---|---|---|---|---|---|---|
| 138 | 9% (13) | 23% (32) | 33% (46) | 34% (47) | 43% (59) | 89% (123) | 9% (12) | 7% (10) | 18% (25) |

## 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.

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

| Mentor Name | Mentee Assigned | Rationale for Pairing | Planned Mentoring Activities |
|---|---|---|---|
| Sylvia Ellison | Kendall Jenkins | Mentor with EET initiative has strengths in the areas of leadership, mentoring, and increasing student achievement | Bi-weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving. |
| Sylvia Ellison | Wesley Wyatt | Mentor with EET initiative has strengths in the areas of leadership, mentoring, and increasing student achievement | Bi-weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving. |
| Sylvia Ellison | Madeleine Cox | Mentor with EET initiative has strengths in the areas of leadership, mentoring, and increasing student achievement | Bi-weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving. |
| Sylvia Ellison | William Tunstall | Mentor with EET initiative has strengths in the areas of leadership, mentoring, and increasing student achievement | Bi-weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving. |
| Sylvia Ellison | Stephanie Luke | Mentor with EET initiative 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. |
| Sylvia Ellison | Brittany Wilson | Mentor with EET initiative has strengths in the areas of leadership, mentoring, and increasing student achievement | Bi-weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving. |
| Sylvia Ellison | Megan Perry | Mentor with EET initiative 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. |
| Sylvia Ellison | Jessica Main | Mentor with EET initiative has strengths in the areas of leadership, mentoring, and increasing student achievement | Bi-weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving. |
| Sylvia Ellison | Frank Lane | Mentor with EET initiative has strengths in the areas of leadership, mentoring, and increasing student achievement | Bi-weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving. |
| Sylvia Ellison | Michael Jones | Mentor with EET initiative 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. |
| Sylvia Ellison | Sarah Johnstone | Mentor with EET initiative has strengths in the areas of leadership, mentoring, and increasing student achievement | Bi-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 |
| Title I, Part C- Migrant |
| Title I, Part D |
| Title II |
| Title III |
| Title X- Homeless |
| Supplemental Academic Instruction (SAI) |
| Violence Prevention Programs |
| Nutrition Programs |
| Housing Programs |
| Head Start |
| Adult Education |
| Career and Technical Education |
| Job Training |

| Other |
| --- |
| |

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

| **School-Based MTSS/RtI Team** |
| --- |
| Identify the school-based MTSS Leadership Team.<br>The  MTSS Leadership Team includes:<br>Principal: Pam Bowden<br>AP: Denise Savino<br>Guidance Counselors: Tammy Hanby, Andrea Jackson<br>School Psychologist: Pat Canavan<br>Social Worker:<br>Reading Coach: Lisa Gottman<br>ESE Specialist: Sheryl Koza<br>Department Heads<br>SAC Chair: Holly Popa<br>Drop-Out Prevention Specialist: Michelle Scolaro<br>Technology: Richard Maddock<br>ELL: Angel Vazquez |
| 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?<br>The purpose of the PSLT in our school is to provide quality instruction/intervention matched to student needs. The PSLT reviews school-wide data to address the progress of low-performing students and determine the enrichment and acceleration needs of high performing students. The goal is for all student to achieve adequate yearly progress and improve other long-term outcomes (academic. behavior, attendance)<br>The PSLT is considered the main leadership team in our school. The PSLT will meet 2 times per month and use the problem solving process to:<br><ul><li>Oversee MTSS</li><li>Based on student data, recommend, implement supplemental services (Tier 2, Tier 3) that match students' non master of skills through:</li></ul><ul><li>Tutoring during the day in small group pull-outs in reading</li><li>Extended Learning Programs before and after school</li><li>Daily Homeroom</li></ul><ul><li>Create school resource map</li><li>Determine scheduling needs, curriculum materials and intervention resources based on needs</li><li>Review and interpret student data (academic, behavior, attendance) at the school and grade levels</li><li>Organize and support systematic data collection as needed</li><li>Strengthen the Tier 1 instruction through the:</li></ul> |

- ➢ Implementation and support of PLCs
- ➢ Use of Mini Assessments and/or formative Assessments
- ➢ Use of Common Core Assessments at the end of segments/chapters
- ➢ Implementation of research-based, scientifically validated instructional strategies and/or interventions
- ➢ Communication with major stakeholders regarding student outcomes through data summaries and conferences
- Assist with planning, implementing, and evaluating the outcomes of supplemental and intensive interventions
- Work collaboratively with the PLCs in the implementation of the Math F-CIM and progress monitoring
- Coordinate/collaborate with other working committees such as the Reading Leadership Team
- Use intervention planning forms to communicate initiatives between the PSLT and teachers.

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 Chair of SAC is a member of the PSLT

- The PSLT, SAC, and teachers were involved in the development of the School Improvement Plan

- The School Improvement Plan is the working document that guides the work of the PSLT.

**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.

| Data Source | Database | Person(s) Responsible |
|---|---|---|
| Algebra I, Geometry EOC | Computer based | Teachers |
| Baseline and Midyear District Assessments | Scantron Achievement Series Data Wall | PSLT, PLCs, individual teachers |
| District generates assessments from the Office of Assessment and Accountability | Scantron Achievement Series Data Wall | PSLT, PLCs, individual teachers |
| Subject-specific assessments generated by District-level Subject Supervisors in Reading, Math, Writing, and Science | Scantron Achievement Series Data Wall | PSLT, PLCs, individual teachers |
| FAIR | Progressing Monitoring and Reporting Network Data Wall | Reading Coach/Reading PLC Facilitator |
| CELLA | View Point | ELL PSLT Representative |
| Common Assessments of chapter tests using adopted curriculum resources | School Generated Database | Department Heads/PLC Facilitators/PSLT member |
| Mini-Assessments on specific tested benchmarks | Florida Achieves District Generated | Individual math teacher |
| PSAT | paper based | Teacher |

| Data Source | Database | Person(s) Responsible |
|---|---|---|
| Extended Learning Program | School Generated Database<br>College board computer based prep class | PSLT/ELP Facilitator<br>Teacher(s) |
| FAIR OPM | School Generated Database | PSLT/Reading Coach |
| Ongoing assessments within intensive courses | Database provided by course materials<br>School Generated Database | PSLT/PLC/Individual Teachers |
| Other Curriculum Based Measurements | School Generated Database | PSLT/PLCs |

Describe the plan to train staff on MTSS.

Staff received overview training at the beginning of the 2012-2013 school year. The PSLT will meet with the Area 6 MTSS facilitator to review our progress in implementation of MTSS and provide coaching and support to our PSLT/PLCs. Trainings will continue throughout the 2012-2013 school year.  The PSLT will continue to work to build consensus with all stakeholders regarding a need for and a focus on school improvement efforts. The PSLT will work to align the efforts of other school teams that may be addressing similar identified issues.

As the District PSLT develops resources and staff development trainings on MTSS, these tools and staff development sessions will be conducted with staff when they become available. Professional Development sessions will occur during faculty meetings. New staff will be directed to participate in trainings relevant to PLCs and MTSS as they become available. All teachers will complete a state perceptions MTSS survey midyear and at the end of the year to determine their development skills and knowledge related to MTSS.

Describe plan to support MTSS.

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

- Consistently promote the shared vision of one system meeting the needs of ALL students with MTSS as the platform for integrating all school initiatives (i.e., PLC, Department Head and SAC meetings, and lesson study).
- 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).<br>-Pam Bowden (Principal)<br>-Claire Mawhinney (APC) |

-Denise Savino (AP)
-Lisa Gottman (Reading Coach)
-Mary Martin
-Trent Tice
-Kristen Tice
-Beulah Reed
-Holly Popa
-Michele Scolaro

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).
-The LLT meets on the last Monday of each month.
-The LLT 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 expertise in data analysis and reading interventions.
-The reading coach and principal collaborate with the team to ensure that data driven support is provided to teachers.
-The principal 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.
-The principal ensures that time is provided for LLT to collaborate with other school site stakeholders.

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 research-based reading strategies within lessons across the content areas
-Data analysis (on-going)
-Implement K-12 Reading Plan

### NCLB Public School Choice
- **Supplemental Educational Services (SES) Notification**

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

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

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

The reading coach is required as a part of his/her job description to provide on-site support of the implementation of the Project CRISS Strategic Lesson Plan model through

professional development opportunities, as well as, coaching opportunities.  A yearly action plan is created by the reading coach that outlines what Project CRISS professional development will be offered.  A monthly written update allows the reading supervisor to monitor the progress of each coach's action plan.

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

Demonstration classroom opportunities focusing on the implementation of content-based literacy strategies are mandated by the K-12 Comprehensive Reading Plan at each site.  The reading coach is responsible for scheduling and facilitating pre-observation, during observation, and post-observation activities and discussion.

A Reading Leadership Team is mandated by the K-12 Comprehensive Reading Plan at each site.  The principal is the chairperson of the committee and the reading coach is an integral member, guiding the data review, creation of an action plan, progress monitoring of the plan and evaluation of the plan each school year.  The RLT has a representative 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 Small Learning Communities, Professional Learning Communities, Career Academies, Career Pathways, Program Completers, the Magnet Program and AVID classes to help students see the relationships both cross-curricular and within subjects to establish relevance to a student's future. Many of these programs help guide and establish a student for post secondary readiness (Industry Certifications, college credit, job skills, etc).

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

Durant High School will annually hold grade level articulation with present and incoming students. Based on interest, they will establish Course Selection Sheets and course offerings to best meet their needs. The Guidance Department, ESE Specialist, AVID Coordinator, Department Heads, teachers and APCs will then articulate with feeder schools and assist  students in signing up for courses and programs based on their Automatic Course Requests and their individual interests. Guidance Counselors will visit

classes to review the curriculum guide and course descriptions. They will distribute Course Selection Sheets and provide information about selecting courses for the following school year. These Course Selection Sheets are then sent home for parent review and signature.

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

## Postsecondary Transition

Note: Required for High School- Sec. 1008.37(4), F.S.
Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report.

High School Feedback Report Reflection

Durant High School's percentage of graduates completing a college prep curriculum has decreased from 69% to 64% over a three year period, a 5% decrease.  During that same time period, the district stayed the same (64.2%) and the state decreased by 0.6% (58.5% - 57.9%).  In addition, the number of graduates that enrolled in Algebra 1 prior to 9th grade, completed at least one Level 3 high school math course, completed at least one Dual Enrollment math course and completed at least one Level 3 or higher science course were all above the district and the state averages for the same three year period except for year three for the completed at least one Dual Enrollment math course when compared to the state percentage. During year three, the state percentage was 1.01% higher than the school's 4.97% when completed at least one Dual Enrollment math course.

*District-Level*
The Career and Technical Education (CTE) Department provides our counselors with a binder and data base of the Programs of Study to help guide students with their educational pathway. The Program of Study maps out the courses and timeline for students to be program completers and successfully transition to postsecondary institutions. Our district provides a variety of opportunities for students to learn about career pathways at postsecondary institutions through programs such as:

- **Career Seeking and Investigations -** Provides 8th grade students an opportunity to explore the campus of Hillsborough Community College (HCC) and experience campus life and activities
- **Amazing Race -**Provides 12th grade students an opportunity to gather enrollment requirements, scholarship opportunities and program offerings for incoming college freshmen
- **Hi-Tec Trek -** Provides 11th graders with an opportunity to explore Hillsborough County's postsecondary technical centers career and program opportunities.

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

*School-Level*
Specifically at Durant High School,  students may participate in the following:
• Academic Nights in order to educate everyone on the necessary courses and test scores to be competitive with students across the state for entrance into colleges and universities.
• SAT preparation classes held on campus.
• Individual student sign-up for online SAT/ACT practice.
• Transitioning Intensive Reading IV courses to ACT preparation after FCAT testing is completed.

• College Nights and College and Career Fests are promoted with students and parents through announcements and parent link phone messages.

• Offering ASVAB on campus

• Military recruiters meet with students to discuss the academic training and paid college opportunities offered by the armed services.

• High school math courses offer appropriate placement and preparation for college math courses to avoid college remediation courses for students.

• AP/Dual Enrollment courses offered to prepare students for the rigor and content of college courses.

• AP/Dual Enrollment courses offered so that students may earn college credits prior to college entry.

• Dual Enrollment with HCC is promoted with students so they can take courses off campus and earn college credits prior to college entry.

• Students are appropriately placed in a sequence of Career and Tech courses to assist them in qualifying for the Gold Seal Scholarship as part of the Bright Futures Program.

# 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. FCAT 2.0:  Students scoring proficient in reading (Level 3-5).**<br><br>Reading Goal #1:<br><br>The percentage of students scoring a Level 3 or higher on the 2013 FCAT Reading will increase from 47% to 50%.<br><br>**2012 Current Level of Performance:\*** **47%**<br><br>**2013 Expected Level of Performance:\*** **50%** | 1.1.<br>- Teachers are at varying skill levels with higher order questioning techniques.<br>- PLC meetings did not include discussion of higher order questioning strategies for upcoming lessons.<br>- Not all teachers know how to identify and/or write higher order questioning lessons and assessments.<br>- Lack of common planning time for teachers to conduct the problem-solving process with higher order questioning strategies<br>-Students lack knowledge base to answer HOTS questions and activities. | 1.1.<br>**Tier 1** – The purpose of this strategy is to strengthen the core curriculum. Students' reading comprehension will improve through the use of **CIS (Comprehension Instructional Sequence Lesson)** for content area subjects and **CLOSE Reading** for reading classes.<br><br>Action Steps<br>**PLAN**<br>- As a professional development training, the reading coach will increase teacher knowledge of CIS/CLOSE lessons.<br>-After the training, teachers will visit host classrooms where teachers are modeling a  CIS/CLOSE  lesson.<br>-As a Professional Development activity in their PLCs, teachers spend time sharing, researching, teaching, and modeling CIS/CLOSE. The professional development will show teachers how to apply higher levels of thinking in their classrooms.<br>-The PLC's develop CIS/CLOSE activities using the gradual release lesson | 1.1.<br>Who<br>-Department Heads<br><br>How<br>-Durant SIP Fidelity Check<br><br>Progress Monitoring<br>-Using the Durant Fidelity SIP Check the following data was collected by Department Heads walkthrough.<br><br>September – %faculty implementation<br><br>November – %faculty implementation<br><br>February- %faculty implementation<br><br>May- % faculty implementation | 1.1.<br>District designed monthly tests from Achievement Series will be administered to all reading students on computers.  The data will be collected by the Department Head and documented in the PLC logs. The PLC will plan FCIM lessons based the data to complete necessary reviews of needed skills. The Leadership Team will take action when the PLC has tried to fix the problem and has not been successful.<br><br>First Nine Week Check Reading, the average nine-week score was .<br><br>Second Nine Week Check Reading, the average nine-week score was .<br><br>Third Nine Week Check Reading, the average nine-week score was . | 1.1.<br>Semester Exams<br><br>During the month:<br>-District Designed test from Achievement Series will be taken on computers. |

| | | | | plan model making sure the students refer to CIS/CLOSE throughout instruction time.<br>-The PLC's identify common assessments for measuring whether the students are using higher levels of thinking.<br>**-EET Rubric 1a, 1e, 1f, 3d, 4d**<br><br>**DO/CHECK**<br>-Teachers model a model of a CIS/CLOSE activity with appropriate subject area modifications for their students.<br>-Teachers have the students use CIS/CLOSE during instruction time.<br>- At the end of the unit, teachers give a common assessment identified from the core curriculum material.<br>**-EET Rubric 1e, 3a, 3d, 4d**<br><br>**CHECK/ACT**<br>*Teachers/PLC's*<br>- Teachers bring assessment data back to the PLCs.<br>- Based on the data, teachers discuss effective implementation of CIS/CLOSE.<br>- Based on data, PLCs use the problem-solving process to determine next steps. The PLC will discuss other possible CIS/CLOSE strategy implementation for future lessons.<br>-PLCs record their work in the PLC logs.<br>**-EET Rubric 1c, 1f, 3d, 3e, 4a, 4d, 4e** | | | |

| | | | | *Administrators/ Leadership Team*<br>-After administrative walkthroughs or department head fidelity checks, teachers are identified with excellent CIS/CLOSE activities will be asked to be demonstration classrooms.<br>-PLC leaders and Department Heads will put CIS/CLOSE strategies on monthly department meeting agendas to discuss successes and challenges.<br>-The Leadership Team will discuss the progress of the implementation of CIS/CLOSE activities and how to make them more effective.<br>**-EET Rubric 4d, 4e**<br><br>*Whole Faculty*<br>-Throughout the school, teachers will participate in faculty SIP reviews where teachers showcase successful examples of CIS/CLOSE activities.<br>**-EET Rubric 4a, 4d, 4e** | | | |
| | | | 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 | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| **2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in reading.**<br><br>Reading Goal #2:<br><br>The percentage of students scoring a Level 4 or higher on the 2013 FCAT Reading will | 2012 Current Level of Performance:*<br><br>**22%** | 2013 Expected Level of Performance:*<br><br>**25%** | 2.1.<br>- Teachers are at varying skill levels with higher order questioning techniques.<br>- PLC meetings did not include discussion of higher order questioning strategies | 2.1.<br>**Tier 1** – The purpose of this strategy is to strengthen the core curriculum. Students' reading comprehension will improve through the use of **higher order questioning strategi**es (HOTS) across all content areas. | 2.1.<br>Who<br>-Department Heads<br><br>How<br>-Durant SIP Fidelity Check<br><br>Progress Monitoring | 2.1.<br>District designed monthly tests from Achievement Series will be administered to all reading students on computers. The data will be collected by the Department Head and documented in the PLC logs. The PLC will plan | 2.1.<br>Semester Exams<br><br>During the month:<br>-District Designed test from Achievement Series will be taken on computers. |

