FLORIDA DEPARTMENT OF EDUCATION

School Improvement Plan (SIP)
Form SIP-1

2012-2013 SCHOOL IMPROVEMENT PLAN

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PART I: SCHOOL INFORMATION

School Name: Mendez Exceptional Center/East Henry Avenue	District Name: Hillsborough
Principal: Kimberly W. Jahn	Superintendent: Mary Ellen Elia
SAC Chair: Dana Greco-Tilton	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	Kimberly W. Jahn	BS Education MA Educational Leadership	1.0	5.5	Students in previous schools have shown through DSS scores that they have made progress under her leadership. While establishing a program on a traditional school campus in Clay County, academic growth and test scores for her students continued to increase under her supervision assisting the school with earning an "A" grade for three years. As a prior assistant principal, Mrs. Jahn fostered academic excellence with her staff through provision of in-service opportunities, instructional leadership, and testing guidance and support. For three years, Mrs. Jahn has served as staffing coordinator for Hillsborough County. In that capacity she assisted with student achievement by ensuring that proper identification of disabilities was accomplished

					therefore resulting in the provision of appropriate services for each student.

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)
N/A					

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. Individual conference and follow-up during implementation of each teachers Individual Professional Development Plan	Kimberly Jahn	June 2013	
2. Encourage on-going district-wide Professional Development Trainings/Provide on-site trainings	Kimberly Jahn	June 2013	
3. Hiring of certified teachers with subject area certifications	Kimberly Jahn	June 2013	

4. Attend professional district-wide hiring days	Kimberly Jahn	June 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 qualified.	Provide the strategies that are being implemented to support the staff in becoming highly effective
3	Teachers will be required to sign intent to earn certification in subject area taught. Teachers will attend and participate in district-wide professional development trainings in their subject areas. Teachers will participate in regular PLC's (Professional Learning Communities) to collaborate and share best practices for instruction. Teachers will meet and correspond with Department Heads to keep abreast of current teaching trends, curriculum needs and testing instruments.

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
10	1 (10%)	1 (10%))	6 (60%)	3 (30%)	3 (30%)	7 (70%)	3 (30%)	0	3 (30%)

Teacher Mentoring Program

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Deborah Shannon	All instructional teachers	EET (Empowering Effective Teachers)	Informal/Formal Walk-Thru's, Pre-Post Conferences, Evaluations, Recommendations, Action Plans, Recommendations , Provision of Feedback

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 Students are provided additional support and remediation through the following: before school tutoring (ELP), after school tutoring (SES), quality teachers through professional development, Subject Area Lead meetings, ESY (extended school year)
Title I, Part C- Migrant
Title I, Part D
Title II The district receives funds for staff development to increase student achievement through staff and instructional trainings.
Title III
Title X- Homeless The district receives funding to provide additional support and resources (tutoring and social services) for students as identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

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Supplemental Academic Instruction (SAI) SAI funding is coordinated with Title 1 funds to provide Extended School Year (ESY) and ELP tutoring.
Violence Prevention Programs MHC Therapeutic Intervention, School-Wide Bullying Intervention, Community Intervention (bullying services provided by Stratz Performing Arts)
Nutrition Programs Free breakfast is provided to every student regardless of caregivers financial status and/or ability. Free and reduced lunch is provided to every student. School District of Hillsborough County encourages and participates in Healthy School Program.
Housing Programs
Head Start
Adult Education
Career and Technical Education Title 1 regulates support to each school site in which funds can be utilized for such training.
Job Training Title 1 regulates the funding to support school sites with such 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. Kimberly Jahn Dana G. Tilton Shelly Ochs Myra Eggert Kim Duran Kerry Mayes
Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts? The MTSS Leadership Team meets on a weekly basis and reports to the principal upon conclusion of meeting. The Team functions as a support mechanism to ensure high quality instruction/intervention services that coincides with each student's needs. Utilizing performance levels and learning rates over time, data-based decisions

are used to guide instruction. The MTSS reviews school-wide data to address the progress of low-performing students and determine the enrichment and accelerations needs of higher performing students. The overall goal for all students is to achieve adequate yearly progress and improve other long-term goals (behavior, attendance, etc.). All decisions are made by analyzing student data and the team uses the Collaborative Culture Solving Model as a guide. The MTSS team is considered the main leadership team in our school and will meet monthly and utilize the problem solving process to do the following:

- Oversee the multi-layered mode of service delivery (Tier 3/Intensive)
- Based on student data, recommend implement, and coordinate supplemental services (Tier3) that match students' non-mastery of skills through:
- Tutoring during the day in small group/individual pull-outs in reading, math and science
- Extended Learning Programs during and before/after school
- Intensive Math and Reading courses
- Determine scheduling needs, curriculum needs and intervention resources based on specific, identified needs gathered from data analysis
- Determine school-wide professional development needs of staff and faculty and arrange trainings aligned with SIP goals
- Interpret and review student data
- Organize and support systematic data collection as needed
- Strengthen the Tier 3 instruction via the following:
- Support PLC's
- Use of school-based Mini Assessments (data will be collected by PLC's and reviewed for analysis)
- \Utilize Common Core Assessments at the end of chapters (data will be collected and reviewed)
- Implement and utilize scientifically validated instructional strategies and interventions that are research-based
- Communicate with parents, business partners and students regarding student outcomes via conferences and summaries
- At the end of each nine weeks, assist in teacher data and student achievement
- Work collaboratively with the PLC's in the evaluation and implementation of students' Individual Educational Plans
- Coordinate and collaborate with other working committees, such as the Literacy Leadership Team

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?

- SAC chair is part of the RtI team
- The RtI team and SAC were in involved in previous School Improvement Plan development that was initiated prior to the end of 2010 and during recent planning for the 2011-2012 school year
- The School Improvement Plan is part of the working document that guides the work of the RtI team. The bulk of the work from the team is outlined in Expected Improvements/Problem Solving Process sections (and related professional development plans) for school-wide goals in Reading, Writing, Math, Science, and Behaviors
- Using data and information gathered from PLC's, the RtI team will continue to monitor interventions and instruction for best strategies. Data driven information will guide changes needed on the School Improvement Plan throughout the school year.

MTSS Implementation
De 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: Extended Learning program Database: Scantron Achievement Series Person Responsible for Monitoring: PSLT/ELP Facilitator Data Source: FCAT Database: FCAT reports Person Resonsible for Monitoring: PSLT/PL's/Joann Dobbs and Dana Tilton Data Source: FAIR Testing Database: Progress Monitoring and Reporting Network Person Responsible for Monitoring: Dana Tilton/PLC's Data Source: Formative Baseline Pre/Post Test Database: Scantron Achievement Series Person Responsible for Monitoring: PLC's/Classroom Teachers Data Source: Subject Assessments (generated by district) Database: Scantron Achievement Series Person Responsible for Monitoring: PLC's/Classroom Teachers Data Source: CELLA Database: Sagebrush Person Responsible for Monitoring: ELL PSLT Representative 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.
Describe the plan to train staff on MTSS. Throughout the 2012-2013 school year, faculty will be trained. Members of the team will assist and support PLC's to ensure proper interpretation of data. Staff development trainings will be conducted during Tuesday Faculty meetings and other times, as needed. Mendez/East Henry Academy will encourage and invite our area RtI facilitator to review our progress and provide on-site coaching.
Describe plan to support MTSS. All staff members will be encouraged to participate in our school-wide efforts to assist the Team of ongoing support and review of students and their progress and/or lack of.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). Marjie Hobbs, Testing Coordinator

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Joann Dobbs, Language Arts Subject Area Lead
Silvana Van, Reading Teacher
Dana Tilton, ESE Specialist

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).
The LLT is a subset of the Problem Solving Leadership Team. The team provides leadership for the implementation of the reading strategies on the SIP.
The Principal is the LLT chairperson. The Subject Area Leads and the Principal collaborate with the team to ensure that data driven instruction support is provided to all teachers. The Principal and LLT monitors data, reading, and school wide goals to create a professional environment to assist the Problem Solving Leadership Team, including other administrators, teachers, staff members, students and parents.

What will be the major initiatives of the LLT this year?
- Evaluate and implement the SIP reading strategies across all subject areas   - Professional Development   - Modeling, Observation of research-based reading strategies within individual lessons across the content areas   - On-going data analysis   - Continue Reading Plan

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

*Elementary Title I Schools Only: Pre-School Transition

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

N/A

*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.

School-Wide implementation to include and promote reading strategies across all core curriculums. PLC's will share reading strategies with all teachers. Data analysis of assessment scores both formal and informal will be closely monitored to determine student's needs.

*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?

Course work is designed and implemented to make "real world" connections and each day student's discuss relationships of core subject areas and the relevance to their future endeavors. Social/Personal course work is a daily part of each student's day with the promotion and need of knowing specific content areas to assist with their post-secondary plans.

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?

