School Improvement Plan
2015-2016

Tarpon Springs High

Michael A. Grego, Ed.D.
Superintendent

Table of Contents

2015-2016
School Improvement Plan

PART I	CURRENT SCHOOL STATUS
Section A	**School Information**

School Name	Principal's First Name	Principal's Last Name
Tarpon Springs High	James	Joyer

School Advisory Council Chair's First Name	School Advisory Council Chair's Last Name
Vasile	Faklis

SCHOOL VISION - What is your school's vision statement?

The vision of Tarpon Springs High School is 100% of our students will attain the skills necessary for success in college, career or the job of their choice.

SCHOOL MISSION - What is your school's mission statement?

To prepare every student to be a productive citizen and provide them the skills necessary to be successful in life.

SCHOOL ENVIRONMENT

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Tarpon Springs High School is a unique "small town" school within a large school district. The students who currently attend often have parents and even grandparents who previously attended and graduated from our school along with many current teachers and staff members being alumni. School personnel attend community functions, participate in local organizations and are active members within the community.

Our teachers build relationships using several strategies including; being prepared for their students each day, researching their students academic background and providing curriculum that is appropriate and yet at the same time challenging for the students. The teachers meet and greet students when entering their classrooms, show respect for their students at all times and let them know they are here to help the students succeed. Teachers are encouraged to attend extracurricular activities to help increase the positive rapport they have with their students.

At Tarpon Springs High School our MTSS team members meet weekly to problem solve student issues including; attendance, behavior, grades, GPA's, and personal issues. During our meetings we develop and distribute resources needed for students, teachers and community members to use to help achieve our program goals. Our members are specialized by grade level with outside sources contributing to all members of the group. Data is collected at our meeting from members, intervention plans are written and funded if needed with specific goals stated and follow up dates noted. This information is then disemenated to teachers in order to help them better understand the needs of their students.

School demographics include:

Describe how the school creates an environment where students feel safe and respected before, during and after school.

The staff and faculty of Tarpon Springs High School are committed to providing our students with a safe environment that is conducive to learning, to allow our students to feel free to express themselves openly and to promote positive interactions amongst their peers and with their teachers.

Teachers develop this atmosphere by; researching their students needs prior to the school year beginning, preparing lessons that will challenge students academically while at the same time provide them the opportunity to be successful, integrating the value of respect

within their lessons and using (inappropriate comments) as teachable moments within the confines of their classrooms. Students are provided appropriate supervision before school, during class time and after school.

Describe the school wide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations and training for school personnel to ensure the system is fairly and consistently enforced.

Behavior expectations are clearly defined, reviewed with faculty and students, and reinforced in a fair and equitable manner. Trainings are provided to teachers on developing student/teacher rapport in the classroom, requirements prior to referring a student out on a referral and follow up procedures. Teachers submit behavior management plans to their designated administrator.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Student social emotional needs are met using several key personnel and processes including;
Guidance Counselor - Reviewing student assessments and needs, credit checks, attendance checks
School Resource Officer mentoring meetings
MTSS team - includes discussing students in distress (grades, behavior, home life, attendance, financial or emotional)
Psychologist and Social Worker - Working with identified students on personal issues

PART I	CURRENT SCHOOL STATUS
Section B	**School Advisory Council (SAC)**

SAC MEMBERSHIP - Identify the name and stakeholder group for each member of the SAC ?

Add Member | Delete Member

SAC Member First Name	SAC Member Last Name	SAC Member Stakeholder Group
James	Joyer	Principal
Vasile	Faklis	Chairperson
Mike	Muciative	Parent
Elaine	Navas	Staff
Taureen	Mathis	Community
Nancy	Misurasa	Parent
Penny	Lambrianos	Parent
Charlotte	Tinsley	Parent
Marrat	Henry	Parent
Cheryl	Wilson	Parent

SIP LAST YEAR

Provide an evaluation of last year's school improvement plan.

95% Graduation Rate (Improvement from last year - met goal)
100% CTE Certification
Met financial request of all teachers and remained within budget
Biology EOC - Did not meet goal from last year
Algebra EOC - Exceeded goal from last year
Geometry EOC - Pending
US History EOC - Did not meet goal from last year

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

Beginning balance = $16,004.53

10/27/14 Positive Behavior Supplies $226.19
11/17/14 Class Set of Books (Hite) $466.71
11/17/14 AVID supplies $200.60
01/15/15 AVID supplies $7.94
01/05/15 AVID supplies $84.08
02/10/15 History supplemental material $526.35
02/11/14 ACT books $407.68
03/03/15 History supplemental material $1052.70
03/13/15 SRO Conference $1000.00
05/11/15 Reading supplemental material $437.13
05/11/15 Battle of the Books $508.00
Balance $12,595.15
Balance after paying unspent approvals = $8714.21

SAC SIP INVOLVEMENT - Describe the involvement of the SAC in the development of this school improvement plan.

Members of SAC were involved during the Spring of 2015 in the development of the 2015 - 2016 SIP
The SIP will be presented to SAC at our first SAC meeting in September
Input and feedback from committee members will be implemented in the rewrite of plan

SAC ACTIVITIES - Describe the activities of the SAC for the upcoming school year.