| | | | | | |
|---|---|---|---|---|---|
| increase from 22% to 25%. | | | for upcoming lessons.<br>- Not all teachers know how to identify and/or write higher order questioning lessons and assessments.<br>- Lack of common planning time for teachers to conduct the problem-solving process with higher order questioning strategies<br>-Students lack knowledge base to answer HOTS questions and activities. | Action Steps<br>**PLAN**<br>- As a Professional Development activity in their PLCs, teachers spend time sharing, researching, teaching, and modeling HOTS. The professional development will show teachers how to apply higher levels of thinking in their classrooms.<br>-The PLC's develop vocabulary activities using the gradual release lesson plan model making sure the students refer to HOTS throughout instruction time.<br>-The PLC's identify common assessments for measuring whether the students are using higher levels of thinking.<br>**-EET Rubric 1a, 1e, 1f, 3d, 4d**<br><br>**DO/CHECK**<br>-Teachers model a model of a HOTS activity with appropriate subject area modifications for their students.<br>-Teachers have the students use HOTS during instruction time.<br>- At the end of the unit, teachers give a common assessment identified from the core curriculum material.<br>**-EET Rubric 1e, 3a, 3d, 4d**<br><br>**CHECK/ACT**<br>*Teachers/PLC's*<br>- Teachers bring assessment data back to the PLCs. | -Using the Durant Fidelity SIP Check the following data was collected by Department Heads walkthrough.<br><br>September – % faculty implementation<br><br>November – % faculty implementation<br><br>February- % faculty implementation<br><br>May- % faculty implementation | FCIM lessons based the data to complete necessary reviews of needed skills. The Leadership Team will take action when the PLC has tried to fix the problem and has not been successful.<br><br>==First Nine Week Check== ==Reading, the average nine-week score was .==<br><br>==Second Nine Week Check== ==Reading, the average nine-week score was .==<br><br>==Third Nine Week Check== ==Reading, the average nine-week score was .== |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | | - Based on the data, teachers discuss effective implementation of HOTS.<br>- Based on data, PLCs use the problem-solving process to determine next steps. The PLC will discuss other possible HOTS strategy implementation for future lessons.<br>-PLCs record their work in the PLC logs.<br>**-EET Rubric 1c, 1f, 3d, 3e, 4a, 4d, 4e**<br><br>*Administrators/ Leadership Team*<br>-After administrative walkthroughs or department head fidelity checks, teachers are identified with excellent HOTS activities will be asked to be demonstration classrooms.<br>-PLC leaders and Department Heads will put HOTS strategies on monthly department meeting agendas to discuss successes and challenges.<br>-The Leadership Team will discuss the progress of the implementation of HOTS Activities and how to make them more effective.<br>**-EET Rubric 4d, 4e**<br><br>*Whole Faculty*<br>-Throughout the school, teachers will participate in faculty SIP reviews where teachers showcase successful examples of HOTS Activities.<br>**-EET Rubric 4a, 4d, 4e** | | | | |
| | | | 2.2. | 2.2. | 2.2. | 2.2. | 2.2. |

| | | | 2.3 | 2.3 | 2.3 | 2.3 | 2.3 |
|---|---|---|---|---|---|---|---|
| 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 | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| **3. FCAT 2.0: Points for students making Learning Gains in reading.**<br><br>Reading Goal #3:<br><br>Points earned from students making learning gains on the 2013 FCAT Reading will increase from 58 points to 62 points. | 2012 Current Level of Performance:*<br><br>**58** | 2013 Expected Level of Performance:*<br><br>**62** | 3.1.<br>-Students lack the understanding of how to use the strategy properly.<br>-Not all teachers teach the strategy the same.<br>-Students and teachers lack the knowledge about the concept or idea being taught by the strategy (freedom, liberty, etc.)<br>-How do teachers assess the strategy and hold students accountable.<br>-- Need training for teachers how to use CRISS strategies in the classroom. | 3.1.<br>**Tier 1** – The purpose of this strategy is to strengthen the core curriculum. Students' reading comprehension will increase through the use of **CRISS Strategies**.<br><br>Action Steps<br>**PLAN**<br>- As a Professional Development activity in their PLCs, teachers spend time sharing, researching, teaching, and modeling CRISS strategies and appropriate usage of several CRISS strategies (RAFT, Selective Underlining, and One Sentence Summaries).<br>-The PLC's develop CRISS strategies lessons making sure the students refer to the CRISS strategies words throughout instruction time.<br>-The PLC's identify common assessments for measuring whether the students learned the vocabulary words.<br>**-EET Rubric 1a, 1e, 1f, 3d, 4d**<br><br>**DO/CHECK**<br>-Teachers model a model of a CRISS strategy with appropriate subject area modifications for their students.<br>-Teachers have the students use CRISS strategies during instruction time. | 3.1.<br>Who<br>-Department Heads<br><br>How<br>-Durant SIP Fidelity Check<br><br>Progress Monitoring<br>-Using the Durant Fidelity SIP Check the following data was collected by Department Heads walkthrough.<br><br>September – % faculty implementation<br><br>November – % faculty implementation<br><br>February- % faculty implementation<br><br>May- % faculty implementation | 3.1.<br>District designed monthly tests from Achievement Series will be administered to all reading students on computers. The data will be collected by the Department Head and documented in the PLC logs. The PLC will plan FCIM lessons based the data to complete necessary reviews of needed skills. The Leadership Team will take action when the PLC has tried to fix the problem and has not been successful.<br><br>First Nine Week Check Reading, the average nine-week score was %.<br><br>Second Nine Week Check Reading, the average nine-week score was %.<br><br>Third Nine Week Check Reading, the average nine-week score was %. | 3.1.<br>Semester Exams<br><br>During the month:<br>-District Designed test from Achievement Series will be taken on computers. |

| | | | | - At the end of the unit, teachers give a common assessment identified from the core curriculum material.<br>**-EET Rubric 1e, 3a, 3d, 4d**<br><br>**CHECK/ACT**<br>*Teachers/PLC's*<br>- Teachers bring assessment data back to the PLCs.<br>- Based on the data, teachers discuss effective implementation of CRISS strategies.<br>- Based on data, PLCs use the problem-solving process to determine next steps. The PLC will discuss other possible CRISS strategy implementation for future lessons.<br>-PLCs record their work in the PLC logs.<br>**-EET Rubric 1c, 1f, 3d, 3e, 4a, 4d, 4e**<br><br>*Administrators/ Leadership Team*<br>-After administrative walkthroughs or department head fidelity checks, teachers are identified with excellent CRISS strategies will be asked to be demonstration classrooms.<br>-PLC leaders and Department Heads will put CRISS strategies on monthly department meeting agendas to discuss successes and challenges.<br>-The Leadership Team will discuss the progress of the implementation of CRISS strategies and how to make them more effective. | | | |

| | | | | -EET Rubric 4d, 4e | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| | | | | *Whole Faculty*<br>-Throughout the school, teachers will participate in faculty SIP reviews where teachers showcase successful examples of CRISS strategies.<br>-**EET Rubric 4a, 4d, 4e** | | | |
| | | | 3.2. | 3.2. | 3.2. | 3.2. | 3.2. |
| | | | 3.3. | 3.3. | 3.3. | 3..3. | 3.3. |
| 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 | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| **4. FCAT 2.0: Points for students in Lowest 25% making learning gains in reading.**<br><br>Reading Goal #4:<br><br>Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Reading will increase from 63 points to 65 points. | 2012 Current Level of Performance:*<br><br>**63** | 2013 Expected Level of Performance:*<br><br>**65** | 4.1.<br>-The Extended Learning Program (ELP) does not always target the specific skill weaknesses of the students or collect data on an ongoing basis.<br>-Not always a direct correlation between what the student is missing in the regular classroom and the instruction received during ELP.<br>-Minimal communication between regular and ELP teachers. | 4.1.<br>**Tier 2/3:**<br>Students' reading comprehension will improve through receiving **ELP supplemental instruction on targeted skills** that are not at the mastery level.<br><br>Action Steps<br>**PLAN**<br>- Staff Development was and will be conducted by the SAC Chair for interested tutors.<br>- Classroom teachers will communicate with the ELP teachers regarding specific skills that students have not mastered. The classroom and ELP teachers will meet monthly to discuss the progress of the students.<br>-ELP teachers identify lessons for students that target specific skills that are not at the mastery level. | 4.1.<br>Who<br>Reading Coach<br><br>How Monitored<br>Informal observations and reading coach/teacher and tutor conferences (examining student work samples) | 4.1.<br>Administrators will review the ELP data for each group on a monthly basis and present this information to the PSLT.<br><br>First Nine Week Check<br>Intensive Reading, the average nine-week score was %.<br><br>Second Nine Week Check<br>Intensive Reading, the average nine-week score was %.<br><br>Third Nine Week Check<br>Intensive Reading, the average nine-week score was %. | 4.1.<br>Semester Exams<br><br>During the month:<br>-District Designed test from Achievement Series will be taken on computers. |

| | | | | **-EET Rubric 1a, 1e, 1f, 3d, 4d**<br><br>**DO/CHECK**<br>--Students attend ELP sessions. ELP sessions take place before school, during lunch periods, and after school. Also, ELP takes place every Saturday morning.<br>-ELP teachers teach the target activities for the students.<br>-ELP teachers give assessments to determine if students have mastered the targeted skill.<br>-Progress monitoring data will be collected by the ELP teacher on a weekly or biweekly basis and communicated back to the regular classroom teacher when they meet at their monthly meeting.<br>-When the students have mastered the specific skill, they are exited from the ELP program.<br>**-EET Rubric 1e, 3a, 3d, 4d**<br><br>**CHECK/ACT**<br>*Teachers/PLC's*<br>- Teachers bring assessment data back to the PLCs.<br>- Based on the data, teachers discuss effective implementation of the ELP tutoring.<br>- Based on data, PLCs use the problem-solving process to determine next steps. The PLC will discuss other possible ELP tutoring implementation for future lessons. | | | |
|---|---|---|---|---|---|---|

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | | -PLCs record their work in the PLC logs. **-EET Rubric 1c, 1f, 3d, 3e, 4a, 4d, 4e** *Administrators/ Leadership Team* -After administrative walkthroughs or department head fidelity checks, teachers are identified with excellent ELP tutoring will be asked to be demonstration classrooms. -PLC leaders and Department Heads will put the ELP tutoring on monthly department meeting agendas to discuss successes and challenges. -The Leadership Team will discuss the progress of the implementation of the ELP tutoring and how to make them more effective. **-EET Rubric 4d, 4e** *Whole Faculty* -Throughout the school, teachers will participate in faculty SIP reviews where teachers showcase successful examples of the ELP tutoring. **-EET Rubric 4a, 4d, 4e** | | | | |
| | | | | 4.2. | 4.2. | 4.2. | 4.2. | 4.2. |
| | | | | 4.3 | 4.3. | 4.3. | 4.3. | 4.3. |
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup: | | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |

| Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target | | | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
|---|---|---|---|---|---|---|---|---|
| **5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.** | | | | | | | | |
| Reading Goal #5:<br>**Over the course of six years, the school will reduce the 49% non-proficient students in reading to 25% non-proficient students in reading.** | | | | | | | | |
| **5A. Student subgroups by ethnicity** (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in reading.** | | | 4.1.<br>- Lack of planning time to discuss best practices before the unit of instruction.<br>-Lack of common planning time to identify and analyze core curriculum assessments.<br>-Lack of planning time to analyze data to identify best practices.<br>- Need additional training to implement effective PLCs.<br>- Teachers at varying levels of implementation of Differentiated Instruction (both with the low performing and high performing students). | 4.1.<br>**Tier 1** - The purpose of this strategy is to strengthen the core curriculum.  Students' reading comprehension will improve through teachers implementing **Differentiated Instruction (DI)** as a result of the problem-solving model.<br><br>Action Steps<br>**PLAN**<br>- Staff Development was and will be conducted by the Reading Coach during various faculty meetings.<br>- After school on Mondays, professional development on using DI in the classroom will be held within the first nine weeks by a qualified teacher.<br>- As a Professional Development activity in their PLCs, teachers spend time sharing, researching, teaching, and modeling DI.<br>-The PLC's develop DI lessons.<br>-The PLC's identify common assessments for measuring whether the students learned the DI lessons' concepts.<br>**-EET Rubric 1a, 1e, 1f, 3d,** | 4.1.<br>Who<br>-Department Heads<br><br>How<br>-Durant SIP Fidelity Check<br><br>Progress Monitoring<br>-Using the Durant Fidelity SIP Check the following data was collected by Department Heads walkthrough.<br><br>September – % faculty implementation<br><br>November – % faculty implementation<br><br>February- % faculty implementation<br><br>May- % faculty implementation | 4.1.<br>District designed monthly tests from Achievement Series will be administered to all reading students on computers.  The data will be collected by the Department Head and documented in the PLC logs. The PLC will plan FCIM lessons based the data to complete necessary reviews of needed skills. The Leadership Team will take action when the PLC has tried to fix the problem and has not been successful.<br><br>First Nine Week Check Reading, the average nine-week score was %.<br><br>Second Nine Week Check Reading, the average nine-week score was %.<br><br>Third Nine Week Check Reading, the average nine-week score was %. | 4.1.<br>Semester Exams<br><br>During the month:<br>-District Designed test from Achievement Series will be taken on computers. | |
| Reading Goal #5A:<br>The percentage of White students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 54% to 59%.<br><br>The percentage of Black students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 33% to 40%. .<br><br>The percentage of Hispanic students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 37% to 43%.<br><br>The percentage of Asian students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 36% to 42%. | 2012 Current Level of Performance:*<br><br>White: 54%<br>Black: 33%<br>Hispanic: 37%<br>Asian: 36%<br>American Indian: NA | 2013 Expected Level of Performance:*<br><br>White: 59%<br>Black: 40%<br>Hispanic: 43%<br>Asian: 42%<br>American Indian: NA | | | | | | |

| | | | | **4d** | | | |
|---|---|---|---|---|---|---|---|
| | | | | **DO/CHECK**<br>-Teachers model a model of a DI lesson with appropriate subject area modifications for their students.<br>-Teachers have the students use DI lessons during instruction time.<br>- At the end of the unit, teachers give a common assessment identified from the core curriculum material.<br>**-EET Rubric 1e, 3a, 3d, 4d**<br><br>**CHECK/ACT**<br>*Teachers/PLC's*<br>- Teachers bring assessment data back to the PLCs.<br>- Based on the data, teachers discuss effective implementation of DI lessons.<br>- Based on data, PLCs use the problem-solving process to determine next steps. The PLC will discuss other possible DI lesson implementation for future lessons.<br>-PLCs record their work in the PLC logs.<br>**-EET Rubric 1c, 1f, 3d, 3e, 4a, 4d, 4e**<br><br>*Administrators/ Leadership Team*<br>-After administrative walkthroughs or department head fidelity checks, teachers are identified with excellent DI lessons will be asked to be demonstration classrooms.<br>-PLC leaders and | | | |

| | | | | Department Heads will put DI lessons on monthly department meeting agendas to discuss successes and challenges.<br>-The Leadership Team will discuss the progress of the implementation of DI lessons and how to make them more effective.<br>**-EET Rubric 4d, 4e**<br><br>*Whole Faculty*<br>-Throughout the school, teachers will participate in faculty SIP reviews where teachers showcase successful examples of DI lessons.<br>**-EET Rubric 4a, 4d, 4e** | | | |
| | | | 5A.2. | 5A.2 | 5A.2 | 5A.2 | 5A.2 |
| | | | 5A.3. | 5A.3. | 5A.3. | 5A.3. | 5A.3. |
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| **5B. Economically Disadvantaged students not making satisfactory progress in reading.**<br><br>Reading Goal #5B:<br>The percentage economically disadvantaged students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 36% to 42%. | 2012 Current Level of Performance:*<br><br>**36%** | 2013 Expected Level of Performance:*<br><br>**42%** | 5B.1.<br>-Teacher and student language barriers.<br>-Teachers do not understand how to teach using this strategy.<br>-Individual students are not involved. Lack of accountability. | 5B.1.<br>**Tier 1** – The purpose of this strategy is to strengthen the core curriculum. Students' reading comprehension will improve through the use of **data chats** to model the process of talking about and explaining content.<br><br>Action Steps<br>**PLAN**<br>- Staff Development will occur in the PLC's and be conducted by the department heads.<br>- After school on Mondays, professional development on using data chats in the classroom will be held | 5B.1.<br>Who<br>-Department Heads<br><br>How<br>-Durant SIP Fidelity Check<br><br>Progress Monitoring<br>-Using the Durant Fidelity SIP Check the following data was collected by Department Heads walkthrough.<br><br>September – 67% faculty implementation<br><br>November – 64% faculty implementation | 5B.1.<br>District designed monthly tests from Achievement Series will be administered to all reading students on computers. The data will be collected by the Department Head and documented in the PLC logs. The PLC will plan FCIM lessons based the data to complete necessary reviews of needed skills. The Leadership Team will take action when the PLC has tried to fix the problem and has not been successful.<br><br>First Nine Week Check Reading, the average nine-week score was %. | 5B.1.<br>Semester Exams<br><br>During the month:<br>-District Designed test from Achievement Series will be taken on computers. |

| | | | | within the first nine weeks by a qualified teacher.<br>- As a Professional Development activity in their PLCs, teachers spend time sharing, researching, teaching, and modeling data chats.<br>-The PLC's develop data chats as a result of assessments given in class.<br>-The PLC's identify common assessments for measuring whether the students learned the data chats concepts.<br>**-EET Rubric 1a, 1e, 1f, 3d, 4d**<br><br>**DO/CHECK**<br>-Teachers have the students practice weaker skill areas from the data chats in instructional lessons.<br>- At the end of the unit, teachers give a common assessment identified from the core curriculum material to determine if improvements were achieved.<br>**-EET Rubric 1e, 3a, 3d, 4d**<br><br>**CHECK/ACT**<br>*Teachers/PLC's*<br>- Teachers bring assessment data back to the PLCs.<br>- Based on the data, teachers discuss effective implementation of data chats.<br>- Based on data, PLCs use the problem-solving process to determine next steps. The PLC will discuss other possible data chats implementation for future | February- 72% faculty implementation<br><br>May- % faculty implementation | <mark>Second Nine Week Check</mark> <mark>Reading, the average nine-week score was %.</mark><br><br><mark>Third Nine Week Check</mark> <mark>Reading, the average nine-week score was %.</mark> | |
|---|---|---|---|---|---|---|