The district provides us with a Transition Specialist and part-time Guidance Counselor to ensure course selection as meaningfully and relevant for their career planning. Job Interest inventories/assessments are completed prior to their Transition Individual Plans to assist with any future plans.

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.

At the current time, inadequate data available to track trends.
School Level Post-Secondary needs include the following:
- College visits-through the Connections Program (facilitated by the Transition Specialist and the guidance Counselor). 11th and 12th grade students will participate in HCC visit, USF visit, job shadowing and speaker series.
- Students will be able to earn field trips to visit Brewster and Erwin Technical Center to learn about their specialized programs.
- Information will be distributed and implemented throughout the course of the year (PSAT, SAT, test dates, etc.)
- All secondary students/parents will be invited and encouraged to attend an annual Diploma Night to discuss post-secondary options, diploma decisions and transition issues.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

Reading Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. FCAT 2.0: Students scoring proficient in reading (Level 3-5). Reading Goal #1: The percentage of students scoring a Level 3 or higher on the 2013 FCAT Reading will increase from 12% to 20%.	2012 Current Level of Performance:* **12%**	2013 Expected Level of Performance:* **20%**	1.1. Paperwork requirements	1.1 Students reading skills will improve through implementation of strategic goals listed on student Individual Educational Plan. Action Plans include: * continue FAIR testing to analyze areas of needed improvement * SES/ELP Tutoring to determine targeted skills needed to reach reading mastery levels * enroll students in Intensive Reading courses * Utilize PLC's to analyze testing results and to implement next procedures	1.1. Principal Language Arts/Reading Teachers PLC Facilitators IEP Teams How? IEP Progress Reports-every 9 weeks First Nine Week Check: All teachers will diligently look at IEP reading goals and coordinate with Reading teacher to implement plan Second Nine Week Check: SMART Goal to include continued monitoring IEP quarterly check	1.1. Review Sagebrush for assessment scores each nine weeks Check FAIR scores after each implementation Review all state-wide/district assessment scores upon arrival	1.1. Unit Assessments Nine Week Grades 3x per year check Progress Monitoring for results FAIR results
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in reading. Reading Goal #2: The percentage of students scoring a Level 4 or higher on the 2013 FCAT Reading will increase from 8% to 10%.	2012 Current Level of Performance:* **8%**	2013 Expected Level of Performance:* **10%**	2.1.	2.1. **Strategy/Task** Reading comprehension improves when students are engaged in grappling with complex text. Teachers need to understand how to **select/identify** complex text.	2.1. Principal Language Arts/Reading Teachers PLC Facilitators IEP Teams How? IEP Progress Reports-every 9 weeks	2.1. Principal Language Arts/Reading Teachers PLC Facilitators How? IEP Progress Reports-every 9 weeks First Nine Week Check: All teachers will diligently look at IEP reading goals and coordinate	2.1. Unit Assessments Nine Week Grades 3x per year check Progress Monitoring for results FAIR results

				shift the amount of informational text used in the content curricula, and **share** complex texts with all students. **All content area teachers are responsible for implementation.** Action Steps- During the lessons, teachers: -Teachers will utilize district based tools to assist in identifying complex text to use with students. -Will ask text-dependent questions to provide multiple reasons and opportunities for the students to reread and review the text. -Will facilitate discussion and writing opportunities to scaffold students' understanding of the complex text. During the lessons, students: -Will be able to share the lessons' objectives in terms of expected student outcomes. -Will examine complex sentences to better understand challenging syntax and to identify why the author chose certain sentence structures to deepen the readers understanding	First Nine Week Check: All teachers will diligently look at IEP reading goals and coordinate with Reading teacher to implement plan Second Nine Week Check: SMART Goal to include continued monitoring IEP quarterly check	with Reading teacher to implement plan Second Nine Week Check: SMART Goal to include continued monitoring IEP quarterly check	
				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**	**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**

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3. **FCAT 2.0:** Points for students making Learning Gains in reading.			3.1.	3.1. See 1.1 and 2.1	3.1.	3.1.	3.1.
Reading Goal #3: Points earned from students making learning gains on the 2013 FCAT Reading will increase from 57 points to 67 points.	2012 Current Level of Performance:* **57 points**	2013 Expected Level of Performance:* **67 points**					
			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**	**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**
4. **FCAT 2.0:** Points for students in Lowest 25% making learning gains in reading.			4.1.	4.1.	4.1.	4.1.	4.1.
Reading Goal #4: **N/A**	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			4.2.	4.2.	4.2.	4.2.	4.2.
			4.3	4.3.	4.3.	4.3.	4.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will evaluation tool data be used to determine the	**Student Evaluation Tool**

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	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
				effectiveness of strategy?		
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target						

5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%. Reading Goal #5:						

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in reading.** Reading Goal #5A: **N/A**	5A.1. White: Black: Hispanic: Asian: American Indian:	5A.1.	5A.1.	5A.1.	5A.1.
	5A.2.	5A.2	5A.2	5A.2	5A.2
	5A.3.	5A.3.	5A.3.	5A.3.	5A.3.