Monthly SAC meetings (2nd Monday of the month)
Discussion of school environment and programs to help improve programs and processes
Provide funding and resources for teachers
Review school progress with regards to goals

PROJECTED USE OF SIP FUNDS - Describe the projected use of school improvement funds and include the amount allocated to each project and the preparation of the school's annual budget plan.

SAC has been granted $5.00 per student
SAC members will review financial request at meetings and grant request aligned with SIP

STATUTORY COMPLIANCE -
Is your school in compliance with Section 1001.452, F.S., regarding the establishment duties of the SAC?   ⦿ Yes   ◯ No

If your school is not in compliance, describe the measures being taken to comply with SAC requirements below.

N/A

PART I	CURRENT SCHOOL STATUS
Section C	**Leadership Team**

For each of your school's administrators (Principal and all Assistant Principals), complete the following fields. If your school does not have more than one Assistant Principal, leave those respective fields blank.

PRINCIPAL

First Name	Last Name	Email Address	
James	Joyer	joyerj@pcsb.org	

Highest Academic Degree	Field of Study	# of Years as an Administrator	# of Years at Current School
Master of Education	Educational Leadership	21	2

Certifications (if applicable)
Educational Leadership, Math 6-12, Ed Technology 6-12

ASSISTANT PRINCIPAL #1

First Name	Last Name	Email Address	
Scott	Decatur	decaturs@pcsb.org	

Highest Academic Degree	Field of Study	# of Years as an Administrator	# of Years at Current School
Master of Education	Educational Leadership	6	6

Certifications (if applicable)
Educational Leadership, Math 6-12, Ed Technology 6-12

ASSISTANT PRINCIPAL #2

First Name	Last Name	Email Address	
Leza	Fatolitis	fatalotisl@pcsb.org	

Highest Academic Degree	Field of Study	# of Years as an Administrator	# of Years at Current School
Other: Educational Specialist	Educational Leadership	8	5

Certifications (if applicable)
Elementary Education 1 - 6, Educational Leadership K - 12, School Principal K - 12

ASSISTANT PRINCIPAL #3

First Name	Last Name	Email Address	
Monica	Talley	talleym@pcsb.org	

Highest Academic Degree	Field of Study	# of Years as an Administrator	# of Years at Current School
Master of Education	Educational Leadership	1	18

Certifications (if applicable)
Educational Leadership, Physical Education k -12

ASSISTANT PRINCIPAL #4

First Name	Last Name	Email Address	
Portia	Slaughter	slaughterp@pcsb.org	

Highest Academic Degree	Field of Study	# of Years as an Administrator	# of Years at Current School
Master of Education	Educational Leadership	10	1

Certifications (if applicable)
Educational Leadership, 6-8 Physical Education, k-12 Special Education, School Principal

INSTRUCTIONAL EMPLOYEES

of instructional employees: 68

% receiving effective rating or higher: 86

% Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23): 94

% certified infield, pursuant to Section 1012.2315(2), F.S.: 98

% ESOL endorsed: 12

% reading endorsed: 09

% with advanced degrees: 62

% National Board Certified: 03

% first-year teachers: 03

% with 1-5 years of experience: 08

% with 6-14 years of experience: 22

% with 15 or more years of experience: 67

PARAPROFESSIONALS

of paraprofessionals: 1

% Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23): 95

TEACHER RECRUITMENT AND RETENTION STRATEGIES

Describe your school's strategies to recruit, develop, and retain highly qualified, certified-in-field, effective teachers to the school.

Our strategies to recruit effective teacher to our school include;
Aligning our curriculum to the needs of our students and developing an effective master schedule
Positive community relationships with local colleges (SPC, USF, etc.)
Promotion of school accolades on website (National Award winning band, Cambridge curriculum, 94% graduation rate)
Promoting local community involvement on website

Our strategies to develop and retain highly qualified teachers include;
Meeting individually with teachers upon hire and providing them with a detailed overview of the school
Clear chart of who to contact for what
Assignment of a department mentor
Support from administration
Provide supplies, materials and support necessary to be effective in classroom
Regularly scheduled support meetings
Professional development offerings

Describe your school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Program alignment with common planning for Vet, Culinary, Leadership and AVID
Common planning for disciplines within Cambridge
School Based Leadership Team (facilitated by APC) meets monthly to disseminate academic information
Department meeting "Core curriculum teachers" meet once per month (week following SBLT meeting)
Literacy Team meets on professional development days to help provide strategies for our teachers
New teachers are assigned mentors and meet with administrator to discuss professional development and growth as needed

TEACHER MENTORING PROGRAM/PLAN - Describe your school's teacher mentoring program/plan including the rationale for pairings and the planned mentoring activities.

New teachers to the school this year will be assigned a mentoring teacher (within department, preferably teaching the same curriculum) and an assistant principal. The team will discuss strategies to develop rapport with students, daily task of a teacher, unpacking course standards, grading policies and more.

The team will meet on a daily basis the first week and then on an as needed basis.