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | | | lessons.<br>-PLCs record their work in the PLC logs.<br>**-EET Rubric 1c, 1f, 3d, 3e, 4a, 4d, 4e**<br><br>*Administrators/ Leadership Team*<br>-After administrative walkthroughs or department head fidelity checks, teachers are identified with excellent data chats will be asked to be demonstration classrooms.<br>-PLC leaders and Department Heads will put data chats on monthly department meeting agendas to discuss successes and challenges.<br>-The Leadership Team will discuss the progress of the implementation of data chats and how to make them more effective.<br>**-EET Rubric 4d, 4e**<br><br>*Whole Faculty*<br>-Throughout the school, teachers will participate in faculty SIP reviews where teachers showcase successful examples of data chats.<br>**-EET Rubric 4a, 4d, 4e** | | | |
| | | | | 5B.2. | 5B.2. | 5B.2. | 5B.2. | 5B.2. |
| | | | | 5B.3. | 5B.3. | 5B.3. | 5B.3. | 5B.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 |
|---|---|---|---|---|---|
| **5C. English Language Learners (ELL) not making satisfactory progress in reading.** | 5C.2.<br>-Teachers at varying | 5C.2.<br>ELLs (LYs/LFs) reading | 5C.2.<br>Who | 5C.2.<br>District designed monthly | 5C.2.<br>Semester Exams |

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

| Reading Goal #5C:<br><br>The percentage of ELL students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from ***% to 15%. | 2012 Current Level of Performance:*<br><br>***% | 2013 Expected Level of Performance:*<br><br>15% | skill levels regarding the use of CALLA/A+Rise.<br>-Teachers implementation of CALLA/A+Rise is not consistent across core courses.<br>-ELLs at varying levels of<br>English language acquisition and acculturation is not consistent across core courses.<br>-Administrators at varying skill levels regarding use of CALLA/A+Rise in order to effectively conduct a CALLA/A+Rise fidelity check walk-through.<br>-DRTs are at varying levels of interpreting district level assessments. | comprehension will improve through core content teachers (Reading, Language Arts, Science, Social Studies) implementing the **Cognitive Academic Language Learning Approach (CALLA).**<br><br>Action Steps<br>**PLAN**<br>-As a Professional Development activity in their PLCs, teachers spend time sharing, researching, teaching, and modeling CALLA.<br>-The PLC's develop CALLA lessons to include activating prior knowledge, text organization, grammar, and vocabulary.<br>-The PLC's identify common assessments for measuring whether the students learned the CALLA lessons' concepts.<br>**-EET Rubric 1a, 1e, 1f, 3d, 4d**<br><br>**DO/CHECK**<br>-Teachers model a model of a CALLA lesson with appropriate subject area modifications for their students.<br>-Teachers have the students use the CALLA lessons during instruction time.<br>- At the end of the unit, teachers give a common assessment identified from the core curriculum material.<br>**-EET Rubric 1e, 3a, 3d, 4d** | -Department Heads<br><br>How<br>-Durant SIP Fidelity Check<br><br>Progress Monitoring<br>-Using the Durant Fidelity SIP Check the following data was collected by Department Heads walkthrough.<br><br>September – % faculty implementation<br><br>November – % faculty implementation<br><br>February- % faculty implementation<br><br>May- % faculty implementation | tests from Achievement Series will be administered to all reading students on computers. The data will be collected by the Department Head and documented in the PLC logs. The PLC will plan FCIM lessons based the data to complete necessary reviews of needed skills. The Leadership Team will take action when the PLC has tried to fix the problem and has not been successful.<br><br>First Nine Week Check Reading, the average nine-week score was %.<br><br>Second Nine Week Check Reading, the average nine-week score was %.<br><br>Third Nine Week Check Reading, the average nine-week score was %. | During the month:<br>-District Designed test from Achievement Series will be taken on computers. |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | | | **CHECK/ACT**<br>*Teachers/PLC's*<br>- Teachers bring assessment data back to the PLCs.<br>- Based on the data, teachers discuss effective implementation of CALLA lessons.<br>- Based on data, PLCs use the problem-solving process to determine next steps. The PLC will discuss other possible CALLA lesson implementation for future lessons.<br>-PLCs record their work in the PLC logs.<br>**-EET Rubric 1c, 1f, 3d, 3e, 4a, 4d, 4e**<br><br>*Administrators/ Leadership Team*<br>-After administrative walkthroughs or department head fidelity checks, teachers are identified with excellent CALLA lessons will be asked to be demonstration classrooms.<br>-PLC leaders and Department Heads will put CALLA lessons on monthly department meeting agendas to discuss successes and challenges.<br>-The Leadership Team will discuss the progress of the implementation of CALLA lessons and how to make them more effective.<br>**-EET Rubric 4d, 4e**<br><br>*Whole Faculty*<br>-Throughout the school, teachers will participate in faculty SIP reviews where teachers showcase | | | |

| | | | successful examples of F CALLA lessons. **-EET Rubric 4a, 4d, 4e** | | | | |
|---|---|---|---|---|---|---|---|
| | | 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. Students with Disabilities (SWD) not making satisfactory progress in reading.** | | | 5D.1. - No electronic accessibility to FAA data (instructional planning tool, mainframe, etc.) -Collecting data with fidelity -Understanding data and the students' disability to make instructional decisions -For general education teachers, understanding the IEP and instructional accommodations -Teachers at varying skill levels (content knowledge and certification) -Multiple Preps. -Lack of common planning time | 5D.1. SWDs reading comprehension will improve by connecting individual needs to instruction as outlined in the IEP.  Actions Steps **PLAN** -General ed. and/or SWD teachers will familiarize themselves with each student's IEP goals, strategies and accommodations. -Every nine weeks the General Ed and/or SWD teacher reviews students' IEPs to ensure that all students' IEP goals, strategies and accommodations are being implemented with fidelity. -Using student data, every nine weeks (along with the report card) SWD students will receive an Individual Education Plan Progress Report to inform parents of the students' progress toward mastering their IEP goals and strategies. -As a Professional Development activity in their PLCs and with their co-teacher, teachers will | 5D.1. Who -Department Heads  How -Durant SIP Fidelity Check  Progress Monitoring -Using the Durant Fidelity SIP Check the following data was collected by Department Heads walkthrough.  September – % faculty implementation  November – % faculty implementation  February- % faculty implementation  May- % faculty implementation | 5D.1. District designed monthly tests from Achievement Series will be administered to all reading students on computers.  The data will be collected by the Department Head and documented in the PLC logs. The PLC will plan FCIM lessons based the data to complete necessary reviews of needed skills. The Leadership Team will take action when the PLC has tried to fix the problem and has not been successful.  <mark>First Nine Week Check Reading, the average nine-week score was %.</mark>  <mark>Second Nine Week Check Reading, the average nine-week score was %.</mark>  <mark>Third Nine Week Check Reading, the average nine-week score was %.</mark> | 5D.1. Semester Exams  During the month: -District Designed test from Achievement Series will be taken on computers. |
| Reading Goal #5D:  The percentage of SWD scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 27% to 34%. | 2012 Current Level of Performance:*  **27%** | 2013 Expected Level of Performance:*  **34%** | | | | | |

|  |  |  |  | discuss implementation of IEP strategies and modifications. -The PLC's develop activities based on IEP goals.<br><br>**DO/CHECK** -Teachers use the IEP goal activities with students with appropriate subject area modifications for their students. - At the end of the unit, teachers give a common assessment identified from the core curriculum material. **-EET Rubric 1e, 3a, 3d, 4d**<br><br>**CHECK/ACT** *Teachers/PLC's* - Teachers bring assessment SWD data back to the PLCs. - Based on the data, teachers discuss techniques that were effective for SWD students. - Based on data, PLCs use the problem-solving process to determine next steps. The PLC will discuss other possible IEP strategies and modifications for future lesson implementation. -PLCs record their work in the PLC logs. **-EET Rubric 1c, 1f, 3d, 3e, 4a, 4d, 4e**<br><br>*Administrators/ Leadership Team* -After administrative walkthroughs or department head fidelity checks, teachers are identified with excellent IEP strategies and modification lessons will be |  |  |  |
|---|---|---|---|---|---|---|---|

| | | | | asked to be demonstration classrooms. -PLC leaders and Department Heads will put IEP strategies and modification lessons on monthly department meeting agendas to discuss successes and challenges. -The Leadership Team will discuss the progress of the implementation of IEP strategies and modification lessons and how to make them more effective. **-EET Rubric 4d, 4e**<br><br>*Whole Faculty* -Throughout the school, teachers will participate in faculty SIP reviews where teachers showcase successful examples of IEP strategies and modification lessons. **-EET Rubric 4a, 4d, 4e** | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | 5D.2. | 5D.2. | 5D.2. | 5D.2. | 5D.2. | 5D.2. |
| | | | 5D.3 | 5D.3 | 5D.3 | 5D.3 | 5D.3 | 5D.3 |

## Reading Professional Development

| Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity | | | | | | |
|---|---|---|---|---|---|---|
| Please note that each Strategy does not require a professional development or PLC activity. | | | | | | |
| 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 |
| SIP Strategies & goals | 9-12 | Various Teachers/ SAC Chair (Holly Popa) | School-wide | Monthly (Various Strategies) | Fidelity & Strategy Checks | PSLT, Administration, & LLT |
| SIP reading strategy training | 9-12 | Lisa Gottman (Reading Coach) | School-wide | Daily visits to classrooms, Weekly strategy postings on school email, & monthly PLC | Fidelity & Strategy Checks | PSLT, Administration, & LLT |

| | | | | trainings | | |
|---|---|---|---|---|---|---|
| Demonstration Classrooms | 9-12 | Lisa Gottman (Reading Coach) | School-wide | Monthly (Various Strategies) | Post Observation Conference | Lisa Gottman (Reading Coach) |
| PLC Meetings | 9-12 | Lisa Gottman (Reading Coach) | Reading Department | Monthly | Department Head Walkthroughs | Lisa Gottman (Reading Coach) |
| Sub PLC Meetings (Example: Intensive Reading 4) | 9-12 | Lisa Gottman (Reading Coach) | Reading Department | Weekly | Department Head Walkthroughs | Lisa Gottman (Reading Coach) |

*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 | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| **Alg1. Students scoring proficient in Algebra (Levels 3-5).** | | | 1.1.<br>-Too many words. Need to narrow number of words on the list.<br>-Teachers do not follow up with lessons and usage of the vocabulary journals.<br>-Students do not have access materials needed to keep the journals. | 1.1.<br>Strategy<br>**Tier 1** – The purpose of this strategy is to strengthen the core curriculum. Students' math skills will increase when teachers use Interactive **Vocabulary Journals** that are current, organized, and referenced throughout instruction to help students increase their vocabulary acquisition and use of content vocabulary.<br><br>Action Steps<br>**PLAN**<br>- As a Professional Development activity in their PLCs, teachers spend time sharing, researching, teaching, and modeling vocabulary journals.<br>-The PLC's develop vocabulary activities using the gradual release lesson | 1.1.<br>Who<br>-Department Heads<br><br>How<br>-Durant SIP Fidelity Check<br><br>Progress Monitoring<br>-Using the Durant Fidelity SIP Check the following data was collected by Department Heads walkthrough.<br><br>September – % faculty implementation<br><br>November – % faculty implementation<br><br>February- % faculty implementation<br><br>May- % faculty implementation | 1.1.<br>A baseline assessment will be administered the first nine weeks and a midyear assessment will be administered the second nine weeks to all Algebra and Geometry students. The data will be collected by the Department Head and documented in the PLC logs. The PLC will plan lessons based the data to complete necessary reviews of needed skills and subject content. The Leadership Team will take action when the PLC has tried to fix the problem and has not been successful.<br><br>First and Second Nine Week Checks<br>*Algebra*<br>Baseline – Mean: | 1.1.<br>Semester Exams<br><br>During Nine Weeks District Designed Formative Assessments will be administered at the beginning of first nine weeks and at the midyear at the start of the third nine weeks. |
| Algebra Goal #1:<br><br>The percentage of students scoring a Level 3 or higher on the 2013Algebra EOC will increase from 34% to 37%. | 2012 Current Level of Performance:*<br><br>**34%** | 2013 Expected Level of Performance:*<br><br>**37%** | | | | | |

| | | | | plan model making sure the students refer to the vocabulary words throughout instruction time. -The PLC's identify common assessments for measuring whether the students learned the vocabulary words. **-EET Rubric 1a, 1e, 1f, 3d, 4d**<br><br>**DO/CHECK** -Teachers model a model of a vocabulary journal activity with appropriate subject area modifications for their students. -Teachers have the students use the vocabulary journals during instruction time. - At the end of the unit, teachers give a common assessment identified from the core curriculum material. **-EET Rubric 1e, 3a, 3d, 4d**<br><br>**CHECK/ACT** *Teachers/PLC's* - Teachers bring assessment data back to the PLCs. - Based on the data, teachers discuss effective implementation of vocabulary journals. - Based on data, PLCs use the problem-solving process to determine next steps. The PLC will discuss other possible vocabulary journal strategy implementation for future lessons. -PLCs record their work in the PLC logs. **-EET Rubric 1c, 1f, 3d, 3e, 4a, 4d, 4e** | | <mark>Midyear – Mean:</mark> | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | | | *Administrators/ Leadership Team*<br>-After administrative walkthroughs or department head fidelity checks, teachers are identified with excellent vocabulary journal activities will be asked to be demonstration classrooms.<br>-PLC leaders and Department Heads will put vocabulary journal strategies on monthly department meeting agendas to discuss successes and challenges.<br>-The Leadership Team will discuss the progress of the implementation of vocabulary journal activities and how to make them more effective.<br>**-EET Rubric 4d, 4e**<br><br>*Whole Faculty*<br>-Throughout the school, teachers will participate in faculty SIP reviews where teachers showcase successful examples of vocabulary journal activities.<br>**-EET Rubric 4a, 4d, 4e** | | | |
| | | | 1.2.<br>-The Extended Learning Program (ELP) does not always target the specific skill weaknesses of the students or collect data on an ongoing basis.<br>-Not always a direct correlation between what the student is missing in the regular classroom and the instruction received | 1.2.<br>**Tier 2/3:**<br>Students' math skills will improve through receiving **ELP supplemental instruction on targeted skills** that are not at the mastery level.<br><br>Action Steps<br>**PLAN**<br>-Staff development by the math department head will occur at their department | 1.2.<br>Who<br>Math Department Head: Judith Bryan<br><br>How Monitored<br>Informal observations and reading coach/teacher and tutor conferences (examining student work samples) | 1.2.<br>A baseline assessment will be administered the first nine weeks and a midyear assessment will be administered the second nine weeks to all Algebra and Geometry students. The data will be collected by the Department Head and documented in the PLC logs. The PLC will plan lessons based the data to complete necessary reviews of needed | 1.2.<br>Semester Exams<br><br>During Nine Weeks<br>District Designed Formative Assessments will be administered at the beginning of first nine weeks and at the midyear at the start of the third nine weeks. |

| | | during ELP.<br>-Minimal communication between regular and ELP teachers. | meetings.<br>- Classroom teachers will communicate with the ELP teachers regarding specific skills that students have not mastered. The classroom and ELP teachers will meet monthly to discuss the progress of the students.<br>-ELP teachers identify lessons for students that target specific skills that are not at the mastery level.<br>**-EET Rubric 1a, 1e, 1f, 3d, 4d**<br><br>**DO/CHECK**<br>--Students attend ELP sessions. ELP sessions take place before and after school, during lunch periods, and on Saturday mornings.<br>-ELP teachers teach the target activities for the students.<br>-ELP teachers give assessments to determine if students have mastered the targeted skill.<br>-Progress monitoring data will be collected by the ELP teacher on a weekly or biweekly basis and communicated back to the regular classroom teacher when they meet at their monthly meeting.<br>-When the students have mastered the specific skill, they are exited from the ELP program.<br>**-EET Rubric 1e, 3a, 3d, 4d**<br><br>**CHECK/ACT**<br>*Teachers/PLC's*<br>- Teachers bring assessment | | skills and subject content. The Leadership Team will take action when the PLC has tried to fix the problem and has not been successful.<br><br><u>First and Second Nine Week Checks</u><br>*Algebra*<br>Baseline – Mean:<br>Midyear – Mean: | |

| | | | |
|---|---|---|---|

data back to the PLCs.
- Based on the data, teachers discuss effective implementation of the ELP tutoring.
- Based on data, PLCs use the problem-solving process to determine next steps. The PLC will discuss other possible ELP tutoring implementation for future lessons.
-PLCs record their work in the PLC logs.
**-EET Rubric 1c, 1f, 3d, 3e, 4a, 4d, 4e**