Within the 5A. row, a sub-table appears:

2012 Current Level of Performance:*	2013 Expected Level of Performance:*
White: Black: Hispanic: Asian: American Indian:	White: Black: Hispanic: Asian: American Indian:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
5B. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5B:					

Within the 5B. row:

2012 Current Level of Performance:*	2013 Expected Level of Performance:*

N/A							
			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**	**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**
5C. English Language Learners (ELL) not making satisfactory progress in reading.							
Reading Goal #5C: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			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**	**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**
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.			5B.1. Paperwork requirements Gathering of content specific materials in a timely manner ESE strategies utilized in the classroom and during testing as allowable by state/district guidelines	.5B.1. Utilization of data analysis during PLC's Mini-lesson plans to target specific reading strategies Continue FAIR testing results SES/ELP Tutoring Infuse reading goals in core curriculum	5B.1. Principal Reading Teacher Language Arts Teacher ESE Specialist IEP Teams Operational: All teachers will diligently look at each student's IEP reading goals and implement accordingly. IEP Progress Inserts	5B.1. Review Sagebrush Review Education Connection and Progress Monitoring	5B.1. 9 week grades Springboard chapter review tests FAIR progress monitoring
Reading Goal #5D: The percentage of SWD scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 12% to 21%.	2012 Current Level of Performance:* **12%**	2013 Expected Level of Performance:* **21%**					
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.

		5D.3	5D.3	5D.3	5D.3	5D.3

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
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's	Middle/High School	Joann Dobbs Mrs. Van	School-Wide	Pre-Planning, August 2012 PLC's 2-3 times per month	Administrative walk-through's during PLC's	Mrs. Jahn, Principal

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Elementary or Middle School Mathematics Goals

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

Elementary School Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. FCAT 2.0: **Students scoring proficient in mathematics (Level 3-5).** Mathematics Goal #1: The percentage of students scoring a Level 3 or higher on the 2013 FCAT Math will increase from 18% to 23%.	2012 Current Level of Performance:* **18%**	2013 Expected Level of Performance:* **23%**	1.1. Not all teachers know how to promote the use of the Process Standards and Mathematical Practices in teaching mathematics to enrich learners.	1.1. **Strategy** Students' math skills will improve through participation in lessons that have been designed with the **Process Standards and Mathematical Practices** in teaching mathematics to enrich learners. **Action Steps** -As a Professional Development activity, PLCs will discuss the use of Process Standards and Mathematical Practices. One of the resources PLCs will use is the NCTM links that will provide up to date articles for discussion. -PLCs write SMART goals for units of instruction within the grading period. -Teachers implement process standard lessons. -Teachers assess the skills taught in the lessons to ensure mastery. -In PLCs, teachers discuss the outcomes of their lessons and share the effectiveness of their lessons to drive future instruction - Students' IEPs will reflect individual strategies and	1.1. Who Teacher Principal District Math Team IEP Teams How Monitored -Classroom walk-throughs observing lessons designed with Process Standards. -Elementary Mathematics Walk-through Form. *(available from Elementary Math)* -Mathematics PLC Recording Document. *(available from Elementary Math)*	1.1. PLCs will review unit assessments and chart the increase in the number of students reaching at least 80% mastery on units of instruction. PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team will review assessment data for positive trends. IEP Teams will review data and create individual student goals to meet academic needs in the area of math.	1.1. 4x per year District Baseline and Mid-Year Testing Form 1 Form 2 NGSSS(optional) -EOY test During the Grading Period -Chapter Tests -Benchmark mini assessments -Prerequisite Skills Tests -Go Math! BOY Test -Go Math! MOY Test -Go Math! EOY Test Tests IEP progress inserts every 9 weeks.