PART I	CURRENT SCHOOL STATUS
Section E	Multi-Tiered System of Supports (MTSS) & Response to Instruction/Intervention (RtI)

PROBLEM-SOLVING PROCESSES - Describe your school's data-based problem solving processes for the implementation and monitoring of your SIP and MTSS structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs.

TSHS grade level cohort teams consist of grade level administrators and counselors that monitor student data from FOCUS. The FOCUS data monitors graduation requirements, state testing mandates, GPA, credits, and core curriculum requirements. Each grade level cohort team also creates excel spreadsheets from FOCUS to monitor student attendance, behavior, credit recovery, and additional support from the following staff members: teachers, behavior specialist, social worker, psychologist, SRO's, and parents. Weekly meetings are held to discuss each grade level cohort for additional support and strategies that can be used to assist students that may be at risk. The school district provides funding for an after school extended learning program for student to recover courses on the Nova Net Grad Point software. The funding provides the school to staff four teachers in the core academic areas for 260 hours/108 days per year including summer school. The district also provides enhancement funds to staff school testing preparation for the following state and national tests: State End of Course Exams in Algebra, Geometry, Biology, Us History, Advanced Placement and Cambridge AICE courses in Science, Mathematics, Social Studies, and Language Arts. The school has a Literacy Team that provides the staff professional development to assist the teachers with learning and using highly effective reading strategies to support student success.

MTSS SCHOOL-BASED LEADERSHIP TEAM - Identify the names and position titles of the members of your school-based leadership team for MTSS. What is the function and responsibility of each team member as it relates to MTSS and the SIP.

Add Member | Delete Member

MTSS Team Member First Name	MTSS Team Member Last Name	Position
James	Joyer	Principal
Scott	Decatur	Assistant Principal
Leza	Fatolitis	Assistant Principal
Monica	Talley	Assistant Principal
Portia	Slaughter	Assistant Principal
Liza	Yockey	Guidance Counselor
Kelly	Pawling	Guidance Counselor
Artemis	Kotis	Guidance Counselor
John	Hoffman	Social Worker
Gayle	Morris	Psychologist
Wendy	Brozovich	TSA VE Specialist
Jay	Austin	Behavior Specialist

SYSTEMS IN PLACE - Describe the systems in place that the leadership team uses to monitor the school's MTSS and SIP.

The MTSS committee meets from 1:50 - 2:30 PM

During the meetings each grade level team will discuss their students including;
Current grades, attendance, behavior, credits
Mentor student is working with regarding issues
Needs assessment
Interventions are discussed and implemented
Updates on progress
Any additional needs to address

DATA SOURCES AND MANAGEMENT SYSTEMS - Describe the data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement (e.g., behavior, attendance).

FOCUS
MTSS Team
Administrative Meeting
PLC's
Department Meeting
Professional Education Training
_____
Other data we will access and analyze to monitor effectiveness include:
Reading 180 - students enrolled - academic progress - SRI testing results
Algebra EOC results
Geometry EOC results
# of students attending Tutoring
# of students attending ELP and credits earned
# of students attending Summer Bridge

STAFF UNDERSTANDING OF MTSS - Describe the plan to support staff's understanding of MTSS and build capacity in data-based problem solving.

The MTSS committee will be explained in detail to staff during grade level PLC's and faculty meetings. Staff will be informed of the importance they play within the realm of the process and the need to stay current on student progress.

MTSS notes are compiled and distributed electronically to all faculty and staff members

PART I	CURRENT SCHOOL STATUS
Section F	**Ambitious Instruction and Learning**

INSTRUCTIONAL PROGRAMS - Describe how your school ensures its core instructional programs and materials are aligned to Florida Standards.

Instructional materials are state adopted and address state benchmarks
Department Heads meet with county supervisor quarterly to discuss and review benchmarks
Science/Math/Social Studies follow performance matters (3 cycles) baseline up to EOC testing measurement

DIFFERENTIATED INSTRUCTION - Describe how your school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Use of data will enable our professionals to help our students be more proficient by:
MTSS team members will be able to determine intervention strategies
Counselors will be able to schedule students in the appropriate courses
Teachers will be able to design lessons to differentiate their instruction strategies
Students will be assigned ELP, tutoring, mentors

Examples of instruction being modified or supplemented for students having difficulty attaining a proficient or advanced level on state assessments include;

Read 180
Intensive Reading
College Readiness courses
Algebra credit recovery

Teachers modify their instruction to assist students having difficulty by implement multiple strategies including
WICOR
Complex Text
Scaffolding of Material
Background knowledge
Reinforce and Recognition
Stating Similarities and Differences
Hooking them with background knowledge
Application of knowledge

Provide the following information for the top 4 strategies, at the most, your school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum.

INSTRUCTIONAL STRATEGY #1

Strategy Type

Gradual Release

Minutes added to the school year: _____

What is/are the strategy's purpose(s) and rationale(s)?

To provide students the opportunity to demonstrate mastery of concept utilizing a step by step set of procedures

Provide a description of the strategy below.

Teacher will demonstrate concept
Teacher and students practice together - while performing teacher will ask probing questions to the students
Teacher will then have students complete one or two problems together
After follow-up teacher will have student complete one or two problems individually while monitoring the progress of students

How is data collected and analyzed to determine the effectiveness of this strategy?