*Administrators/ Leadership Team*
-After administrative walkthroughs or department head fidelity checks, teachers are identified with excellent ELP tutoring will be asked to be demonstration classrooms.
-PLC leaders and Department Heads will put the ELP tutoring on monthly department meeting agendas to discuss successes and challenges.
-The Leadership Team will discuss the progress of the implementation of the ELP tutoring and how to make them more effective.
**-EET Rubric 4d, 4e**

*Whole Faculty*
-Throughout the school, teachers will participate in faculty SIP reviews where teachers showcase successful examples of the ELP tutoring.
**-EET Rubric 4a, 4d, 4e**

| | | 1.3.<br>-the students' inability to interpret the word problems in math.<br>-lack of background knowledge of math concepts. | 1.3.<br>Strategy<br>**Tier 1** – The purpose of this strategy is to strengthen the core curriculum. Students' math skills will increase when teachers use **Verbal Models** that describe math problems using words rather than by formulas, tables, or graphs.<br><br>Action Steps<br>**PLAN**<br>- As a Professional Development activity in their PLCs, teachers spend time sharing, researching, teaching, and modeling verbal models.<br>-The PLC's develop verbal models making sure the students refer to the word problems throughout instruction time.<br>-The PLC's identify common assessments for measuring whether the students learned from the use of verbal models.<br>-**EET Rubric 1a, 1e, 1f, 3d, 4d**<br><br>**DO/CHECK**<br>-Teachers model a verbal model activity with appropriate subject area modifications for their students.<br>-Teachers have the students use the verbal models during instruction time.<br>- At the end of the unit, teachers give a common assessment identified from | 1.3.<br>Who<br>-Department Heads<br><br>How<br>-Durant SIP Fidelity Check<br><br>Progress Monitoring<br>-Using the Durant Fidelity SIP Check the following data was collected by Department Heads walkthrough.<br><br>September – % faculty implementation<br><br>November – % faculty implementation<br><br>February- % faculty implementation<br><br>May- % faculty implementation | 1.3.<br>A baseline assessment will be administered the first nine weeks and a midyear assessment will be administered the second nine weeks to all Algebra and Geometry students. The data will be collected by the Department Head and documented in the PLC logs. The PLC will plan lessons based the data to complete necessary reviews of needed skills and subject content. The Leadership Team will take action when the PLC has tried to fix the problem and has not been successful.<br><br>First and Second Nine Week Checks<br>*Algebra*<br>Baseline – Mean:<br>Midyear – Mean: | 1.3.<br>Semester Exams<br><br>During Nine Weeks District Designed Formative Assessments will be administered at the beginning of first nine weeks and at the midyear at the start of the third nine weeks. |

| | | | the core curriculum material. <br> **-EET Rubric 1e, 3a, 3d, 4d** <br><br> **CHECK/ACT** <br> *Teachers/PLC's* <br> - Teachers bring assessment data back to the PLCs. <br> - Based on the data, teachers discuss effective implementation of verbal models. <br> - Based on data, PLCs use the problem-solving process to determine next steps. The PLC will discuss other possible verbal model strategy implementation for future lessons. <br> -PLCs record their work in the PLC logs. <br> **-EET Rubric 1c, 1f, 3d, 3e, 4a, 4d, 4e** <br><br> *Administrators/ Leadership Team* <br> -After administrative walkthroughs or department head fidelity checks, teachers are identified with excellent verbal model activities will be asked to be demonstration classrooms. <br> -PLC leaders and Department Heads will put verbal model strategies on monthly department meeting agendas to discuss successes and challenges. <br> -The Math PLC will discuss the progress of the implementation of verbal model activities and how to make them more effective. <br> **-EET Rubric 4d, 4e** <br><br> *Whole Faculty* | | | |

| | | | -Throughout the school, teachers will participate in faculty SIP reviews where teachers showcase successful examples of verbal model activities.<br>**-EET Rubric 4a, 4d, 4e** | | |
|---|---|---|---|---|---|
| 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 |
| **Alg2.  Students scoring Achievement Levels 4 or 5 in Algebra.** | | | 2.1.<br>- Teachers are at varying skill levels with higher order questioning techniques. | 2.1.<br>**Tier 1** – The purpose of this strategy is to strengthen the core curriculum. Students' math skills will improve through the use of **higher order questioning strategi**es (HOTS). | 2.1.<br>Who<br>-Department Heads |

| Algebra Goal #2: | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* |
|---|---|---|
| The percentage of students scoring a Level 4 or 5 on the 2013Algebra EOC will increase from 2% to 5%. | **2%** | **5%** |

Continued columns:

| Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|---|---|
| - PLC meetings did not include discussion of higher order questioning strategies for upcoming lessons.<br>- Not all teachers know how to identify and/or write higher order questioning lessons and assessments.<br>- Lack of common planning time for teachers to conduct the problem-solving process with higher order questioning strategies<br>-Students lack knowledge base to answer HOTS questions and activities. | **Action Steps**<br>**PLAN**<br>- As a Professional Development activity in their PLCs, teachers spend time sharing, researching, teaching, and modeling HOTS. The professional development will show teachers how to apply higher levels of thinking in their classrooms.<br>-The PLC's develop math skill activities making sure the students refer to HOTS throughout instruction time.<br>-The PLC's identify common assessments for measuring whether the students are using higher levels of thinking.<br>**-EET Rubric 1a, 1e, 1f, 3d, 4d**<br><br>**DO/CHECK**<br>-Teachers model a model of a HOTS activity in math for their students. | How<br>-Durant SIP Fidelity Check<br><br>Progress Monitoring<br>-Using the Durant Fidelity SIP Check the following data was collected by Department Heads walkthrough.<br><br>September – faculty implementation<br><br>November – faculty implementation<br><br>February- faculty implementation<br><br>May- % faculty implementation | 2.1.<br>A baseline assessment will be administered the first nine weeks and a midyear assessment will be administered the second nine weeks to all Algebra and Geometry students. The data will be collected by the Department Head and documented in the PLC logs. The PLC will plan lessons based the data to complete necessary reviews of needed skills and subject content. The Leadership Team will take action when the PLC has tried to fix the problem and has not been successful.<br><br>First and Second Nine Week Checks<br>*Algebra*<br>Baseline – Mean:<br>Midyear – Mean: | 2.1.<br>Semester Exams<br><br>During Nine Weeks District Designed Formative Assessments will be administered at the beginning of first nine weeks and at the midyear at the start of the third nine weeks. |

| | | | | -Teachers have the students use HOTS during instruction time.<br>- At the end of the unit, teachers give a common assessment identified from the core curriculum material.<br>**-EET Rubric 1e, 3a, 3d, 4d**<br><br>**CHECK/ACT**<br>*Teachers/PLC's*<br>- Teachers bring assessment data back to the PLCs.<br>- Based on the data, teachers discuss effective implementation of HOTS.<br>- Based on data, PLCs use the problem-solving process to determine next steps. The PLC will discuss other possible HOTS strategy implementation for future lessons.<br>-PLCs record their work in the PLC logs.<br>**-EET Rubric 1c, 1f, 3d, 3e, 4a, 4d, 4e**<br><br>*Administrators/ Leadership Team*<br>-After administrative walkthroughs or department head fidelity checks, teachers are identified with excellent HOTS activities will be asked to be demonstration classrooms.<br>-PLC leaders and Department Heads will put HOTS strategies on monthly department meeting agendas to discuss successes and challenges.<br>-The math PLC will discuss the progress of the implementation of HOTS | | | |

| | | | | Activities and how to make them more effective. **-EET Rubric 4d, 4e** *Whole Faculty* -Throughout the school, teachers will participate in faculty SIP reviews where teachers showcase successful examples of HOTS Activities. **-EET Rubric 4a, 4d, 4e** | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | | 2.2. | 2.2. | 2.2. | 2.2. | 2.2. |
| | | | | 2.3 | 2.3 | 2.3 | 2.3 | 2.3 |

*End of Algebra EOC Goals*

## 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** | | | | | | |
| HS Mathematics Goal A: **Over the course of six years, the school will reduce the 58% non-proficient students in math to 29% non-proficient students in math.** | | | | | | | |
| 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: | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | |
| **B. Student subgroups by ethnicity** (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics.** | | 3B.1. See Algebra Goal 1.1 | 3B.1. See Algebra Goal 1.1 | 3B.1. See Algebra Goal 1.1 | 3B.1. See Algebra Goal 1.1 | 3B.1. See Algebra Goal 1.1 | |

| HS Mathematics Goal B: | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
|---|---|---|---|---|---|---|---|
| The percentage of White students scoring proficient/satisfactory on the 2013 Math FCAT/FAA will increase from 73% to 76%. | White: 73% Black: 51% Hispanic: 61% Asian: 36% American Indian: NA | White: 76% Black: 56% Hispanic: 65% Asian: 42% American Indian: NA | | | | | |
| | | | 3B.2. | 3B.2. | 3B.2. | 3B.2. | 3B.2. |
| The percentage of Black students scoring proficient/satisfactory on the 2013 Math EOC/FAA will increase from 51% to 56%. .  The percentage of Hispanic students scoring proficient/satisfactory on the 2013 Math EOC/FAA will increase from 61% to 65%.  The percentage of Asian students scoring proficient/satisfactory on the 2013 Math EOC/FAA will increase from 36% to 42%. | | | 3B.3. | 3B.3. | 3B.3. | 3B.3. | 3B.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 |
| **C. English Language Learners (ELL) not making satisfactory progress in mathematics.** | | | 3C.1. See Algebra Goal 1.2 | 3C.1. See Algebra Goal 1.2 | 3C.1. See Algebra Goal 1.2 | 3C.1. See Algebra Goal 1.2 | 3C.1. See Algebra Goal 1.2 |
| HS Mathematics Goal C: | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |

| The percentage of ELL students scoring proficient/satisfactory on the 2013 Math EOC/FAA will increase from 21% to 29%. | **21%** | **29%** | | | | | |
|---|---|---|---|---|---|---|---|
| | | | 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. See Algebra Goal 1.1 | 3D.1. See Algebra Goal 1.1 | 3D.1. See Algebra Goal 1.1 | 3D.1. See Algebra Goal 1.1 | 3D.1. See Algebra Goal 1.1 |
| HS Mathematics Goal D: The percentage of SWD scoring proficient/satisfactory on the 2013 Math EOC/FAA will increase from 33% to 40%. | 2012 Current Level of Performance:* **33%** | 2013 Expected Level of Performance:* **40%** | | | | | |
| | | | 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. See Algebra Goal 1.1 | 3E.1. See Algebra Goal 1.1 | 3E.1. See Algebra Goal 1.1 | 3E.1. See Algebra Goal 1.1 | 3E.1. See Algebra Goal 1.1 |
| HS Mathematics Goal E: The percentage economically disadvantaged students scoring proficient/satisfactory on the 2013 Math EOC/FAA will increase from 59% to 63%. | 2012 Current Level of Performance:* **59%** | 2013 Expected Level of Performance:* **63%** | | | | | |
| | | | 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 |
| SIP Strategies & goals | 9-12 | Various Teachers/ SAC Chair (Holly Popa) | School-wide | Monthly (Various Strategies) | Fidelity & Strategy Checks | PSLT, Administration, & LLT |
| SIP reading strategy training | 9-12 | Lisa Gottman (Reading Coach) | School-wide | Daily visits to classrooms, Weekly strategy postings on school email, & monthly PLC trainings | Fidelity & Strategy Checks | PSLT, Administration, & LLT |
| Demonstration Classrooms | 9-12 | Lisa Gottman (Reading Coach) | School-wide | Monthly (Various Strategies) | Post Observation Conference | Lisa Gottman (Reading Coach) |
| PLC Meetings | 9-12 | Judith Bryan (Department Head) | Math Department | Monthly | Department Head Walkthroughs | Judith Bryan (Department Head) |
| Sub PLC Meetings (Example: Algebra I) | 9-12 | Judith Bryan (Department Head) | Math Department | Weekly | Department Head Walkthroughs | Judith Bryan (Department Head) |

*End of Mathematics Goals*

## High Science is listed at the end of the SIP

## Science 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 | PD Participants (e.g. , PLC, subject, grade level, or | Target Dates and Schedules (e.g. , Early Release) and | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |

| | | PLC Leader | school-wide) | Schedules (e.g., frequency of meetings) | | |
|---|---|---|---|---|---|---|
| SIP Strategies & goals | 9-12 | Various Teachers/ SAC Chair (Holly Popa) | School-wide | Monthly (Various Strategies) | Fidelity & Strategy Checks | PSLT, Administration, & LLT |
| SIP reading strategy training | 9-12 | Lisa Gottman (Reading Coach) | School-wide | Daily visits to classrooms, Weekly strategy postings on school email, & monthly PLC trainings | Fidelity & Strategy Checks | PSLT, Administration, & LLT |
| Demonstration Classrooms | 9-12 | Lisa Gottman (Reading Coach) | School-wide | Monthly (Various Strategies) | Post Observation Conference | Lisa Gottman (Reading Coach) |
| PLC Meetings | 9-12 | Terry Baroni (Department Head) | Science Department | Monthly | Department Head Walkthroughs | Terry Baroni (Department Head) |
| Sub PLC Meetings (Example: Biology 1) | 9-12 | Terry Baroni (Department Head) | Science Department | Weekly | Department Head Walkthroughs | Terry Baroni (Department Head) |

*End of Science 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 | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| **1. Students scoring at Achievement Level 3.0 or higher in writing.**<br><br>Writing/LA Goal #1:<br><br>The percentage of students scoring **Level 3.0** or higher on the 2013 FCAT Writes will increase from 90% to 93%. | 2012 Current Level of Performance:*<br><br>**90%** | 2013 Expected Level of Performance:*<br><br>**93%** | 1.1.<br>-Not all teachers know how to identify student needs from demand writes and/or ask higher order/open-ended questions during one-on-one/Star Interview conferences.<br>-Not all teachers are able to attend writing trainings on dates available by the district. | 1.1.<br>**Tier 1** – The purpose of this strategy is to strengthen the core curriculum. Students' use of elaboration will improve through the teachers use of **Writers' Workshop** lessons focused on craft through elaboration and one-on-one conferencing to support differentiated instruction.<br>Action Steps<br>1. Based on baseline data, PLCs write SMART goals for each nine weeks. (For example, during the first nine | 1.1.<br>Who<br>-Department Heads<br><br>How<br>-Durant SIP Fidelity Check<br><br>Progress Monitoring<br>-Using the Durant Fidelity SIP Check the following data was collected by Department Heads walkthrough.<br><br>September – 100% | 1.1.<br>Every nine weeks, students receive a writing assessment (10th) grade.<br><br>Scoring Level 4 and above during the 1st and second nine weeks:<br>Baseline – %<br>Midyear – % | 1.1.<br>Student monthly demand writes, student daily drafts, conferencing notes<br><br>Semester Exams<br><br>During Nine Weeks<br>- End-of-unit/chapter  tests |

| | | | | weeks, 50% of the students will score 4.0 or above on the end-of-the nine weeks writing prompt.)<br>2. As a Professional Development activity, PLC discussions draw teachers to a consensus regarding student trends, needs, and scores based on connecting student writing with state anchors.<br>3. Based on student writing reviews and PLC discussions regarding trends and needs, teachers create monthly writing menus for craft, elaboration, and genres as a list of essential teaching points for the month ahead.<br>4. Teachers implement the ideas based on specific student needs.<br>5. As a Professional Development activity, PLCs examine student conference notes, daily drafts, monthly demand writes and adjust the monthly writing menu of teaching points in order to share ideas to grow students through daily Writers' Workshops.<br>6. PLCs review nine-week data and set a new goal for the following nine weeks.<br>7. PLCs record their work in the PLC logs. | faculty implementation<br><br>November – 100% faculty implementation<br><br>February- 100% faculty implementation<br><br>May- 100% faculty implementation | | |
|---|---|---|---|---|---|---|---|
| | | | 1.2.<br>-Students lack motivation and focus to stay on task.<br>-Students encounter language barriers with their partners.<br>-Students may not listen to their peers within the | 1.2.<br>Strategy<br>**Tier 1** – The purpose of this strategy is to strengthen the core curriculum. Students' reading comprehension will improve through the use of **Kagan Cooperative** | 1.2.<br>Who<br>-Department Heads<br><br>How<br>-Durant SIP Fidelity Check | 1.2.<br>Every nine weeks, students receive a writing assessment (10th) grade.<br><br>Scoring Level 4 and above during the 1st and second nine weeks: | 1.2.<br>Semester Exams<br><br>During Nine Weeks<br>- End-of-unit/chapter  tests |

| | | group. -Students may not understand the directions or the activity. --Teachers uncomfortable incorporating Kagan Cooperative Learning Groups due to lack of classroom management strategies. - Not enough training for teachers to use Kagan Cooperative Learning Groups in the classroom. | **Learning Groups**. This technique promotes active student engagement with individual accountability and equal participation.<br><br>Action Steps<br>**PLAN**<br>-After school on Mondays, professional development on using Kagan cooperative learning in the classroom will be held within the first nine weeks by a qualified teacher.<br>- As a Professional Development activity in their PLCs, teachers spend time sharing, researching, teaching, and modeling Kagan cooperative learning.<br>-The PLC's develop Kagan cooperative learning activities using the gradual release lesson plan model making sure the students refer to the lesson's topic or concept throughout instruction time.<br>-The PLC's identify common assessments for measuring whether the students learned the lessons' concepts by learning how to cooperate with their peers.<br>**-EET Rubric 1a, 1e, 1f, 3d, 4d**<br><br>**DO/CHECK**<br>-Teachers model a model of a Kagan cooperative learning activity with appropriate subject area modifications for their students.<br>-Teachers have the students use Kagan cooperative learning during instruction time. | Progress Monitoring -Using the Durant Fidelity SIP Check the following data was collected by Department Heads walkthrough.<br><br>September – % faculty implementation<br><br>November – % faculty implementation<br><br>February- % faculty implementation<br><br>May- % faculty implementation | Baseline – % Midyear – % | |
|---|---|---|---|---|---|---|

| | | | |
|---|---|---|---|
| | | - At the end of the unit, teachers give a common assessment identified from the core curriculum material. **-EET Rubric 1e, 3a, 3d, 4d** | |
| | | **CHECK/ACT** *Teachers/PLC's* - Teachers bring assessment data back to the PLCs. - Based on the data, teachers discuss effective implementation of Kagan cooperative learning. - Based on data, PLCs use the problem-solving process to determine next steps. The PLC will discuss other possible Kagan cooperative learning strategy implementation for future lessons. -PLCs record their work in the PLC logs. **-EET Rubric 1c, 1f, 3d, 3e, 4a, 4d, 4e** | |
| | | *Administrators/ Leadership Team* -After administrative walkthroughs or department head fidelity checks, teachers are identified with excellent Kagan cooperative learning activities will be asked to be demonstration classrooms. -PLC leaders and Department Heads will put Kagan cooperative learning strategies on monthly department meeting agendas to discuss successes and challenges. -The Leadership Team will discuss the progress of the implementation of Kagan cooperative learning | |

| | | activities and how to make them more effective.<br>**-EET Rubric 4d, 4e**<br><br>*Whole Faculty*<br>-Throughout the school, teachers will participate in faculty SIP reviews where teachers showcase successful examples of Kagan cooperative learning activities.<br>**-EET Rubric 4a, 4c, 4d, 4e** | | | |
|---|---|---|---|---|---|
| | | 1.3. | 1.3. | 1.3. | 1.3. | 1.3. |