			accommodations in order to assist with instruction.			
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in mathematics.			2.1. Not all teachers are aware of how to increase the depth and rigor necessary to meet the NGSSS and/or CCCSM.	2.1. **Strategy** Students' math skills will improve through participation in lessons designed to increase knowledge of depth and **rigor** of content. Teachers	2.1. Who Teacher Principal District Math Team IEP Teams	2.1. PLCs – Periodic (weekly or bi-weekly) progress monitoring of assessment scores, daily teacher observations, and response	2.1. 4x per year District Baseline and Mid-Year Testing
Mathematics Goal #2: The percentage of students scoring a Level 4 or 5 on the 2013 FCAT Math will increase from 12% to 15%.	2012 Current Level of Performance:* **12%**	2013 Expected Level of Performance:* **15%**	Attaining substitute teachers for class coverage in order to allow teachers to attend PD trainings.	will also use the DOE links to the NGSSS and CCSSM highlighting the depth and rigor of each of the benchmarks. **Action Steps** -Show teachers how to access www.floridastandards.org link. -Model for teachers how to use the website. -PLCs write SMART goals based on each Grading Period of material. -As a Professional Development activity in their PLCs, teachers discuss specific benchmarks being addressed in class and how to increase the rigor of the benchmark in classroom. Teachers will also use the DOE links to the NGSSS and CCSSM highlighting the depth and rigor of each	How Monitored -Classroom walk-throughs observing lessons designed with rigor and depth. -Elementary Mathematics *(available from Elementary Math)* Walk-through Form -Mathematics PLC Recording Document *(available from Elementary Math)*	through modification of lesson plans based on data are reviewed to determine the number of students demonstrating proficiency toward benchmark attainment. PLCs will review unit assessments and chart the increase in the number of students reaching at least 80% mastery on units of instruction. PLC facilitator will share data with the Problem Solving Leadership Team. District Math Team-Monthly meetings to support progress is discussed at Resource Teacher/Lead Teacher meetings. Individual site support is provided as needed based on data.	Form 1 Form 2 NGSSS(optional) -EOY test During the Grading Period -Chapter Tests -Benchmark mini assessments -Prerequisite Skills Tests -Go Math! BOY Test -Go Math! MOY Test -Go Math! EOY Test IEP progress inserts each nine weeks

				of the benchmarks. -Teachers implement the lessons with depth and rigor strategies discussed in their PLCs. -Teachers implement the common assessments. -Teachers bring assessment data back to the PLCs. -Using the data, teachers discuss the effectiveness of the rigor and depth strategies that were implemented. -Based on data, PLCs use the problem-solving process to determine next steps of rigor and depth lesson planning. -PLCs record their work in the PLC logs. -Teachers will attend district math content trainings to increase their knowledge of math content.		IEP Teams will review data and create individual student goals to meet academic needs in the area of math.	
			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**	**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**
3. FCAT 2.0: Points for students making learning gains in mathematics. Mathematics Goal #3: Points earned from students making learning gains on the 2013 FCAT Math will increase from 28 points to 32 points.	2012 Current Level of Performance:* **28**	2013 Expected Level of Performance:* **32**	3.1.	3.1. See 1.1 and 2.1	3.1.	3.1.	3.1.

		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**	**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**
4. FCAT 2.0: **Points for students in Lowest 25% making learning gains in mathematics.**		4.1.	4.1.	4.1.	4.1.	4.1.
Mathematics Goal #4: N/A	2012 Current Level of Performance:* | 2013 Expected Level of Performance:*					
		4.2.	4.2.	4.2.	4.2.	4.2.
		4.3	4.3.	4.3.	4.3.	4.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:		**Anticipated Barrier**	**Strategy**	**Fidelity Check** 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**
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%. Math Goal #5:						

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5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics**			5A.1. White: Black: Hispanic: Asian: American Indian:	5A.1.	5A.1.	5A.1.	5A.1.
Mathematics Goal #5A: N/A	2012 Current Level of Performance:* White: Black: Hispanic: Asian: American Indian:	2013 Expected Level of Performance:* White: Black: Hispanic: Asian: American Indian:					
			5A.2.	5A.2.	5A.2.	5A.2.	5A.2.
			5A.3.	5A.3.	5A.3.	5A.3.	5A.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
5B. Economically Disadvantaged students not making satisfactory progress in mathematics.			5B.1. Paperwork requirements Post secondary curriculum needs Obtaining content specific materials and information in a timely manner	5B.1. Students math skills will improve through the implementation of goals and objectives outlined on each students Individual Education Plan. Action Steps: 1. The school will continue PLC's 2. Enter students in SES/ELP tutoring 3. 3. Infuse content specific math	5B.1. Principal Math Subject Area Lead 9 week grades ESE Specialist	5B.1.	5B.1.
Mathematics Goal #5B: N/A	2012 Current Level of Performance:* 8% (5)	2013 Expected Level of Performance:* 50% (20)					