Teacher uses both formal and informal assessments to determine effectiveness of strategy, completion of, improvement in academic performance, student participation level

Monitoring will be continuous

Who is/are the person(s) responsible for monitoring implementation of this strategy?

Teachers
Andrea Bernitt will train PLC leaders who will train teachers how to integrate Gradual Release within classroom
Administrators will monitor usage through classroom walk-throughs (walkthroughs, informals, formals)

INSTRUCTIONAL STRATEGY #2

Strategy Type

Scafolding and/or Chunking of material

Minutes added to the school year: _____

What is/are the strategy's purpose(s) and rationale(s)?

To break the lesson down in small chunks eventually turning the learning over to the student

Provide a description of the strategy below.

As material is being presented the instructor will stop the lesson at key points and discuss the point being made...

How is data collected and analyzed to determine the effectiveness of this strategy?

Monitoring of chunking using Marzano informal and formal walkthrough data
Data is collected both formatively and informally
Oral questions
Quick writes
Ticket out the door
Student work

Who is/are the person(s) responsible for monitoring implementation of this strategy?

Teachers, administrators

INSTRUCTIONAL STRATEGY #3

Strategy Type

WICOR Strategies

Minutes added to the school year: _____

What is/are the strategy's purpose(s) and rationale(s)?

Provides a learning model that teachers use to guide students to comprehend materials, concepts, ideas to increase complex levels within general education and discipline based curriculum

Provide a description of the strategy below.

W - writing
I - inquiry (critical thinking)
C - collaboration
O - organization
R - reading to learn

How is data collected and analyzed to determine the effectiveness of this strategy?

Marzano informal and formal walkthrough data
Additionally, both formal and informal assessment, monitoring of students discussions, questions during lesson, completion of assignments, questions brought forth from previous work, improvement of student work.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

Teachers who are specifically WICOR trained
Teachers with WICOR training will assist those who are not by showing them how to implement strategies within their classroom
Training will be conducted through SBLT, PLC and Faculty meetings

INSTRUCTIONAL STRATEGY #4

Strategy Type

"Complex Text"
State Similarities/Differences

Minutes added to the school year: _____

What is/are the strategy's purpose(s) and rationale(s)?

To understand complex problems by analyzing in a simpler way
To focus on what students already know or can readily see
Give students a clear direction for the learning
To develop better attitudes in students which creates a positive learning environment and pride in work

Provide a description of the strategy below.

Venn diagrams - classifying
Use of text cues such as pictures and graphs while skimming for connections to what they already know
Set goal for learning so students can connect to their own specific goals
Pause-prompt-praise when questioning. Logging of grades, charting grades, graphs to show tracking

How is data collected and analyzed to determine the effectiveness of this strategy?

Formal and informal assessment, monitoring of students discussions, questions during lesson, completion of assignments, questions brought forth from previous work, improvement of student work.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

Teachers, administrators, SBLT and PLC team

STUDENT TRANSITION AND READINESS - Describe strategies your school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

We will continue to build on our programs implemented during the 2014-2015 school year.

Incoming cohort strategies include:
Researching incoming students (information provided from Director of High School Operations)
Summer Bridge classes will be offered to all 9th graders with a focus on level 1 and 2
Courses included; Algebra EOC prep, Algebra Bootcamp and Reading
Students schedules are aligned to their academic achievement
All students will be enrolled in Algebra 1 double block for the 2015 - 2016 school year
Schedules will be provided to and reviewed by parents, students and counselor during orientation night
Orientation Night providing parents with schedules, tours and resource available to them
Use of house concept for 9th grade (1 counselor and 1 administrator) carried through junior year

Outgoing Cohort
Students assigned team of 12th grade members (includes APC and 12th grade counselor)
Student spread sheet is created to monitor academic progress (grades, credits, behavior, post-secondary decisions)
Monitored to make adjustments and corrections and needed
Students are provided counseling on topics including; schools, financial aid, how to apply for college, counselor night
We will hold Community Outreach night at CAP center

COLLEGE AND CAREER READINESS

Describe the strategies the school uses to support college and career awareness

Students in grade 10 take the PERT (Post Education Readiness Test in Reading, Math, and Writing) to determine the proper Language Arts and Mathematic placement for grades 11-12. Scoring below passing would allow the students to be placed in English and Math College Readiness courses that support strategies to prepare students for postsecondary curriculum.
Students in grade 10 take the PERT (Post Education Readiness Test in Reading, Math, and Writing) to determine the proper Language Arts and Mathematic placement for grades 11-12. Scoring below passing would allow the students to be placed in English and Math College Readiness courses that support strategies to prepare students for postsecondary curriculum.

Our school has a career room located on the second floor of the administration building for guidance counselors to use to conduct small

group sessions with students to address postsecondary education and career awareness.
Guidance counselors also implement two night activities for students and their parents concerning financial assistance plus postsecondary/career planning following high school graduation.