## Writing/Language Arts Professional Development

| Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity | | | | | | |
|---|---|---|---|---|---|---|
| Please note that each Strategy does not require a professional development or PLC activity. | | | | | | |
| PD Content /Topic and/or PLC Focus | Grade Level/Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g. , PLC, subject, grade level, or school-wide) | Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
| SIP Strategies & goals | 9-12 | Various Teachers/ SAC Chair (Holly Popa) | School-wide | Monthly (Various Strategies) | Fidelity & Strategy Checks | PSLT, Administration, & LLT |
| SIP reading strategy training | 9-12 | Lisa Gottman (Reading Coach) | School-wide | Daily visits to classrooms, Weekly strategy postings on school email, & monthly PLC trainings | Fidelity & Strategy Checks | PSLT, Administration, & LLT |
| Demonstration Classrooms | 9-12 | Lisa Gottman (Reading Coach) | School-wide | Monthly (Various Strategies) | Post Observation Conference | Lisa Gottman (Reading Coach) |
| PLC Meetings | 9-12 | Mary Martin (English Department Head) | English Department | Monthly | Department Head Walkthroughs | Mary Martin (English Department Head) |
| Grade Level PLC Meetings (Example: English 1) | 9-12 | Mary Martin (English Department Head) | English Department | Weekly | Department Head Walkthroughs | Mary Martin (English Department Head) |

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 | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| **1. Attendance**<br><br>Attendance Goal #1:<br><br>The attendance rate will Increase from 92.76 % in 2012 to 92.80 % in 2013.<br><br>The number of students who have 10 or more Unexcused absences throughout the 2013 year will decrease from 44 to 42. | 2012 Current Attendance Rate:*<br>**92.73**<br><br>2012 Current Number of Students with Excessive Absences (10 or more)<br>**436**<br><br>2012 Current Number of Students with Excessive Tardies (10 or more)<br>**44** | 2013 Expected Attendance Rate:*<br>**92.80**<br><br>2013 Expected Number of Students with Excessive Absences (10 or more)<br>**415**<br><br>2013 Expected Number of Students with Excessive Tardies (10 or more)<br>**42** | 1.1.<br>-Economic burdens of families and increased responsibilities of students in the home.<br>-Student apathy<br>-Lack of exam exemptions | 1.1<br>Attendance committee will meet monthly to discuss students with excessive absences<br><br>Teachers, counselors and Dropout Preventions Specialist will meet with students and/or parents concerning attendance and academic achievement.<br><br>Dropout Prevention Specialist will call 5 and 10 days unexcused absences.<br><br>Referrals will be made to SRD and/or Social Worker regarding truant students and those in need of social services.. | 1.1<br>Teachers<br>Dropout Prevention Specialist and the Attendance Committee<br><br>Attendance Clerk<br>Guidance Counselors. | 1.1.<br><br>Review past and current data.<br><br>Dropout Prevention Specialist analyzes data reports on weekly basis.<br><br>Attendance Committee will identify students with attendance concerns, initiate conferences and assign mentors. The Committee will refer to the MTSS Committee when necessary. | 1.1. |
| | | | 1.2.Parent apathy<br>Lack of exam exemptions.<br>Students' personal issues.<br>Student apathy. | 1.2<br>School Based Attendance Incentive Program.. | 1.2<br>Dropout Prevention Specialist. | 1.2.<br>Review past and current data. | 1.2. |
| | | | 1.3.<br>Lack of teacher enforcement. | 1.3.<br>Parent and Student Conferences | 1.3.<br>Dropout Prevention Specialist | 1.3.<br>Weekly reports used to identify attendance concerns; brought to monthly attendance meeting. | 1.3. |

| Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity | | | | | | |
|---|---|---|---|---|---|---|
| Please note that each Strategy does not require a professional development or PLC activity. | | | | | | |
| 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 |
| NA | | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | | | | |

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 | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| **1. Suspension**<br><br>Suspension Goal #1:<br><br>The total number of In-School Suspensions will decrease from 821 in 2011-2012 to 780 in 2012- 2013.<br><br>-The total number of students receiving In-School Suspension will decrease from 412 in 2011-2012 to 392 in 2012-2013.<br><br>-The total number of Out-of-Suspensions (including ATOSS) will decrease from 265 in 2011-2012 to 252 in 2012-2013.<br><br>-The total number of students receiving Out-of-School Suspension will | 2012 Total Number of In –School Suspensions<br><br>**821**<br><br>2012 Total Number of Students Suspended In-School<br><br>**412**<br><br>2012 Number of Out-of-School Suspensions<br><br>**265**<br><br>2012 Total Number of Students Suspended Out- of- School<br><br>**189** | 2013 Expected Number of In- School Suspensions<br><br>**780**<br><br>2013 Expected Number of Students Suspended In -School<br><br>**392**<br><br>2013 Expected Number of Out-of-School Suspensions<br><br>**252**<br><br>2013 Expected Number of Students Suspended Out- of-School<br><br>**185** | 1.1.<br>-Excessive Tardiness<br>-Skipping<br>-Inappropriate behaviors<br>-Repeat Offenses by the same students | 1.1.<br>-Teacher/ AP Monitoring<br>-Parent & Student Conferences<br>-Guidance Referrals<br>-Teacher & Student Conferences<br>-School Psychologist and/or Social Worker Referrals<br>-No pass school | 1.1.<br>Who:<br>-RTI Committee<br>-Administration<br>-Teachers<br>-Drop-Out Prevention Specialist<br>-Social Worker & School Psychologist<br>-Guidance Counselors | 1.1.<br>-Review past & current data<br>-Analyze data reports during guidance, staff, & attendance meetings, and refer students to MTSS when necessary. | 1.1.<br>Discipline Analysis<br>AP's analyze data to find problem areas to decrease incidents. |
| | | | 1.2. | 1.2. | 1.2. | 1.2. | 1.2. |
| | | | 1.3. | 1.3. | 1.3. | 1.3. | 1.3. |

| decrease from 189 in 2011-2012 to 185 in 2012- 2013. | | | | | |
|---|---|---|---|---|---|
| | | | | | |

## 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 |
| NA | | | | | | |
| | | | | | | |
| | | | | | | |

*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 | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| **1. Dropout Prevention**<br><br>Dropout Prevention Goal #1:<br>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.*<br><br>*Dropout rates are not known at this time. 10/02/12*<br><br>2012 Current Dropout Rate:\*<br><br>2013 Expected Dropout Rate:\*<br><br>2012 Current Graduation Rate:\* **86%**<br>2013 Expected Graduation Rate:\* **87%** | 1.1.<br>-Student attendance<br>-Student success on assessments<br>-Low grade point average<br>-Students with multiple OSS/ISS<br>-Students not involved in extracurricular activities. | 1.1<br>"At Risk Students" are identified and academic performance and attendance is monitored.<br><br>Students in Impact (Credit Recovery Classes) were given attendance goals and course completion goals which are monitored by Impact teacher, guidance counselor and Dropout Prevention Specialist. | 1.1.<br>Dropout Prevention Specialist<br>Guidance Counselors<br>Assistant Principles of Student Affairs | 1.1<br>By indicating an increase of graduation rate and the increase of the "at risk" graduation rate.. | 1.1. |
| | 1.2. | 1.2. | 1.2. | 1.2. | 1.2. |
| | 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 |
| NA | | | | | | |
| | | | | | | |
| | | | | | | |

*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 | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| **1. Parent Involvement**<br><br>Parent Involvement Goal #1:<br><br>Based on the *School Climate and Perception Survey for Parents,* the percentage of parents who strongly agree and somewhat agree with the indicators under Communication will increase from 52.3% to 72.3% in 2013. | 2012 Current level of Parent Involvement:*<br><br>**52.3%** | 2013 Expected level of Parent Involvement:*<br><br>**72.3%** | 1.1.<br>-Student does not pass on the message or papers to parents.<br>-Do not speak English.<br>-No phone.<br>-The students erase phone message or do not take one.<br>-No computer or access to the Internet. | 1.1.<br>-Create signs for parents to read as the drop off and pick up their children for school.<br>-Make earlier in the day and shorter phones calls home using IRIS.<br>-Do weekly mass parental email updates about activities through Edline (Parental Points from the Durant Faculty about school activities). | 1.1.<br>Who:<br>-SAC Members<br><br>-Check for more parental involvement by keeping sign in logs and attendance counts.<br>-Have the students be required to return replies from passed out materials.<br>-Have parents will fill out exit slips and SAC will keep a record of the slips.<br>-Pull a report of parent Edline activity.<br><br>First Nine Week Check<br><br><br>Second Nine Week Check<br><br><br>Third Nine Week Check | 1.1.<br>- The School Climate and Perception Survey for Parents results<br><br>First Nine Week Check<br><br><br>Second Nine Week Check<br><br><br>Third Nine Week Check | 1.1.<br>NA |
| | | | 1.2. | 1.2. | 1.2. | 1.2. | 1.2. |
| | | | 1.3. | 1.3. | 1.3. | 1.3. | 1.3. |

**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 |
| NA | | | | | |
| | | | | | |
| | | | | | |

*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: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| **1. Health and Fitness Goal**<br><br>Health and Fitness Goal #1:<br><br>-During the 2012-2013 school year, the number of students scoring in the "Healthy Fitness Zone" (HFZ) on the Pacer for assessing aerobic capacity and cardiovascular health will increase from % on the Pretest to % on the Posttest.<br><br>-Half of Durant students tested are in the healthy range for cardio-vascular fitness. This is actually % higher than last year's range. We would like to improve this and here is the | 2012 Current Level :\*<br><br>**50% (184 of 369)** | 2013 Expected Level :\*<br><br>**70% (258 of 369)** | 1.1.<br>-lack of participation<br>-non dress out<br>-migrant students<br>-medical excuses | 1.1.<br>High School students will engage in a minimum of two semesters of physical education in grades 9-12.<br><br>Action Steps:<br>-Retest 2 more times throughout the year to see improvement, provide encouragement, and give students feedback before the final test.<br>-Students who dress out throughout the week get a choice of 5 to 6 different activities on Friday (Ex. Dance, basketball, ping pong, badminton).<br>-Students who do not dress | 1.1.<br>Principal<br>Guidance Counselors<br>APC<br>Supervisor for PE in Hills. County | 1.1.<br>Checking of student schedules<br>HOPE | 1.1.<br>Student schedules<br>Master schedule<br>PACER |

| | | | | | | |
|---|---|---|---|---|---|---|
| goal we plan to achieve.<br><br>-Durant students will score a % on the HFZ for pacer test when given in May. This will be a % increase in student performance and cardio-vascular fitness.<br><br>**There is no data for this goal yet (9/28/12).** | | | | out must complete a student assignment that deals with the physical activity hopefully encouraging students to dress out and be active. | | | |
| | | | 1.2. | 1.2.<br>Health and physical activity initiatives developed and implemented by the school's PE department. | 1.2.<br>H.E.A.R.T. team. | 1.2.<br>H.E.A.R.T. team notes/agendas | 1.2.<br>PACER test component of the FITNESSGRAM PACER for assessing cardiovascular health. |
| | | | 1.3. | 1.3.<br>Five physical education classes per week for a minimum of two semesters in grades 9-12 with a certified physical education teacher. | 1.3.<br>Physical Education Teacher | 1.3.<br>Classroom walk-throughs of PE classes by principal. | 1.3.<br>PACER test component of the FITNESSGRAM PACER for assessing cardiovascular health. |
| | | | 1.4.<br>-Too many words. Need to narrow number of words on the list.<br>-Teachers do not follow up with lessons and usage of the word wall.<br>-Students cannot take the word wall with them. | 1.4.<br>Strategy<br>**Tier 1** – The purpose of this strategy is to strengthen the core curriculum. Students' reading comprehension of HOPE vocabulary will increase when all teachers use Interactive **Word Walls** that are current, organized, and referenced throughout instruction to help students increase their vocabulary acquisition and use of content vocabulary.<br><br>Action Steps<br>**PLAN**<br>- As a Professional Development activity in their PLCs, teachers spend time sharing, researching, teaching, and modeling word walls.<br>-The PLC's develop | 1.4.<br>Who<br>-Department Heads<br><br>How<br>-Durant SIP Fidelity Check<br><br>Progress Monitoring<br>-Using the Durant Fidelity SIP Check the following data was collected by Department Heads walkthrough.<br><br>September – % faculty implementation *(across all departments)*<br><br>November – % faculty implementation<br><br>February- % faculty | 1.4. | 1.4.<br>Semester Exams<br><br>During Nine Weeks<br>-Practice FCAT (generated by the school) |

| | | | vocabulary activities using the gradual release lesson plan model making sure the students refer to the vocabulary words throughout instruction time.<br>-The PLC's identify common assessments for measuring whether the students learned the vocabulary words.<br>**-EET Rubric 1a, 1e, 1f, 3d, 4d**<br><br>**DO/CHECK**<br>-Teachers model a model of a word wall activity with appropriate subject area modifications for their students.<br>-Teachers have the students use the word walls during instruction time.<br>- At the end of the unit, teachers give a common assessment identified from the core curriculum material.<br>**-EET Rubric 1e, 3a, 3d, 4d**<br><br>**CHECK/ACT**<br>*Teachers/PLC's*<br>- Teachers bring assessment data back to the PLCs.<br>- Based on the data, teachers discuss effective implementation of word walls.<br>- Based on data, PLCs use the problem-solving process to determine next steps. The PLC will discuss other possible word wall strategy implementation for future lessons.<br>-PLCs record their work in the PLC logs.<br>**-EET Rubric 1c, 1f, 3d, 3e, 4a, 4d, 4e** | implementation<br><br>May- % faculty implementation | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | *Administrators/ Leadership Team*<br>-After administrative walkthroughs or department head fidelity checks, teachers are identified with excellent word wall activities will be asked to be demonstration classrooms.<br>-PLC leaders and Department Heads will put word wall strategies on monthly department meeting agendas to discuss successes and challenges.<br>-The Science Department will discuss the progress of the implementation of word wall activities and how to make them more effective.<br>**-EET Rubric 4d, 4e**<br><br>*Whole Faculty*<br>-Throughout the school, teachers will participate in faculty SIP reviews where teachers showcase successful examples of word wall activities.<br>**-EET Rubric 4a, 4c, 4d, 4e** | | | |

## 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 |
| SIP Strategies & goals | 9-12 | Various Teachers/ SAC Chair (Holly Popa) | School-wide | Monthly (Various Strategies) | Fidelity & Strategy Checks | PSLT, Administration, & LLT |
| SIP reading strategy training | 9-12 | Lisa Gottman (Reading Coach) | School-wide | Daily visits to classrooms, Weekly strategy postings on | Fidelity & Strategy Checks | PSLT, Administration, & LLT |

| | | | | | |
|---|---|---|---|---|---|
| | | | school email, & monthly PLC trainings | | |
| | | | | | |

# Continuous Improvement Goal(s)

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

| Additional Goal(s) | | | Problem-Solving Process to Increase Student Achievement | | | |
|---|---|---|---|---|---|---|
| Based on the analysis of school data, identify and define areas in need of improvement: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| **1. Continuous Improvement Goal**<br><br>Continuous Improvement Goal #1:<br><br>Based on the *School Climate and Perception Survey for Instructional and Professional Staff Results,* the percentage of instructional and professional staff who strongly agree and somewhat agree with the indicators under Commitment to Continuous Improvement (The school has a culture of collegiality and trust) will increase from 82.1% to 92.1% in 2013. | 2012 Current Level :\*<br><br>**82.1%** | 2013 Expected Level :\*<br><br>**92.1%** | 1.1.<br>-Not willing to attend PLC meetings.<br>-Not willing to compromise with other subjects and within our subject.<br>-No time to meet with our teachers to do joint planning.<br>-No time to meet and greet teachers in other departments. | 1.1.<br>-Monthly and Weekly PLC meetings.<br>-Can meet on Monday afternoons for planning.<br>-Every nine weeks have a faculty meet and greet activity.<br>-Every conference night have a dinner to allow teachers to have time to talk with others from different departments.<br>-Faculty Stoplights by department heads and administration recognizing special achievements and jobs well done by faculty and staff. | 1.1.<br>Who<br>-Administrators<br>-PSLT Member<br>-LLT Member<br><br>How<br>-PLC logs turned into administration. Administration provides feedback.<br>-Principal walk-throughs.<br>-Faculty Sign in logs to see whom is attending the meetings.<br><br>First Nine Week Check<br><br>Second Nine Week Check<br><br>Third Nine Week Check | 1.1.<br>-Use the logs to determine if the staff are attending and participating in the activities and meeting more frequently.<br><br>First Nine Week Check<br><br>Second Nine Week Check<br><br>Third Nine Week Check | 1.1.<br>- School Climate and Perception Survey for Instructional and Professional Staff Results |
| | | | 1.2. | 1.2. | 1.2. | 1.2. | 1.2. |
| | | | 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 |
| NA | | | | | | |
| | | | | | | |
| | | | | | | |