				skills in science curriculum			
			5B.1.	5B.1.	5B.1.	5B.1.	5B.1.
			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**	**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**
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
Mathematics Goal #5C: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			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**	**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**
5D. Student with Disabilities (SWD) not making satisfactory progress in mathematics.			5D.1.	5D.1. See 1.1 and 2.1	5D.1.	5D.1.	5D.1.
Mathematics Goal #5D: The percentage of SWD scoring	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

proficient/satisfactory on the 2013 FCAT/FAA Math will increase from 18% to 23%.						
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
		5D.3	5D.3	5D.3	5D.3	5D.3

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

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

Algebra EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
Alg1. Students scoring proficient in Algebra (Levels 3-5).			1.1.	1.1.	1.1.	1.1.	1.1.
Algebra Goal #1: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
E. Economically Disadvantaged students not making satisfactory progress in mathematics.			3E.1.	3E.1.	3E.1.	3E.1.	3E.1.
HS Mathematics Goal E: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			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

Elementary and Middle School Science Goals

Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
1. FCAT 2.0: Students scoring proficient (Level 3-5) in science.			1.1.	1.1.	1.1.	1.1.	1.1.
Science Goal #1: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in science.			2.1.	2.1.	2.1.	2.1.	2.1.
Science Goal #2: N/A	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3

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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 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

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<u>Writing/Language Arts Goals</u>

Writing/Language Arts Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Students scoring at Achievement Level 3.0 or higher in writing. <u>Writing/LA Goal #1:</u> N/A	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	1.1.	1.1.	1.1.	1.1.	1.1.
			1.2.	1.2.	1.2.	1.2.	1.2.
			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

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Attendance Goal(s)

Attendance Goal(s)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Attendance Attendance Goal #1: The attendance rate will increase from 86% to 93%	2012 Current Attendance Rate:* **85.82%** 2012 Current Number of Students with Excessive Unexcused Absences (10 or more) **20** 2012 Current Number of Students with Unexcused Excessive Tardies (10 or more) **0**	2013 Expected Attendance Rate:* **93%** 2013 Expected Number of Students with Excessive Unexcused Absences (10 or more) **15** 2013 Expected Number of Students with Unexcused Excessive Tardies (10 or more) **0**	1.1. Attendance committee needs to meet on a regular basis throughout the school year. -Need support in building and maintain the student database. -Need support from SSW	1.1. The school will establish an attendance committee comprised of Principal, guidance counselor, teachers, SSW and other relevant personnel to review the school's attendance plan and discuss school wide interventions to address needs relevant to current attendance data. The attendance committee will also maintain a database of students with significant attendance problems and implement and monitor interventions to be documented on the attendance intervention form (SB 90710) The attendance committee meets every two weeks. The data processor will continue to make daily contact with the parent/guardian of absent students.	1.1. Attendance committee will keep a log and notes that will be reviewed by the Principal on a monthly basis and shared with faculty. Data processor will maintain record of daily calls.	1.1. Attendance committee will monitor the attendance data from the targeted group of students.	1.1. Instructional Planning Tool Attendance/Tardy data Ed Connect, data processor's anecdotal records and call logs.
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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

Hillsborough 2012
Rule 6A-1.099811
Revised July, 2012

Suspension Goal(s)

Suspension Goal(s)			Problem-solving Process to Decrease Suspension			
Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
1. Suspension Suspension Goal #1: The number of out of school suspensions will decrease as the utilization of the newly established in school suspension program is increased in order to keep students on campus when discipline infractions occur.	2012 Total Number of In –School Suspensions **5** 2012 Total Number of Students Suspended In-School **5** 2012 Number of Out-of-School Suspensions **22** 2012 Total Number of Students Suspended In- of- School **15**	2013 Expected Number of In- School Suspensions **10** 2013 Expected Number of Students Suspended In -School **10** 2013 Expected Number of Out-of-School Suspensions **10** 2013 Expected Number of Students Suspended Out- of-School **10**	1.1. -Serving students with behavioral difficulties -Limited parental discipline collaboration and support -Limited personnel and supervision at times for the in school suspension program	1.1. Positive Behavior Support (PBS) or CHAMPS will be implemented to address school-wide expectations and rules, set these through staff survey, discipline data, and provide training to staff in methods for teaching and reinforcing the school-wide rules and expectations. -Providing teachers with resources for continued teaching and reinforcement of school expectations and rules. -Leadership team conducts walkthroughs using a PBS or CHAMPS walk-through form (generated by the district RtI facilitators). -The data is shared with faculty at a monthly meeting, tracking the overall improvement of the faculty. -Where needed, administrator conducts individual teacher walk-through data chats. -Continued use of school wide level system and individual student point sheets -Mental health counseling available as scheduled for	1.1. Principal ESE Specialist Teachers Guidance Counselor Social Worker School Psychologist IEP Teams	1.1. Behavior Committee will review suspension data and determine the percent of students with 5 to 9 out of school suspension and ATOSS days. The Team will review suspension data biweekly and report progress to PSLT monthly. Manifestation Determinations will be conducted for students with more than 10 days of out of school suspension.	1.1. Biweekly suspension data. "Check and Connect" student point sheets. Monthly EASI suspension data cross-referenced with mainframe discipline data.