Financial Readiness and Planning for Postsecondary Readiness includes the following content:

Students and parents do the following:

1-complete the Free Application for Federal Student Aid
(FAFSA) form.
2- Researches and how to apply for grants and scholarships.
3-Applies for financial aid from his or her institution.
4-Practices developing and living within a budget for postsecondary
education.
5-Uses a planner to manage time and achieve goals.
6-Self-monitors the process of applying to post-secondary
Institutions and adjusts plans and actions to complete all requirements.
7-Understands and engages in processes of goal-setting,
Self-management, building positive relationships and persistence, and
knows his/her strengths and weaknesses.
8-Demonstrates strategies for persisting through difficulty
such as problem solving and asking for help.

Seniors at TSHS complete a survey online that address postsecondary and career awareness once the student graduates from high school. The data allows our school to track students following graduation and determine the postsecondary needs of our students.

TSHS has an AVID (Advancement Via Independent Determination) Program that targets students who would not necessarily have postsecondary opportunities. Students take AVID classes that use WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) strategies to support student academics success. Students make visits to colleges around the state to learn about the processes and procedures for postsecondary readiness.

Describe how the school integrates vocational and technical education programs.

Vocational education is one of the priorities and focuses at school
Programs include;
Early childhood certification
Vet Tech
Culinary
Business (Microsoft and Adobe)

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report, as required by section 1008.37(4), F.S.

Seniors at TSHS complete a survey online that address postsecondary and career awareness once the student graduates from high school. The data allows our school to track students following graduation and determine the postsecondary needs of our students.
Strategies we have developed as a result of these surveys include;
Implementing WICOR program -
W - writing
I - inquiry (critical thinking)
C - collaboration
O - organization
R - reading to learn

Scaffolding of Material

Review of student progress
Intensive Reading courses
CARPD certified teachers

PART I	CURRENT SCHOOL STATUS
Section G	**Literacy Leadership Team (LLT)**

LLT MEMBERSHIP - Identify the name, email address, and title of each member of your school-based LLT, in accordance with Rule 6A6.053(3), F.A.C..

Add Member | Delete Member

LLT Member First Name	LLT Member Last Name	Title	Email
James	Joyer	Principal	joyerj@pcsb.org
Leza	Fatolitis	Assistant Principal	fatolitsl@pcsb.org
Keith	Lucey	Department Chair	luceyk@pcsb.org
Andrea	Bernitt	Teacher	bernitta@pcsb.org
Jen	Halkias	Media Specialist	halkiasj@pcsb.org
Rebecca	Kenjerski	Teacher	kenjerskir@pcsb.org

PROMOTING LITERACY - Describe how the school-based LLT promotes literacy within your school and how the school ensures every teacher contributes to the reading improvement of every student.

Sharing of school wide strategies within departments
Explanation of how to implement strategies within at PRO. Ed. trainings
Two Column Notes
• Text Marking
• Text-dependent Questions
• Text Complexity
• Cornell Notes
• Socratic Seminar
• Rigor and Relevance
• Journaling (short daily responses to reading)
• Frayer Model
* Quiz through Moodle

Ensure every teacher contributes to the reading improvement of every student:
Active participation in training
Strategies monitored by administrators during walkthroughs

MAJOR INITIATIVES - What will be the major initiatives of the LLT this year?

We will continue the 2014 - 2015 school year LLT initiatives including; providing all teachers will be trained on Written Responses with Evidence during Professional Education days including;
Restating question in response
Use of proper punctuation
Citing evidence
Complete sentences

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section A	**Area 1: English Language Arts (Reading)**

For each data point below, unless otherwise directed, list the current year status (number and percentage) and the target (percentage) for next year. These are schoolwide data, not disaggregated by grade level. FAA and CELLA data shall be considered by schools with 10 or more students taking the assessment. Also, develop implementation plans for the school's highest-priority goals by engaging in a facilitated planning and problem-solving process. If needed, refer to the 8-step process by clicking the button below.

8-Step Problem-Solving Process

FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0) — Area 1: English Language Arts (Reading)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
58	58	100

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
34	42	50

FLORIDA ALTERNATE ASSESSMENT (FAA) — Area 1: English Language Arts (Reading)

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
0	0	0

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
0	0	0

LEARNING GAINS — Area 1: English Language Arts (Reading)

Students Making Learning Gains (FCAT 2.0 and FAA)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
62	0	0

Students in Lowest 25% Making Learning Gains (FCAT 2.0)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
62	0	0

COMPREHENSIVE ENGLISH LANGUAGE LEARNING ASSESSMENT (CELLA) — Area 1: English Language Arts (Reading)

Students Scoring Proficient in Listening/Speaking

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
18	34	75

Students Scoring Proficient in Reading

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
13	24	50

Students Scoring Proficient in Writing

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
13	32	50

ANNUAL MEASURABLE OBJECTIVES (AMOs) — Area 1: English Language Arts (Reading)

Student Subgroups Scoring at Level 3 or Higher on FCAT 2.0 or Scoring at Level 4 or Higher on the FAA

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
White	65	71	75
Black/African American	23	31	50
Hispanic	51	68	75
Asian	n/a	n/a	n/a
American Indian	n/a	n/a	n/a
English Language Learners (ELLs)	23	33	50
Students with Disabilities (SWDs)	23	27	50
Economically Disadvantaged	45	38	50

POSTSECONDARY READINESS

Four-Year Graduates Scoring "College Ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or Any College Placement Test Authorized Under Rule 6A-10.0315, F.A.C.