*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. Students lack phonemic awareness skills needed to read basic sight words. | A.1. Teachers will use Language! and SRA Reading Mastery Plus programs. Within these programs are:<br><br>-Interactive Word walls<br>-Graphic organizers<br>-Hands-on materials<br>-Teacher modeling<br>-Real world applications | A.1. Who -Department Heads<br><br>How -Durant SIP Fidelity Check<br><br>Progress Monitoring -Using the Durant Fidelity SIP Check the following data was collected by Department Heads walkthrough.<br><br>September – % faculty implementation<br><br>November – % faculty implementation<br><br>February- % faculty implementation<br><br>May- % faculty implementation | A.1. A baseline test will be administered the first nine weeks and a midyear test will be administered the third nine weeks to FAA reading students. The data will be collected by the Department Head and documented in the PLC logs.<br><br>First and Second Nine Week Checks Baseline – Mean: Midyear – Mean:<br><br>Also, the students' progress will be assessed through teacher observations of the students' performance of real world reading applications and the progress of goals and objectives. | A.1. Curriculum tests Teacher Observation |
|---|---|---|---|---|---|---|---|
| Reading Goal A:<br><br>The percentage of students scoring a Level 4 or higher on the 2013 FAA will maintain or increase by 1%. | 2012 Current Level of Performance:*<br>**82%** | 2013 Expected Level of Performance:*<br>**83%** | | | | | |
| | | | 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. See goal A.1. | B.1. See goal A.1. | B.1. See goal A.1. | B.1. See goal A.1. | B.1. See goal A.1. |
| Reading Goal B: | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |

| The percentage of students making learning gains on the 2013 FAA will maintain or increase by 1%. | **5%** | **6%** | | | | | |
|---|---|---|---|---|---|---|---|
| | | | 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 | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| **C. Students scoring proficient in Listening/Speaking.**<br><br>CELLA Goal #C:<br><br>The percentage of students scoring proficient on the 2013 Listening/Speaking section of the CELLA will increase from 70% to 75%. | 2012 Current Percent of Students Proficient in Listening/Speaking:<br><br>**70%** | 1.1.<br>-Students are not comfortable enough in class to speak aloud.<br>-Students have a simplified small vocabulary.<br>-Teachers have a hard time planning for the exceptions. | 1.1.<br>**Tier 1** – The purpose of this strategy is to strengthen the core curriculum. Students' reading comprehension will improve through the use of **Metacognitive Reading Strategies** across all content areas. Data has shown (Moktari, K. & Sjeorey, R.: Measuring ESL students reading strategies) that students improve their reading and overall English comprehension by using this strategy.<br>Metacognitive refers to a level of thinking that involves active control over the process of thinking that is used in learning situations. Planning the way to approach | 1.1.<br>Who<br>-Department Heads & CELLA Chair<br><br>How<br>-Durant SIP Fidelity Check<br><br>Progress Monitoring<br>-Using the Durant Fidelity SIP Check the following data was collected by Department Heads and CELLA Chair walkthrough.<br><br>September – % faculty implementation | 1.1.<br>Every nine weeks ELL student progress will be tracked by the ELL Team and the teachers involved with the ELL students. The data will be collected by the Department Head and documented in the PLC logs. The PLC will plan FCIM lessons based the data to complete necessary reviews of needed skills. The Leadership Team will take action when the PLC has tried to fix the problem and has not been successful.<br><br>Beginning School Year Check Survey Results are<br><br>Ending School Year Check | 1.1.<br>Cella Testing |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | a learning task, monitoring comprehension, and evaluating the progress towards the completion of a task.<br><br>Action Steps<br>**PLAN**<br>- As a professional development training, the reading coach will increase teacher knowledge of Metacognitive Reading.<br>-After the training, teachers will visit host classrooms where teachers are modeling a Metacognitive Reading lesson.<br>-As a Professional Development activity in their PLCs, teachers spend time sharing, researching, teaching, and modeling Metacognitive Reading. The professional development will show teachers how to apply higher levels of thinking in their classrooms.<br>-The PLC's develop vocabulary activities using the gradual release lesson plan model making sure the students refer to Metacognitive Reading throughout instruction time.<br>-The PLC's identify common assessments for measuring whether the students are using higher levels of thinking.<br>**-EET Rubric 1a, 1e, 1f, 3d, 4d**<br><br>**DO/CHECK**<br>-Teachers model a model of a Metacognitive Reading activity with appropriate | November – % faculty implementation<br><br>February- % faculty implementation<br><br>May- % faculty implementation | Survey Results are | |

| | | | |
|---|---|---|---|
| | | subject area modifications for their students.<br>-Teachers have the students use Metacognitive Reading during instruction time.<br>- At the end of the unit, teachers give a common assessment identified from the core curriculum material.<br>**-EET Rubric 1e, 3a, 3d, 4d**<br><br>**CHECK/ACT**<br>*Teachers/PLC's*<br>- Teachers bring assessment data back to the PLCs.<br>- Based on the data, teachers discuss effective implementation of CIS.<br>- Based on data, PLCs use the problem-solving process to determine next steps. The PLC will discuss other possible Metacognitive Reading strategy implementation for future lessons.<br>-PLCs record their work in the PLC logs.<br>**-EET Rubric 1c, 1f, 3d, 3e, 4a, 4d, 4e**<br><br>*Administrators/ Leadership Team*<br>-After administrative walkthroughs or department head fidelity checks, teachers are identified with excellent Metacognitive Reading activities will be asked to be demonstration classrooms.<br>-PLC leaders and Department Heads will put Metacognitive Reading strategies on monthly department meeting agendas to discuss successes and challenges.<br>-The Leadership Team will | | |

| | | | | | |
|---|---|---|---|---|---|
| | | | discuss the progress of the implementation of Metacognitive Reading Activities and how to make them more effective.<br>**-EET Rubric 4d, 4e**<br><br>*Whole Faculty*<br>-Throughout the school, teachers will participate in faculty SIP reviews where teachers showcase successful examples of Metacognitive Reading Activities.<br>**-EET Rubric 4a, 4d, 4e** | | |
| | | 1.2. | 1.2. | 1.2. | 1.2. |
| | | 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 | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|---|---|---|---|
| **D. Students scoring proficient in Reading.** | | 2.1.<br>See goal 1.1. | 2.1.<br>See goal 1.1. | 2.1.<br>See goal 1.1. | 2.1.<br>See goal 1.1. | 2.1.<br>See goal 1.1. |
| CELLA Goal #D:<br><br>The percentage of students scoring proficient on the 2013 Reading section of the CELLA will increase from 16% to 21%. | 2012 Current Percent of Students Proficient in Reading :<br><br>**16%** | | | | | |
| | | 2.2. | 2.2. | 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 | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|---|---|---|---|
| **E. Students scoring proficient in Writing.** | | 2.1. | 2.1. | 2.1. | 2.1. | 2.1. |

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

| CELLA Goal #E: <br><br>The percentage of students scoring proficient on the 2013 Writing section of the CELLA will increase from 47% to 52%. | 2012 Current Percent of Students Proficient in Writing : <br><br>**47%** | See goal 1.1. | See goal 1.1. | See goal 1.1. | See goal 1.1. | See goal 1.1. |
|---|---|---|---|---|---|---|
| | | 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 | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|---|---|---|---|
| **F. Florida Alternate Assessment: Students scoring at in mathematics (Levels 4-9).** <br><br>Mathematics Goal F: <br><br>The percentage of students scoring a Level 4 or higher on the 2013 FAA will maintain or increase by 1%. | 2012 Current Level of Performance:* <br>**91%** / 2013 Expected Level of Performance:* <br>**92%** | F.1. Students struggle with number sense and functions of numbers due to limits of intellectual disability. | F.1. Teachers will use the math curriculum designed to improve math skills. Within the curriculum, the students practice: <br><br>-Utilizing manipulatives and graphic organizers to improve number sense and number functions. <br>-Teacher modeling <br>-Real life applications (money, time, measurements, etc.) | F.1. Who <br>-Department Heads <br><br>How <br>-Durant SIP Fidelity Check <br><br>Progress Monitoring <br>-Using the Durant Fidelity SIP Check the following data was collected by Department Heads walkthrough. <br><br>September – % faculty implementation <br><br>November – % faculty implementation | F.1 A baseline test will be administered the first nine weeks and a midyear test will be administered the third nine weeks to FAA math students. The data will be collected by the Department Head and documented in the PLC logs. <br><br>First and Second Nine Week Checks <br>Baseline – Mean: <br>Midyear – Mean: <br><br>Also, the students' progress will be assessed through teacher observations of the students' performance of real world math applications and the progress of | F.1. Curriculum tests Teacher Observation |

| | | | | | February- % faculty implementation<br><br>May- % faculty implementation | goals and objectives. | |
|---|---|---|---|---|---|---|---|
| | | | 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.<br>See goal F.1. | G.1.<br>See goal F.1. | G.1.<br>See goal F.1. | G.1.<br>See goal F.1. | G.1.<br>See goal F.1. |
| Mathematics Goal G:<br><br>The percentage of students making learning gains on the 2013 FAA will maintain or increase by 1%. | 2012 Current Level of Performance:*<br><br>**3%** | 2013 Expected Level of Performance:*<br><br>**4%** | | | | | |
| | | | 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 | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |

| H. Students scoring in the middle or upper third (proficient) in Geometry. | | | 1.1. -Too many words. Need to narrow number of words on the list. -Teachers do not follow up with lessons and usage of the vocabulary journals. | 1.1. Strategy **Tier 1** – The purpose of this strategy is to strengthen the core curriculum. Students' math skills will increase when teachers use Interactive **Vocabulary Journals** that are current, organized, and referenced throughout instruction to help students increase their vocabulary acquisition and use of content vocabulary. | 1.1. Who -Department Heads How -Durant SIP Fidelity Check Progress Monitoring -Using the Durant Fidelity SIP Check the following data was collected by Department Heads walkthrough. | 1.1. A baseline assessment will be administered the first nine weeks and a midyear assessment will be administered the second nine weeks to all Algebra and Geometry students. The data will be collected by the Department Head and documented in the PLC logs. The PLC will plan lessons based the data to complete | 1.1. Semester Exams During Nine Weeks District Designed Formative Assessments will be administered at the beginning of first nine weeks and at the midyear at the start of the third nine weeks. |
|---|---|---|---|---|---|---|---|
| Geometry Goal H: The percentage of students scoring in the middle or upper third on the 2013 End-of-Course Geometry Exam will increase from 75% to 78%. | 2012 Current Level of Performance:* **75%** | 2013 Expected Level of Performance:* **78%** | | Action Steps **PLAN** - As a Professional Development activity in their PLCs, teachers spend time sharing, researching, teaching, and modeling vocabulary journals. -The PLC's develop vocabulary activities using the gradual release lesson plan model making sure the students refer to the vocabulary words throughout instruction time. -The PLC's identify common assessments for measuring whether the students learned the vocabulary words. **-EET Rubric 1a, 1e, 1f, 3d, 4d** **DO/CHECK** -Teachers model a model of a vocabulary journal activity with appropriate subject area modifications for their students. -Teachers have the students use the vocabulary journals during instruction time. | September – % faculty implementation November – % faculty implementation February- % faculty implementation May- % faculty implementation | necessary reviews of needed skills and subject content. The Leadership Team will take action when the PLC has tried to fix the problem and has not been successful. First and Second Nine Week Checks *Geometry* Baseline – Mean: Midyear – Mean: | |

| | | | | - At the end of the unit, teachers give a common assessment identified from the core curriculum material.<br>**-EET Rubric 1e, 3a, 3d, 4d**<br><br>**CHECK/ACT**<br>*Teachers/PLC's*<br>- Teachers bring assessment data back to the PLCs.<br>- Based on the data, teachers discuss effective implementation of vocabulary journals.<br>- Based on data, PLCs use the problem-solving process to determine next steps. The PLC will discuss other possible vocabulary journal strategy implementation for future lessons.<br>-PLCs record their work in the PLC logs.<br>**-EET Rubric 1c, 1f, 3d, 3e, 4a, 4d, 4e**<br><br>*Administrators/ Leadership Team*<br>-After administrative walkthroughs or department head fidelity checks, teachers are identified with excellent vocabulary journal activities will be asked to be demonstration classrooms.<br>-PLC leaders and Department Heads will put vocabulary journal strategies on monthly department meeting agendas to discuss successes and challenges.<br>-The Leadership Team will discuss the progress of the implementation of vocabulary journal activities and how to make them more | | | |
|---|---|---|---|---|---|---|---|

| | | | effective.<br>**-EET Rubric 4d, 4e**<br><br>*Whole Faculty*<br>-Throughout the school, teachers will participate in faculty SIP reviews where teachers showcase successful examples of vocabulary journal activities.<br>**-EET Rubric 4a, 4d, 4e** | | | |
|---|---|---|---|---|---|---|
| | | 1.2.<br>-The Extended Learning Program (ELP) does not always target the specific skill weaknesses of the students or collect data on an ongoing basis.<br>-Not always a direct correlation between what the student is missing in the regular classroom and the instruction received during ELP.<br>-Minimal communication between regular and ELP teachers. | 1.2.<br>**Tier 2/3:**<br>Students' math skills will improve through receiving **ELP supplemental instruction on targeted skills** that are not at the mastery level.<br><br>Action Steps<br>**PLAN**<br>-Staff development by the math department head will occur at their department meetings.<br>- Classroom teachers will communicate with the ELP teachers regarding specific skills that students have not mastered. The classroom and ELP teachers will meet monthly to discuss the progress of the students.<br>-ELP teachers identify lessons for students that target specific skills that are not at the mastery level.<br>**-EET Rubric 1a, 1e, 1f, 3d, 4d**<br><br>**DO/CHECK**<br>--Students attend ELP sessions. ELP sessions take place before and after school, during lunch | 1.2.<br><u>Who</u><br>Reading Coach<br><br><u>How Monitored</u><br>Informal observations and reading coach/teacher and tutor conferences (examining student work samples) | 1.2.<br>A baseline assessment will be administered the first nine weeks and a midyear assessment will be administered the second nine weeks to all Algebra and Geometry students. The data will be collected by the Department Head and documented in the PLC logs. The PLC will plan lessons based the data to complete necessary reviews of needed skills and subject content. The Leadership Team will take action when the PLC has tried to fix the problem and has not been successful.<br><br><u>First and Second Nine Week Checks</u><br>*Geometry*<br>Baseline – Mean:<br>Midyear – Mean: | 1.2.<br><u>Semester Exams</u><br><br><u>During Nine Weeks</u><br>District Designed Formative Assessments will be administered at the beginning of first nine weeks and at the midyear at the start of the third nine weeks. |

periods, and on Saturday mornings.
-ELP teachers teach the target activities for the students.
-ELP teachers give assessments to determine if students have mastered the targeted skill.
-Progress monitoring data will be collected by the ELP teacher on a weekly or biweekly basis and communicated back to the regular classroom teacher when they meet at their monthly meeting.
-When the students have mastered the specific skill, they are exited from the ELP program.
**-EET Rubric 1e, 3a, 3d, 4d**

**CHECK/ACT**
*Teachers/PLC's*
- Teachers bring assessment data back to the PLCs.
- Based on the data, teachers discuss effective implementation of the ELP tutoring.
- Based on data, PLCs use the problem-solving process to determine next steps. The PLC will discuss other possible ELP tutoring implementation for future lessons.
-PLCs record their work in the PLC logs.
**-EET Rubric 1c, 1f, 3d, 3e, 4a, 4d, 4e**