			individuals and groups -Mental health counseling available for crisis situations.			
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

Dropout Prevention Goal(s)

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

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

Dropout Prevention Goal(s)		Problem-solving Process to Dropout Prevention				
Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Dropout Prevention Dropout Prevention Goal #1: *Please refer to the percentage of students who dropped out during the 2011-2012 school year.*		1.1.	1.1.	1.1.	1.1.	1.1.
N/A	2012 Current Dropout Rate:* 2012 Current Graduation Rate:*	2013 Expected Dropout Rate:* 2013 Expected Graduation Rate:*				

			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

Parent Involvement Goal(s)

Parent Involvement Goal(s)			Problem-solving Process to Parent Involvement				
Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Parent Involvement Parent Involvement Goal #1: See PIP	2012 Current level of Parent Involvement:*	2013 Expected level of Parent Involvement:*	1.1.	1.1.	1.1.	1.1.	1.1.
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Parent Involvement Goal(s)			**Problem-solving Process to Parent Involvement**				

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Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
2. Parent Involvement Parent Involvement Goal #2: See PIP	2012 Current level of Parent Involvement:*	2013 Expected level of Parent Involvement:*	2.1.	2.1.	2.1.	2.1.	2.1.
			2.1.	2.1.	2.1.	2.1.	2.1.
			2.1.	2.1.	2.1.	2.1.	2.1.

Parent Involvement Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

Health and Fitness Goal(s)

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

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Health and Fitness Goal Health and Fitness Goal #1:	2012 Current Level :*	2013 Expected Level :*	1.1.	1.1.	1.1.	1.1.	1.1.

N/A							
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Health and Fitness Goals Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

Continuous Improvement Goal(s)

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

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. **Continuous Improvement Goal** Continuous Improvement Goal #1: The percentage of parents who strongly agree with the indicators under Communication on the *School Climate and Perception Survey for Parents* will increase from	2012 Current Level :* **66.7%**	2013 Expected Level :* **85%**	1.1. -Inaccurate contact information -Contact information not updated when changes occur -Phone contact not made by school -Individual student point sheets not returned	1.1. Teachers will monitor student progress and utilize point sheets daily to communicate with parents. Principal will make parent contact for disciplinary infractions Handouts and flyers will continue to be sent home regarding upcoming events Notes on point sheets will remind parents of upcoming	1.1. Principal ESE Specialist Teachers Guidance Counselor	1.1. Principal and/or ESE Specialist will provide reminder emails to teachers for "home calls" Principal and/or ESE Specialist will review phone logs, flyers, and points sheets monthly.	1.1. Phone logs, copies of handouts and flyers, point sheets School Climate and Perception Survey

66.7% in 2012 to 85% in 2013.				events Teachers will make reminder phone calls the afternoons prior to events.				
			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

NEW Reading Florida Alternate Assessment Goals

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

NEW Comprehensive English Language Learning Assessment (CELLA) Goals

CELLA Goals		Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
C. Students scoring proficient in Listening/Speaking. CELLA Goal #C: The percentage of students scoring proficient on the 2013 CELLA Listening/Speaking section will increase.	2012 Current Percent of Students Proficient in Listening/Speaking: **Increase**	1.1. Administering of CELLA and having a trained person on staff.	1.1. Attend CELLA testing training	1.1. Kimberly Jahn Check with ELL department and allow ELL member to attend required training	1.1 Students will increase their proficiency scores in the listening and reading portions.	1.1. CELLA FAIR/FCAT
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read in English at grade level text in a manner similar to non-ELL students.		**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
D. Students scoring proficient in Reading. CELLA Goal #D: The percentage of students scoring proficient on the 2013 CELLA reading section will increase.	2012 Current Percent of Students Proficient in Reading : **Increase**	5C.1 Paperwork requirements Gathering of content specific materials in a timely manner ELL strategies utilized in the classroom and during testing as allowable by state/district guidelines	5C.1. Utilization of data analysis during PLC's Mini-lesson plans to target specific reading strategies Continue FAIR testing results SES/ELP Tutoring Infuse reading goals in core curriculum	5C.1 . Principal Reading Teacher Language Arts Teacher ESE Specialist Operational: All teachers will diligently look at each student's IEP reading goals and implement accordingly. IEP Progress Inserts	5C.1. Review Sagebrush Review Education Connection and Progress Monitoring	5C.1. 9 week grades State and district-wide assessments CELLA FAIR progress monitoring