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
82		

If you have a goal to support your reading targets, provide the following information for that goal.

READING GOAL   Area 1: English Language Arts (Reading)

What is your school's reading goal? Provide a description of the goal below.

A minimum of 82% of 9th and 10th graders to show proficiency in reading

85% of 9th and 10th graders will make a learning gain on the Florida State Assessment

Provide possible data sources to measure your reading goal.

Florida State Assessment (AIR)

FAIR

SRI Monitoring - tested through English and Reading classes

How will your school accomplish this reading goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
SRI test all students to gain baseline data, and monitor progress through additional testing.	All English and Reading teachers will schedule testing throughout the year. PD with teachers to discuss goal setting and meaning of results. Data chats with students.
Action 2	**Plan to Implement Action 2**
Provide additional reading support to all level 1 and level 2 students using Read 180 and Reading Plus through Intensive Reading.	Students/Teachers will monitor progress through goal setting for both programs, and will additionally use Reading Counts as an assessment for comprehension of Independent Reading Novels.
Action 3	**Plan to Implement Action 3**

PD for teachers to support Read 180, Reading Plus and Edge programs used on campus. Core Connections trainings to ensure standards are met and rigor is established.	Students and teachers will be monitored through progression through these programs and Core Core Connections lessons.
Action 4	Plan to Implement Action 4
Address specific needs of African American students and families Identify African American Student Level 1 and 2's, meet with students, assign mentors, discuss progress during MTSS meetings	Work closely with Citizen's Alliance Group Assign mentors Provide tutoring after school Students and parents meeting with students to discuss options on how to improve

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section B	**Area 2: English Language Arts (Writing)**

FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)

Students Scoring at or Above 3.5

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
69	75	100

FLORIDA ALTERNATE ASSESSMENT (FAA)   **Area 2: English Language Arts (Writing)**

Students Scoring at or Above Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
0	0	0

If you have a goal to support your writing targets, provide the following information for that goal.

WRITING GOAL   **Area 2: English Language Arts (Writing)**

What is your school's writing goal? Provide a description of the goal below.

85% of students will score proficient on the state writing assessment

Provide possible data sources to measure your writing goal.

Write score - measure entering score

State writing assessment tool to determine 85% will be added

How will your school accomplish this writing goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1

Assess students using Write Score - computer test - to compile baseline data	English classes will use data from Write Score to drive instruction. Teachers will conference with students about the data before the second round of Write Score testing. Teachers will also monitor progress with through teacher generated assessments specifically tied to FL Writing Standards.
Action 2	Plan to Implement Action 2
Writing support	Students will be engaged in writing activities and all students placed in Reading classes will have additional support. Students and teachers will track student progress on FL Writing Standards and correlate that progress to the data from Write Score. Teachers will also be provided PD in PLCs as well as District Core Connection Trainings.
Action 3	Plan to Implement Action 3
Increase parent involvement	Make school inviting (less intimidating) for all parents to attend conferences, ask questions, become more involved. Offer trainings on how to use school resources available to our parents and community members
Action 4	Plan to Implement Action 4
Address specific needs of African American students and families	Work closely with Citizen's Alliance Group Assign mentors Provide tutoring after school Students and parents meeting with students to discuss options on how to improve Monitor progress through MTSS team

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section C	**Area 3: Mathematics**

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
0	0	0

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
0	0	0

LEARNING GAINS — **Area 3: Mathematics**

Students Making Learning Gains (EOC, and FAA)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
65	68	75

ANNUAL MEASURABLE OBJECTIVES (AMOs) — **Area 3: Mathematics**

Student Subgroups Scoring at Level 3 or Higher on FCAT 2.0 or Scoring at Level 4 or Higher on the FAA

Area 3: Mathematics	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
White	70	71	75
Black/African American	31	37	50
Hispanic	68	59	75

Area 3: Mathematics	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Asian	n/a	n/a	n/a
American Indian	n/a	n/a	n/a
English Language Learners (ELLs)	08	12	25
Students with Disabilities (SWDs)	36	44	50
Economically Disadvantaged	59	57	75

POSTSECONDARY READINESS

Four-Year Graduates Scoring "College Ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or Any College Placement Test Authorized Under Rule 6A-10.0315, F.A.C.

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
57		

ALGEBRA 1 END-OF-COURSE ASSESSMENT (EOC)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
55	58	75

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
28	31	40

GEOMETRY END-OF-COURSE ASSESSMENT (EOC)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
54	51	60

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
23	21	25

If you have a goal to support your mathematics targets, provide the following information for that goal.

MATHEMATICS GOAL

What is your school's mathematics goal? Provide a description of the goal below.

AP MATH classes (Calculus and Statistics), at least 60% with a level 3 or higher
AICE Math classes, at least 60% with passing score
PERT math for college readiness… at least 81% pass
Algebra EOC… at least 59% passing
Geometry EOC… at least 58% passing
Algebra 2 EOC… at least 50% passing

Provide possible data sources to measure your mathematics goal.