*Administrators/ Leadership Team*
-After administrative walkthroughs or department

| | | | head fidelity checks, teachers are identified with excellent ELP tutoring will be asked to be demonstration classrooms. -PLC leaders and Department Heads will put the ELP tutoring on monthly department meeting agendas to discuss successes and challenges. -The Leadership Team will discuss the progress of the implementation of the ELP tutoring and how to make them more effective. **-EET Rubric 4d, 4e**<br><br>*Whole Faculty* -Throughout the school, teachers will participate in faculty SIP reviews where teachers showcase successful examples of the ELP tutoring. **-EET Rubric 4a, 4d, 4e** | | | |
|---|---|---|---|---|---|
| | | 1.3.<br>-the students' inability to interpret the word problems in math.<br>-lack of background knowledge of math concepts. | 1.3.<br>Strategy<br>**Tier 1** – The purpose of this strategy is to strengthen the core curriculum. Students' math skills will increase when teachers use **Verbal Models** that describe math problems using words rather than by formulas, tables, or graphs.<br><br>Action Steps<br>**PLAN**<br>- As a Professional Development activity in their PLCs, teachers spend time sharing, researching, teaching, and modeling verbal models. | 1.3.<br>Who<br>-Department Heads<br><br>How<br>-Durant SIP Fidelity Check<br><br>Progress Monitoring<br>-Using the Durant Fidelity SIP Check the following data was collected by Department Heads walkthrough.<br><br>September – % faculty implementation<br><br>November – % faculty implementation | 1.3.<br>A baseline assessment will be administered the first nine weeks and a midyear assessment will be administered the second nine weeks to all Algebra and Geometry students. The data will be collected by the Department Head and documented in the PLC logs. The PLC will plan lessons based the data to complete necessary reviews of needed skills and subject content. The Leadership Team will take action when the PLC has tried to fix the problem and has not been successful. | 1.3.<br>Semester Exams<br><br>During Nine Weeks<br>District Designed Formative Assessments will be administered at the beginning of first nine weeks and at the midyear at the start of the third nine weeks. |

| | | | | | |
|---|---|---|---|---|---|
| | | | -The PLC's develop verbal models making sure the students refer to the word problems throughout instruction time.<br>-The PLC's identify common assessments for measuring whether the students learned from the use of verbal models.<br>**-EET Rubric 1a, 1e, 1f, 3d, 4d**<br><br>**DO/CHECK**<br>-Teachers model a verbal model activity with appropriate subject area modifications for their students.<br>-Teachers have the students use the verbal models during instruction time.<br>- At the end of the unit, teachers give a common assessment identified from the core curriculum material.<br>**-EET Rubric 1e, 3a, 3d, 4d**<br><br>**CHECK/ACT**<br>*Teachers/PLC's*<br>- Teachers bring assessment data back to the PLCs.<br>- Based on the data, teachers discuss effective implementation of verbal models.<br>- Based on data, PLCs use the problem-solving process to determine next steps. The PLC will discuss other possible verbal model strategy implementation for future lessons.<br>-PLCs record their work in the PLC logs.<br>**-EET Rubric 1c, 1f, 3d, 3e,** | February- % faculty implementation<br><br>May- % faculty implementation | First and Second Nine Week Checks<br>*Geometry*<br>Baseline – Mean:<br>Midyear – Mean: | |

| | | | **4a, 4d, 4e**<br><br>*Administrators/ Leadership Team*<br>-After administrative walkthroughs or department head fidelity checks, teachers are identified with excellent verbal model activities will be asked to be demonstration classrooms.<br>-PLC leaders and Department Heads will put verbal model strategies on monthly department meeting agendas to discuss successes and challenges.<br>-The Math PLC will discuss the progress of the implementation of verbal model activities and how to make them more effective.<br>**-EET Rubric 4d, 4e**<br><br>*Whole Faculty*<br>-Throughout the school, teachers will participate in faculty SIP reviews where teachers showcase successful examples of verbal model activities.<br>**-EET Rubric 4a, 4d, 4e** | | | |
| 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 |
| **I. Students scoring in the upper third on Geometry.** | | | 2.1.<br>- Teachers are at varying skill levels with higher order questioning techniques.<br>- PLC meetings did not include discussion of higher order questioning strategies for upcoming lessons.<br>- Not all teachers know how to identify and/or | 2.1.<br>**Tier 1** – The purpose of this strategy is to strengthen the core curriculum. Students' math skills will improve through the use of **higher order questioning strategi**es (HOTS).<br><br>Action Steps<br>**PLAN**<br>- As a Professional | 2.1.<br>Who<br>-Department Heads<br><br>How<br>-Durant SIP Fidelity Check<br><br>Progress Monitoring<br>-Using the Durant Fidelity SIP Check the following data was collected by | 2.1.<br>A baseline assessment will be administered the first nine weeks and a midyear assessment will be administered the second nine weeks to all Algebra and Geometry students. The data will be collected by the Department Head and documented in the PLC logs. The PLC will plan lessons | 2.1.<br>Semester Exams<br><br>During Nine Weeks<br>District Designed Formative Assessments will be administered at the beginning of first nine weeks and at the midyear at the start of the third nine weeks. |
| Geometry Goal I:<br><br>The percentage of students scoring in the upper third on the 2013 End-of-Course Geometry Exam will increase from 32% to 35%. | 2012 Current Level of Performance:*<br><br>**32%** | 2013 Expected Level of Performance:*<br><br>**35%** | | | | | |

| | | | write higher order questioning lessons and assessments. <br> - Lack of common planning time for teachers to conduct the problem-solving process with higher order questioning strategies <br> - Administrators are at varying skill levels with identification. <br> -Students lack knowledge base to answer HOTS questions and activities. | Development activity in their PLCs, teachers spend time sharing, researching, teaching, and modeling HOTS. The professional development will show teachers how to apply higher levels of thinking in their classrooms. <br> -The PLC's develop math skill activities making sure the students refer to HOTS throughout instruction time. <br> -The PLC's identify common assessments for measuring whether the students are using higher levels of thinking. <br> **-EET Rubric 1a, 1e, 1f, 3d, 4d** <br><br> **DO/CHECK** <br> -Teachers model a model of a HOTS activity in math for their students. <br> -Teachers have the students use HOTS during instruction time. <br> - At the end of the unit, teachers give a common assessment identified from the core curriculum material. <br> **-EET Rubric 1e, 3a, 3d, 4d** <br><br> **CHECK/ACT** <br> *Teachers/PLC's* <br> - Teachers bring assessment data back to the PLCs. <br> - Based on the data, teachers discuss effective implementation of HOTS. <br> - Based on data, PLCs use the problem-solving process to determine next steps. The PLC will discuss other possible HOTS strategy | Department Heads walkthrough. <br><br> September – faculty implementation <br><br> November – faculty implementation <br><br> February- faculty implementation <br><br> May- % faculty implementation | based the data to complete necessary reviews of needed skills and subject content. The Leadership Team will take action when the PLC has tried to fix the problem and has not been successful. <br><br> <u>First and Second Nine Week Checks</u> <br> *Geometry* <br> Baseline – Mean: <br> Midyear – Mean: | |
|---|---|---|---|---|---|---|---|

| | | | | implementation for future lessons. <br> -PLCs record their work in the PLC logs. <br> **-EET Rubric 1c, 1f, 3d, 3e, 4a, 4d, 4e** <br><br> *Administrators/ Leadership Team* <br> -After administrative walkthroughs or department head fidelity checks, teachers are identified with excellent HOTS activities will be asked to be demonstration classrooms. <br> -PLC leaders and Department Heads will put HOTS strategies on monthly department meeting agendas to discuss successes and challenges. <br> -The math PLC will discuss the progress of the implementation of HOTS Activities and how to make them more effective. <br> **-EET Rubric 4d, 4e** <br><br> *Whole Faculty* <br> -Throughout the school, teachers will participate in faculty SIP reviews where teachers showcase successful examples of HOTS Activities. <br> **-EET Rubric 4a, 4d, 4e** | | | |
| | | | 2.2. | 2.2. | 2.2. | 2.2. | 2.2. |
| | | | 2.3 | 2.3 | 2.3 | 2.3 | 2.3 |

*End of Geometry EOC Goals*

## NEW Science Florida Alternate Assessment Goal

| Elementary, Middle and High Science Goals | | | Problem-Solving Process to Increase Student Achievement | | | |
|---|---|---|---|---|---|---|
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| **J. Florida Alternate Assessment: Students scoring at proficient in science (Levels 4-9).**<br><br>Science Goal J:<br><br>The percentage of students scoring a Level 4 or higher on the 2013 FAA will maintain or increase by 1%. | 2012 Current Level of Performance:*<br><br>**NA**<br>**This is the first year we will have enough students to record. We do not have any data at this time.** | 2013 Expected Level of Performance:* | J.1.<br>Lack of parental support Inability to understand basic needs due to intellectual disability | J.1.<br>Teachers will use Science Explorer and Health curriculum. Within these curriculums are some practices with real-world applications through daily activities. | J.1.<br><u>Who</u><br>-Department Heads<br><br><u>How</u><br>-Durant SIP Fidelity Check<br><br><u>Progress Monitoring</u><br>-Using the Durant Fidelity SIP Check the following data was collected by Department Heads walkthrough.<br><br>September – % faculty implementation<br><br>November – % faculty implementation<br><br>February- % faculty implementation<br><br>May- % faculty implementation | J.1.A baseline test will be administered the first nine weeks and a midyear test will be administered the third nine weeks to FAA reading students. The data will be collected by the Department Head and documented in the PLC logs.<br><br><u>First and Second Nine Week Checks</u><br><mark>Baseline – Mean:</mark><br><mark>Midyear – Mean:</mark><br><br>Also, the students' progress will be assessed through teacher observations of the students' performance of real world health and science applications and the progress of goals and objectives. | J.1.<br>Curriculum tests Teacher Observation |
| | | | 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 | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| **K. Students scoring in the middle or upper third (proficient) in Biology.**<br><br>Biology Goal K:<br><br>The percentage of students scoring in the middle and upper third on the 2013 End-of-Course Biology Exam will increase from 71% to 74%.<br><br>2012 Current Level of Performance:* **71%**  2013 Expected Level of Performance:* **74%** | 1.1.<br>- Teachers are at varying skill levels with higher order questioning techniques.<br>- PLC meetings did not include discussion of higher order questioning strategies for upcoming lessons.<br>- Not all teachers know how to identify and/or write higher order questioning lessons and assessments.<br>- Lack of common planning time for teachers to conduct the problem-solving process with higher order questioning strategies<br>- Administrators are at varying skill levels with identification.<br>-Students lack knowledge base to answer HOTS questions and activities. | 1.1.<br>**Tier 1** – The purpose of this strategy is to strengthen the core curriculum. Students' reading comprehension of biology concepts will improve through the use of **CIS (Comprehension Instructional Sequence Lesson)** across all content areas.<br><br>Action Steps<br>**PLAN**<br>- As a professional development training, the reading coach will increase teacher knowledge of CIS lessons.<br>-After the training, teachers will visit host classrooms where teachers are modeling a CIS lesson.<br>-As a Professional Development activity in their PLCs, teachers spend time sharing, researching, teaching, and modeling CIS. The professional development will show teachers how to apply higher levels of thinking in their classrooms.<br>-The PLC's develop vocabulary activities using the gradual release lesson plan model making sure the students refer to CIS | 1.1.<br>Who<br>-Department Heads<br><br>How<br>-Durant SIP Fidelity Check<br><br>Progress Monitoring<br>-Using the Durant Fidelity SIP Check the following data was collected by Department Heads walkthrough.<br><br>September – faculty implementation<br><br>November – faculty implementation<br><br>February- faculty implementation<br><br>May- % faculty implementation | 1.1.<br>A baseline assessment will be administered the first nine weeks and a midyear assessment will be administered the second nine weeks to all Biology students. The data will be collected by the Department Head and documented in the PLC logs. The PLC will plan lessons based the data to complete necessary reviews of needed skills and subject content. The Leadership Team will take action when the PLC has tried to fix the problem and has not been successful.<br><br>1st and 2nd Nine Weeks:<br>Baseline: Mean – %<br>Midyear: Mean – % | 1.1.<br>Semester Exams<br><br>During Nine Weeks<br>District Designed Formative Assessments will be administered at the beginning of first nine weeks and at the midyear at the start of the third nine weeks. |

| | | | | throughout instruction time.<br>-The PLC's identify common assessments for measuring whether the students are using higher levels of thinking.<br>**-EET Rubric 1a, 1e, 1f, 3d, 4d**<br><br>**DO/CHECK**<br>-Teachers model a model of a CIS activity with appropriate subject area modifications for their students.<br>-Teachers have the students use CIS during instruction time.<br>- At the end of the unit, teachers give a common assessment identified from the core curriculum material.<br>**-EET Rubric 1e, 3a, 3d, 4d**<br><br>**CHECK/ACT**<br>*Teachers/PLC's*<br>- Teachers bring assessment data back to the PLCs.<br>- Based on the data, teachers discuss effective implementation of CIS.<br>- Based on data, PLCs use the problem-solving process to determine next steps. The PLC will discuss other possible CIS strategy implementation for future lessons.<br>-PLCs record their work in the PLC logs.<br>**-EET Rubric 1c, 1f, 3d, 3e, 4a, 4d, 4e**<br><br>*Administrators/ Leadership Team*<br>-After administrative walkthroughs or department head fidelity checks, teachers | | | |

| | | | | are identified with excellent CIS activities will be asked to be demonstration classrooms.<br>-PLC leaders and Department Heads will put CIS strategies on monthly department meeting agendas to discuss successes and challenges.<br>-The Science Department will discuss the progress of the implementation of CIS Activities and how to make them more effective.<br>**-EET Rubric 4d, 4e**<br><br>*Whole Faculty*<br>-Throughout the school, teachers will participate in faculty SIP reviews where teachers showcase successful examples of CIS Activities.<br>**-EET Rubric 4a, 4d, 4e** | | | |
|---|---|---|---|---|---|---|---|
| | | | 1.2.<br>-Students lack the understanding of how to use the strategy properly.<br>-Not all teachers teach the strategy the same.<br>-Students and teachers lack the knowledge about the concept or idea being taught by the strategy (freedom, liberty, etc.)<br>-How do teachers assess the strategy and hold students accountable.<br>- Need training for teachers how to use CRISS strategies in the classroom. | 1.2.<br>**Tier 1** – The purpose of this strategy is to strengthen the core curriculum. Students' reading comprehension will increase through the use of **CRISS Strategies**.<br><br>Action Steps<br>**PLAN**<br>- As a Professional Development activity in their PLCs, teachers spend time sharing, researching, teaching, and modeling CRISS strategies and appropriate usage of several CRISS strategies (RAFT, Selective Underlining, and One Sentence Summaries).<br>-The PLC's develop CRISS strategies lessons making sure the students refer to the CRISS strategies words | 1.2.<br>Who<br>-Department Heads<br><br>How<br>-Durant SIP Fidelity Check<br><br>Progress Monitoring<br>-Using the Durant Fidelity SIP Check the following data was collected by Department Heads walkthrough.<br><br>September – % faculty implementation<br><br>November – % faculty implementation<br><br>February- % faculty implementation | 1.2.<br>A baseline assessment will be administered the first nine weeks and a midyear assessment will be administered the second nine weeks to all Biology students. The data will be collected by the Department Head and documented in the PLC logs.  The PLC will plan lessons based the data to complete necessary reviews of needed skills and subject content. The Leadership Team will take action when the PLC has tried to fix the problem and has not been successful.<br><br>1st and 2nd Nine Weeks:<br>==Baseline:  Mean – %==<br>==Midyear:  Mean – %== | 1.2.<br>Semester Exams<br><br>During Nine Weeks<br>District Designed Formative Assessments will be administered at the beginning of first nine weeks and at the midyear at the start of the third nine weeks. |

| | | | throughout instruction time.<br>-The PLC's identify common assessments for measuring whether the students learned the vocabulary words.<br>**-EET Rubric 1a, 1e, 1f, 3d, 4d**<br><br>**DO/CHECK**<br>-Teachers model a model of a CRISS strategy with appropriate subject area modifications for their students.<br>-Teachers have the students use CRISS strategies during instruction time.<br>- At the end of the unit, teachers give a common assessment identified from the core curriculum material.<br>**-EET Rubric 1e, 3a, 3d, 4d**<br><br>**CHECK/ACT**<br>*Teachers/PLC's*<br>- Teachers bring assessment data back to the PLCs.<br>- Based on the data, teachers discuss effective implementation of CRISS strategies.<br>- Based on data, PLCs use the problem-solving process to determine next steps. The PLC will discuss other possible CRISS strategy implementation for future lessons.<br>-PLCs record their work in the PLC logs.<br>**-EET Rubric 1c, 1f, 3d, 3e, 4a, 4d, 4e**<br><br>*Administrators/ Leadership Team*<br>-After administrative walkthroughs or department | May- % faculty implementation | | |

| | | | head fidelity checks, teachers are identified with excellent CRISS strategies will be asked to be demonstration classrooms.<br>-PLC leaders and Department Heads will put CRISS strategies on monthly department meeting agendas to discuss successes and challenges.<br>-The Science Department will discuss the progress of the implementation of CRISS strategies and how to make them more effective.<br>**-EET Rubric 4d, 4e**<br><br>*Whole Faculty*<br>-Throughout the school, teachers will participate in faculty SIP reviews where teachers showcase successful examples of CRISS strategies.<br>**-EET Rubric 4a, 4d, 4e** | | | |
| | | 1.3.<br>-Too many words. Need to narrow number of words on the list.<br>-Teachers do not follow up with lessons and usage of the word wall.<br>-Students cannot take the word wall with them. | 1.3.<br>Strategy<br>**Tier 1** – The purpose of this strategy is to strengthen the core curriculum. Students' reading comprehension of biology vocabulary will increase when all teachers use Interactive **Word Walls** that are current, organized, and referenced throughout instruction to help students increase their vocabulary acquisition and use of content vocabulary.<br><br><u>Action Steps</u><br>**PLAN**<br>- As a Professional Development activity in their PLCs, teachers spend time | 1.3.<br><u>Who</u><br>-Department Heads<br><br><u>How</u><br>-Durant SIP Fidelity Check<br><br><u>Progress Monitoring</u><br>-Using the Durant Fidelity SIP Check the following data was collected by Department Heads walkthrough.<br><br>September – % faculty implementation<br><br>November – % faculty implementation | 1.3.<br>A baseline assessment will be administered the first nine weeks and a midyear assessment will be administered the second nine weeks to all Biology students. The data will be collected by the Department Head and documented in the PLC logs.  The PLC will plan lessons based the data to complete necessary reviews of needed skills and subject content. The Leadership Team will take action when the PLC has tried to fix the problem and has not been successful.<br><br><u>1st and 2nd Nine Weeks:</u><br>==Baseline:  Mean – %==<br>==Midyear:  Mean – %== | 1.3.<br><u>Semester Exams</u><br><br><u>During Nine Weeks</u><br>District Designed Formative Assessments will be administered at the beginning of first nine weeks and at the midyear at the start of the third nine weeks. |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | sharing, researching, teaching, and modeling word walls. | February- % faculty implementation | | |
| | | | -The PLC's develop vocabulary activities using the gradual release lesson plan model making sure the students refer to the vocabulary words throughout instruction time. | May- % faculty implementation | | |
| | | | -The PLC's identify common assessments for measuring whether the students learned the vocabulary words. | | | |
| | | | **-EET Rubric 1a, 1e, 1f, 3d, 4d** | | | |
| | | | **DO/CHECK** -Teachers model a model of a word wall activity with appropriate subject area modifications for their students. -Teachers have the students use the word walls during instruction time. - At the end of the unit, teachers give a common assessment identified from the core curriculum material. **-EET Rubric 1e, 3a, 3d, 4d** | | | |
| | | | **CHECK/ACT** *Teachers/PLC's* - Teachers bring assessment data back to the PLCs. - Based on the data, teachers discuss effective implementation of word walls. - Based on data, PLCs use the problem-solving process to determine next steps. The PLC will discuss other possible word wall strategy implementation for future lessons. | | | |