		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3
E. Students scoring proficient in Writing. CELLA Goal #E: N/A	2012 Current Percent of Students Proficient in Writing :	2.1.	2.1.	2.1.	2.1.	2.1.
		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	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
F. Florida Alternate Assessment: Students scoring at in mathematics (Levels 4-9). Mathematics Goal F: N/A	2012 Current Level of Performance:* / 2013 Expected Level of Performance:*	F.1.	F.1.	F.1.	F.1.	F.1.
		F.2.	F.2.	F.2.	F.2.	F.2.

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			F.3.	F.3.	F.3.	F.3.	F.3.

G. Florida Alternate Assessment: **Percentage of students making Learning Gains in mathematics.**			G.1.	G.1.	G.1.	G.1.	G.1.
Mathematics Goal G: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			G.2.	G.2.	G.2.	G.2.	G.2.
			G.3.	G.3.	G.3.	G.3.	G.3.

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

Geometry EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
H. Students scoring in the middle or upper third (proficient) in Geometry.			1.1.	1.1.	1.1.	1.1.	1.1.
Geometry Goal H:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

N/A						
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
I. Students scoring in the upper third on Geometry.			2.1.	2.1.	2.1.	2.1.	2.1.
Geometry Goal I: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3

End of Geometry EOC Goals

NEW Science Florida Alternate Assessment Goal

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

J. **Florida Alternate Assessment:** Students scoring at proficient in science (Levels 4-9).			J.1.	J.1.	J.1.	J.1.	J.1.
Science Goal J: N/A	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			J.2.	J.2.	J.2.	J.2.	J.2.
			J.3.	J.3.	J.3.	J.3.	J.3.

NEW Biology End-of-Course (EOC) Goals

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

Biology EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
K. Students scoring in the middle or upper third (proficient) in Biology.			1.1.	1.1.	1.1.	1.1.	1.1.
Biology Goal K: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
L. Students scoring in upper third in Biology.			2.1.	2.1.	2.1.	2.1.	2.1.
Biology Goal L: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			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	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
M. Florida Alternate Assessment: Students scoring at 4 or higher in writing (Levels 4-9).			M.1.	M.1.	M.1.	M.1.	M.1.
Writing Goal M: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			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: Increase number of students participating in district wide ESE science fair to include middle school students.	1.1. -Insufficient funding to assist students -Low student engagement	1.1. Principal will work closely with community stakeholders regarding possible sponsorships to assist with purchasing supplies for students to conduct experiments. Science teachers will assist students with individual and group projects during class time Principal will insure transportation through the school district has been secured for all students.	1.1. -Administrator walk-throughs -ESE Specialist walk throughs -Phone logs of contacts with community stakeholders	1.1. Principal and ESE Specialist will meet to discuss walk –through data to determine if adequate instructional time is being devoted to science fair projects.	1.1. Project progress notes Teacher anecdotal notes Attendance record at Science fair
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

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

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
CTE Goal #1: Increase number of students regularly attending interest clubs within the technical and career fields.	1.1. -Behavioral difficulties -Lack of interest	1.1. Continue to improve school wide discipline in order to keep students eligible to attend clubs Utilize student interest inventories to determine club focuses.	1.1. School Event Coordinator Club Sponsors Principal ESE Specialist Teachers	1.1. Student attendance in clubs will be reviewed to determine increase in participation. School discipline records will be reviewed to look for trends and patterns.	1.1. Attendance in clubs Student Discipline records
	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

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
Reading Goal #5D: The percentage of SWD scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 12% to 21%.	District-wide, ESE Battle of the Books Students from center-based schools will actively participate in a district-wide competition after reading specific, grade-level chapter books designed to test their comprehension abilities. Incentives for this event include: audio books, chapter books, trophies, medals and ribbons.	$124.50	
Final Amount Spent			