AP Exams
AICE Exams
PERT Results
Algebra EOC results
Geometry EOC results
Algebra 2 EOC results

How will your school accomplish this mathematics goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Master schedule that will provide students the course work they need within their ability. All Algebra 1 students will be assessed at the beginning of the year. Any student not meeting minimum Algebra 1 assessment score will be enrolled in Algebra 1 double block . Students identified by the MTSS team as struggling will be provided with extra assistance including; tutoring after school, mentor and ELP courses. All Algebra students will complete two periods of Carnegie Learning per week	Student data will be collected and monitored for progress. Tutoring sessions to begin in September. National Honor Society and Mu Alpha Theta will offer peer tutoring Algebra CR and Geometry CR courses are offered through Grad Point Student progressed will be monitored by MTSS team
Action 2	**Plan to Implement Action 2**
Use of Marzano monitoring system	Provide whiteboards to all teachers to be able to have students demonstrate mastery of material prior to moving on to the next section
Action 3	**Plan to Implement Action 3**
Outreach programs Address specific needs of African American students and families	Identify academically struggling students (MTSS) Contact parent for conferences Provide additional resources (materials, ELP, tutoring) Train parents how to research child's history Work closely with Citizen's Alliance Group Assign mentors Provide tutoring after school Students and parents meeting with students to discuss options on how to improve Monitor progress through MTSS team
Action 4	**Plan to Implement Action 4**
Use of multiple assessments including; Informal assessments during presentation, and post unit formative assessment	Use multiple assessments during unit and then post unit to measure growth and areas needing to be retaught

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section D	**Area 4: Science**

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

BIOLOGY 1 END-OF-COURSE ASSESSMENT (EOC)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
77	69	75

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
48	37	50

If you have a goal to support your science targets, provide the following information for that goal.

SCIENCE GOAL	Area 4: Science

What is your school's science goal? Provide a description of the goal below.

Student enrolled in Biology will exceed the state average by 3% as measured by the Biology End of Course Assessment with at least an overall of 75% passing the EOC

Provide possible data sources to measure your science goal.

Biology EOC exam results
Baseline Pre-Test,
Cycle assessments

How will your school accomplish this science goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
PLC for Science Department	Science teachers will meet monthly to review and discuss curriculum alignment. Biology review of benchmarks and instructional strategies to ensure rigor.
Action 2	**Plan to Implement Action 2**
AVID stratgies - WICOR, Interactive notebooks	Teachers will incorporate WICOR strategies and interactive notebooks in Biology classes and Biology teachers will work collaboratively with AVID teacher identifying students in courses and how to support them in achieving success on EOC exam.
Action 3	**Plan to Implement Action 3**
Data Analysis	During PLC's Biology teachers will analyze our cycle assessment data (item analysis) to identify students strengths and areas of need and determine strategies/intervention needed to assist them with success. Use of data chats for students to monitor and track progress.
Action 4	**Plan to Implement Action 4**
Community Outreach Program	Identify academically struggling students (MTSS) Contact parent for conferences Provide additional resources (materials, ELP, tutoring) Train parents how to research student background including grades, attendance, advance courses available

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section E	**Area 5: Science, Technology, and Mathematics (STEM)**

Number of STEM-related Experiences Provided for Students
(i.e., robotics competitions, field trips, science fairs)

2014-15 Status (#)	2015-16 Target (#)
2	5

Participation in STEM-related Experiences Provided for Students

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
20	25	30

Students Enrolling in One or More *Accelerated* STEM-related Courses

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
51	54	60

Completion Rate for Students Enrolled in *Accelerated* STEM-related Courses

2014-15 Status (%)	2015-16 Target (%)
92	100

Students Taking One or More Advanced Placement Exams for STEM-related Courses

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
51	54	60

Passing Rate for Students Who Take Advanced Placement Exams for STEM-related Courses

2014-15 Status (%)	2015-16 Target (%)
92	100

CTE-STEM Program Concentrators

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
23	33	40

Students Taking CTE-STEM Industry Certification Exams

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
19	21	25

Passing Rate for Students Who Take CTE-STEM Industry Certification Exams

2014-15 Status (%)	2015-16 Target (%)
71	75

If you have a goal to support your STEM targets, provide the following information for that goal.

STEM GOAL	Area 5: Science, Technology, and Mathematics (STEM)

What is your school's STEM goal? Provide a description of the goal below.

80% of all Cambridge students enrolled in AICE course will successfully pass the end of course AICE exams

Provide possible data sources to measure your STEM goal.