| | | | -PLCs record their work in the PLC logs. **-EET Rubric 1c, 1f, 3d, 3e, 4a, 4d, 4e**<br><br>*Administrators/ Leadership Team*<br>-After administrative walkthroughs or department head fidelity checks, teachers are identified with excellent word wall activities will be asked to be demonstration classrooms.<br>-PLC leaders and Department Heads will put word wall strategies on monthly department meeting agendas to discuss successes and challenges.<br>-The Science Department will discuss the progress of the implementation of word wall activities and how to make them more effective. **-EET Rubric 4d, 4e**<br><br>*Whole Faculty*<br>-Throughout the school, teachers will participate in faculty SIP reviews where teachers showcase successful examples of word wall activities. **-EET Rubric 4a, 4c, 4d, 4e** | | | |
|---|---|---|---|---|---|
| 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 |
| **L.   Students scoring in upper third in Biology.**<br><br>Biology Goal L:<br><br>The percentage of students scoring in the upper third on the 2013 End-of-Course | 2012 Current Level of Performance:*<br><br>**32%** | 2013 Expected Level of Performance:*<br><br>**35%** | 2.1.<br>- Teachers are at varying skill levels with higher order questioning techniques.<br>- PLC meetings did not include discussion of higher order questioning strategies for upcoming | 2.1.<br>**Tier 1** – The purpose of this strategy is to strengthen the core curriculum. Students' reading comprehension of biology concepts will improve through the use of **higher order questioning strategi**es (HOTS) across all | 2.1.<br>Who<br>-Department Heads<br><br>How<br>-Durant SIP Fidelity Check<br><br>Progress Monitoring | 2.1.<br>A baseline assessment will be administered the first nine weeks and a midyear assessment will be administered the second nine weeks to all Biology students. The data will be collected by the Department Head and documented in the | 2.1.<br>Semester Exams<br><br>During Nine Weeks<br>District Designed Formative Assessments will be administered at the beginning of first nine weeks and at the midyear at |

| | | | | | | |
|---|---|---|---|---|---|---|
| Biology Exam will increase from 32% to 35%. | | | lessons.<br>- Not all teachers know how to identify and/or write higher order questioning lessons and assessments.<br>- Lack of common planning time for teachers to conduct the problem-solving process with higher order questioning strategies<br>- Administrators are at varying skill levels with identification.<br>-Students lack knowledge base to answer HOTS questions and activities. | content areas.<br><br><u>Action Steps</u><br>**PLAN**<br>- As a Professional Development activity in their PLCs, teachers spend time sharing, researching, teaching, and modeling HOTS. The professional development will show teachers how to apply higher levels of thinking in their classrooms.<br>-The PLC's develop vocabulary activities using the gradual release lesson plan model making sure the students refer to HOTS throughout instruction time.<br>-The PLC's identify common assessments for measuring whether the students are using higher levels of thinking.<br>**-EET Rubric 1a, 1e, 1f, 3d, 4d**<br><br>**DO/CHECK**<br>-Teachers model a model of a HOTS activity with appropriate subject area modifications for their students.<br>-Teachers have the students use HOTS during instruction time.<br>- At the end of the unit, teachers give a common assessment identified from the core curriculum material.<br>**-EET Rubric 1e, 3a, 3d, 4d**<br><br>**CHECK/ACT**<br>*Teachers/PLC's*<br>- Teachers bring assessment data back to the PLCs. | -Using the Durant Fidelity SIP Check the following data was collected by Department Heads walkthrough.<br><br>September – faculty implementation<br><br>November – faculty implementation<br><br>February- faculty implementation<br><br>May- % faculty implementation | PLC logs. The PLC will plan lessons based the data to complete necessary reviews of needed skills and subject content. The Leadership Team will take action when the PLC has tried to fix the problem and has not been successful.<br><br><u>1st and 2nd Nine Weeks:</u><br>Baseline: Mean – %<br>Midyear: Mean – % | the start of the third nine weeks. |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | | - Based on the data, teachers discuss effective implementation of HOTS.<br>- Based on data, PLCs use the problem-solving process to determine next steps. The PLC will discuss other possible HOTS strategy implementation for future lessons.<br>-PLCs record their work in the PLC logs.<br>**-EET Rubric 1c, 1f, 3d, 3e, 4a, 4d, 4e**<br><br>*Administrators/ Leadership Team*<br>-After administrative walkthroughs or department head fidelity checks, teachers are identified with excellent HOTS activities will be asked to be demonstration classrooms.<br>-PLC leaders and Department Heads will put HOTS strategies on monthly department meeting agendas to discuss successes and challenges.<br>-The Science Department will discuss the progress of the implementation of HOTS Activities and how to make them more effective.<br>**-EET Rubric 4d, 4e**<br><br>*Whole Faculty*<br>-Throughout the school, teachers will participate in faculty SIP reviews where teachers showcase successful examples of HOTS Activities.<br>**-EET Rubric 4a, 4d, 4e** | | | | |
| | | | 2.2. | 2.2. | 2.2. | 2.2. | 2.2. |

| | | | | |
|---|---|---|---|---|
| 2.3 | 2.3 | 2.3 | 2.3 | 2.3 |

## NEW Writing Florida Alternate Assessment Goal

| Writing 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 |
| **M. Florida Alternate Assessment: Students scoring at 4 or higher in writing (Levels 4-9).**<br><br>Writing Goal M:<br><br>The percentage of students scoring a Level 4 or higher on the 2013 FAA will maintain or increase by 1%. | 2012 Current Level of Performance:*<br><br>**NA**<br>**This is the first year we will have enough students to record. We do not have any data at this time.** | 2013 Expected Level of Performance:* | M.1.<br>-Lack of fine motor skills needed to write in a timely manner<br>-Lack of intellectual ability to remember important information | M.1<br>Students' writing skills will improve through the teachers' use of a modified **Writers' Workshop** lessons focused on teacher modeling and the gradual release of learning control given to the students. | M.1.<br>Who<br>-Department Heads<br><br>How<br>-Durant SIP Fidelity Check<br><br>Progress Monitoring<br>-Using the Durant Fidelity SIP Check the following data was collected by Department Heads walkthrough.<br><br>September – % faculty implementation<br><br>November – % faculty implementation<br><br>February- % faculty implementation<br><br>May- % faculty implementation | M.1.<br>A baseline test will be administered the first nine weeks and a midyear test will be administered the third nine weeks to FAA writing students. The data will be collected by the Department Head and documented in the PLC logs.<br><br>First and Second Nine Week Checks<br>Baseline – Mean:<br>Midyear – Mean:<br><br>Also, the students' progress will be assessed through teacher observations of the students' performance of real world writing applications and the progress of goals and objectives. Additionally, performance on modified job applications or information sheets will be used as assessments. | M.1.<br>Curriculum tests<br>Teacher Observation<br>Performance on modified job applications or information sheets |
| | | | M.2. | M.2. | M.2. | M.2. | M.2. |
| | | | M.3. | M.3. | M.3. | M.3. | M.3. |

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

| 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:<br><br>Implement/expand project/problem-based learning in math, science and CTE/STEM electives.<br><br>Increase the number of industry certifications from 3% to 20%. | 1.1<br>-Need common planning time for math, science, ELA and other STEM teachers<br>-Students lack the knowledge of content.<br>-Teachers need to create projects and assignments that allow students to learn content easier and better. | 1.1<br>-Explicit direction for STEM professional learning communities to be established.<br>-Documentation of planning of units and outcomes of units in logs.<br>-Increase effectiveness of lessons through lesson study and district metrics, etc. | 1.1<br><u>Who</u><br>-Department Heads<br><br><u>How</u><br>-Durant SIP Fidelity Check<br><br><u>Progress Monitoring</u><br>-Using the Durant Fidelity SIP Check the following data was collected by Department Heads walkthrough.<br><br>September – faculty implementation<br><br>November – faculty implementation<br><br>February- faculty implementation | 1.1<br>The nine-week project scores will be recorded on project rubrics. The data will be collected by the Department Head and documented in the PLC logs.<br><br><u>First Nine Week Check</u> Project Rubric Scores, the average nine-week score was .<br><br><u>Second Nine Week Check</u> Project Rubric Scores, the average nine-week score was .<br><br><u>Third Nine Week Check</u> Project Rubric Scores, the average nine-week score was . | 1.1<br>Logging number of project-based learning in math, science and CTE/STEM elective per nine week. Share data with teachers. |
| | 1.2.<br>- Teachers are at varying skill levels with higher order questioning techniques.<br>- PLC meetings did not include discussion of higher order questioning strategies for upcoming lessons.<br>- Not all teachers know how to identify and/or write higher order questioning lessons and assessments.<br>- Lack of common planning time for teachers to conduct the problem-solving process with higher order questioning strategies | 1.2.<br>**Tier 1** – The purpose of this strategy is to strengthen the core curriculum. Students' reading comprehension will improve through the use of **CIS (Comprehension Instructional Sequence Lesson)** across all content areas. For the problem based learning, the students' comprehension of texts used in the project will be strengthened by repeated | 1.2.<br><u>Who</u><br>-Department Heads<br><br><u>How</u><br>-Durant SIP Fidelity Check<br><br><u>Progress Monitoring</u><br>-Using the Durant Fidelity SIP Check the following data was collected by Department Heads | 1.2.<br>The nine-week project scores will be recorded on project rubrics. The data will be collected by the Department Head and documented in the PLC logs.<br><br><u>First Nine Week Check</u> Project Rubric Scores, the average nine-week score was .<br><br><u>Second Nine Week Check</u> Project Rubric Scores, the average nine-week score was . | 1.2.<br>Logging number of project-based learning in math, science and CTE/STEM elective per nine week. Share data with teachers. |

| | | | | |
|---|---|---|---|---|
| | - Administrators are at varying skill levels with identification.<br>-Students lack knowledge base to answer HOTS questions and activities. | readings.<br><br>**Action Steps**<br>**PLAN**<br>- As a professional development training, the reading coach will increase teacher knowledge of CIS lessons.<br>-After the training, teachers will visit host classrooms where teachers are modeling a CIS lesson.<br>-As a Professional Development activity in their PLCs, teachers spend time sharing, researching, teaching, and modeling CIS. The professional development will show teachers how to apply higher levels of thinking in their classrooms.<br>-The PLC's develop vocabulary activities using the gradual release lesson plan model making sure the students refer to CIS throughout instruction time.<br>-The PLC's identify common assessments for measuring whether the students are using higher levels of thinking.<br>**-EET Rubric 1a, 1e, 1f, 3d, 4d**<br><br>**DO/CHECK**<br>-Teachers model a model of a CIS activity with appropriate subject area modifications for their students.<br>-Teachers have the students use CIS during instruction time.<br>- At the end of the unit, teachers give a common assessment identified from the core curriculum material. | walkthrough.<br><br>September – faculty implementation<br><br>November – faculty implementation<br><br>February- faculty implementation<br><br>May- % faculty implementation | <mark>Third Nine Week Check Project Rubric Scores, the average nine-week score was .</mark> | |

| | | | | | |
|---|---|---|---|---|---|
| | | -EET Rubric 1e, 3a, 3d, 4d<br><br>**CHECK/ACT**<br>*Teachers/PLC's*<br>- Teachers bring assessment data back to the PLCs.<br>- Based on the data, teachers discuss effective implementation of CIS.<br>- Based on data, PLCs use the problem-solving process to determine next steps. The PLC will discuss other possible CIS strategy implementation for future lessons.<br>-PLCs record their work in the PLC logs.<br>**-EET Rubric 1c, 1f, 3d, 3e, 4a, 4d, 4e**<br><br>*Administrators/ Leadership Team*<br>-After administrative walkthroughs or department head fidelity checks, teachers are identified with excellent CIS activities will be asked to be demonstration classrooms.<br>-PLC leaders and Department Heads will put CIS strategies on monthly department meeting agendas to discuss successes and challenges.<br>-The Leadership Team will discuss the progress of the implementation of CIS Activities and how to make them more effective.<br>**-EET Rubric 4d, 4e**<br><br>*Whole Faculty*<br>-Throughout the school, teachers will participate in faculty SIP reviews where teachers showcase successful examples of CIS Activities.<br>**-EET Rubric 4a, 4d, 4e** | | | |

| | | | | 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 |
| SIP Strategies & goals | 9-12 | Various Teachers/ SAC Chair (Holly Popa) | School-wide | Monthly (Various Strategies) | Fidelity & Strategy Checks | SIP Strategies & goals |
| SIP reading strategy training | 9-12 | Lisa Gottman (Reading Coach) | School-wide | Daily visits to classrooms, Weekly strategy postings on school email, & monthly PLC trainings | Fidelity & Strategy Checks | SIP reading strategy training |
| PLC Meetings | 9-12 | Beulah Reed (CTE Department Head) & Leona Rothe (Business Department Head) | CTE & Business Departments | Monthly | Department Head Walkthroughs | Beulah Reed (CTE Department Head) & Leona Rothe (Business Department Head) |
| Sub PLC Meetings (Example: Food Prep) | 9-12 | Beulah Reed (CTE Department Head) & Leona Rothe (Business Department Head) | CTE & Business Departments | Weekly | Department Head Walkthroughs | Beulah Reed (CTE Department Head) & Leona Rothe (Business Department Head) |

*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 | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |

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

| CTE Goal #1:<br><br>Sustain/Increase the number of Career Technical Student Organization chapters from 3 in 2011-2012 to 5 in 2012-2013.<br><br>Increase the student membership from 25% in 2011-2012 to 40% in 2012-2013. | 1.1. | 1.1.<br>Increase student participation in CTSO competitions/events. | 1.1.<br>CTE Teachers | 1.1.<br>Aggregate and analyze the data every quarter to develop next steps | 1.1.<br>Log of number of CTSO events<br>Log of number of students who attend CTSO events |
|---|---|---|---|---|---|
| | 1.2. | 1.2. | 1.2. | 1.2. | 1.2. |
| | 1.3. | 1.3. | 1.3. | 1.3. | 1.3. |

## 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 |
| PLC Meetings | 9-12 | Beulah Reed (CTE Department Head) & Leona Rothe (Business Department Head) | CTE & Business Departments | Monthly | Department Head Walkthroughs | Beulah Reed (CTE Department Head) & Leona Rothe (Business Department Head) |
| Sub PLC Meetings (Example: Food Prep) | 9-12 | Beulah Reed (CTE Department Head) & Leona Rothe (Business Department Head) | CTE & Business Departments | Weekly | Department Head Walkthroughs | Beulah Reed (CTE Department Head) & Leona Rothe (Business Department Head) |
| | | | | | | |

*End of CTE Goal(s)*

# Differentiated Accountability

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

| School Differentiated Accountability Status | | |
|---|---|---|
| ☐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. |
|---|
|  |

| 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 |
| Readings Goals #1-5 | The school newspaper and yearbook staffs needed new computers to use with their programs. Both programs have tight budgets especially the newspaper and the students use and enjoy both. The faculty especially Reading and English use the school newspaper in their classrooms for mini lessons. These mini lessons were to help with FCAT practice. The students are able to practice FCAT skills and read about the school (something they are interested in). | 3133.60 | 3130.86 |
| Tutoring Supplies (ELP) Reading Goal #4 | We are need to buy tutoring supplies for the ELP reading tutoring during PAWS homerooms, during lunch, and after school. We are trying to tutor our level 2 students close to the passing level 3 score and our level 3 10th graders who are close to falling to a level 2 and currently are not in any reading classes. | 1100.00 | 1238.75 |
| School Improvement Coordinator | We are in need of having a person to be responsible to gather information from the | 1100.00 | 1000.00 |

| | | | |
|---|---|---|---|
| | departments, encourage the fidelity process, organize and conduct trainings, help teachers with lesson plans aligning with the SIP, and design, organize, and oversee ELP tutoring. The person will work with SAC and help make updates on the SIP. | | |
| Teacher Faculty Training Social Continuous Improvement Goal #1 | Our Continuous Improvement Goal is trying to get the faculty to increase their trust and collegiality. We are having activities once a nine weeks where the teachers are going to gather to learn a new learning strategy and have an opportunity to work meet and greet other faculty members. | 250.00 | 0 |
| Media Center Reading Programs Reading Goals #1-5 | The Media Center has several reading programs which encourages our students to read. The programs need incentives for the students have read the books and taken the quizzes or completed the activities with the books. | 1000.00 | 1029.42 |
| FAA Math & Science Goals | The students in the ESE department needed white boards to practice manipulating and calculating math and science problems. The students need materials to allow them to have extra hands on practice. | 275.00 | 288.03 |
| Final Amount Spent | | | 6687.06 |