Number of students enrolled in PRE-AICE courses
PRE-AICE EOC exam results
AICE exam results

How will your school accomplish this STEM goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Gradual Release	All teachers are trained on how to incorporate the gradual release method into their curriculum, reviewed by administration, used to determine needs to address
Action 2	Plan to Implement Action 2

Incorporate AVID strategies	Teachers will use AVID strategies in Biology classes and Biology teacher will work collaboratively with AVID teacher identifying students in both courses and how to improve their success
Action 3	Plan to Implement Action 3
Use of multiple assessments including; Unit pre-assessment test, informal assessments during presentation, and post unit formative assessment	Before beginning unit teacher will have students complete preassessment to determine prior student knowledge and content needed to be taught, use multiple assessments during unit and then post unit to measure growth and areas needing to be retaught.
Action 4	Plan to Implement Action 4
Community Outreach Programs	Promote enrollment in Stem classes Identify academically struggling students (MTSS) Contact parent for conferences Provide additional resources (materials, ELP, tutoring) Train parents how to research student

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section F	**Area 6: Career and Technical Education (CTE)**

Students Enrolling in One or More CTE Courses

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
26	34	40

Students Who Have Completed One or More CTE Courses Who Enroll in One or More Accelerated Courses

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
18	22	25

Completion Rate for CTE Students Enrolled in Accelerated Courses

2014-15 Status (%)	2015-16 Target (%)
72	75

Students Taking CTE Industry Certification Exams

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
7	12	15

Passing Rate for Students Who Take CTE Industry Certification Exams

2014-15 Status (%)	2015-16 Target (%)
72	100

CTE Program Concentrators

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
26	37	50

CTE Teachers Holding Appropriate Industry Certifications

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
8	17	20

If you have a goal to support your CTE targets, provide the following information for that goal.

CTE GOAL	Area 6: Career and Technical Education (CTE)

What is your school's CTE goal? Provide a description of the goal below.

100% of all eligible CTE students will pass CTE certification exam
Certifications include; culinary, vet tech, child care and

80% or better of all students enrolled in Business Education course will pass certification micro-soft exam

Provide possible data sources to measure your CTE goal.

Vet Tech Certification Exam results

Culinary Arts Certification Exam results

Child Care Exam results

Business Education results (Micro-soft)

How will your school accomplish this CTE goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Recruiting students with an interest in the CTE fields of study with a clear explanation of program requirements and expectations.	Successful completion of CTE goal includes; recruiting students who have a genuine interest in field, screening students appropriately, providing parents an informative Discovery Night, promoting programs at local middle schools, arranging efficient shadowing program, reviewing applications, inviting students, welcome students/parents in spring
Action 2	**Plan to Implement Action 2**
Align curriculum with student's interest and ability	Align 9th - 12th curriculum (sequence and support courses)
Action 3	**Plan to Implement Action 3**
Provide resources and materials for each course/program	Meeting with teachers and advisory boards to determine how the CTE dollars should be allocated
Action 4	**Plan to Implement Action 4**
Incoming recruiting class will be equitable and provide all students with access to the program	Being certain recruiting of students is equitable and aligned with school population. Making sure parents are aware of applying process. Inviting role models to school within CTE area.

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section G	**Area 7: Social Studies**

CIVICS END-OF-COURSE ASSESSMENT (EOC)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

U.S. HISTORY END-OF-COURSE ASSESSMENT (EOC)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
72	59	75

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
46	39	50

If you have a goal to support your social studies targets, provide the following information for that goal.

SOCIAL STUDIES GOAL	Area 7: Social Studies

What is your school's social studies goal? Provide a description of the goal below.

75% of students enrolled in U.S. History will pass the EOC exam

Provide possible data sources to measure your social studies goal.

U.S. History EOC exam results

How will your school accomplish this social studies goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Use of DBQ's	Teachers will use DBQ's on a regular basis Monitor programs using a DBQ scale of 1-4 Determine needs prior to end of first semester for second semester direction
Action 2	Plan to Implement Action 2
Increase use of technology when presenting material and monitoring student progress	Instructors will incorporate power points and portfolios in presentations and will use technology to monitor student progress
Action 3	Plan to Implement Action 3
Increase complex text within curriculum	Teachers will incorporate complex text within the curriculum Presented during SBLT and PLC meetings Monitored by Administration during walkthroughs and informal and formal observations
Action 4	Plan to Implement Action 4
Address specific needs of African American students and families	Identify students with specific needs Align personnel Provide resources as needed Follow up (MTSS)

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section H	Area 8: Early Warning Systems
ATTENDANCE	

Students Tardy 10% or More, as Defined by District Attendance Policy

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	24	29	20
Grade 10	35	36.6	25
Grade 11	39	48	30

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 12	31	39	25

Student Attendance Below 90%, Regardless of Whether Absence is Excused or a Result of Out-of-School Suspensions

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	43	39	25
Grade 10	40	37	25
Grade 11	39	29	20
Grade 12	33	24	20

SUSPENSIONS   Area 8: Early Warning Systems

Students with One or More Referrals

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	11	08	05
Grade 10	10.6	12	10
Grade 11	10.7	11	10
Grade 12	8.4	07	05

Students with Five or More Referrals

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	2.5	3.2	2
Grade 10	3.4	4.3	2
Grade 11	2	4.6	2
Grade 12	1.1	4.2	2

Students with One or More In-School Suspension Days, as Defined in s.1003.01(5)(b), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	24.2	21	15
Grade 10	27.1	22	15
Grade 11	31.8	29	20
Grade 12	25	17	10

Students with Five or More In-School Suspension Days, as Defined in s.1003.01(5)(b), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	1.1	2.4	2

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 10	2	2.2	4.2
Grade 11	2	0.54	1.2
Grade 12	1	1.2	1

Students with One or More Out-of-School Suspension Days, as Defined in s.1003.01(5)(a), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	6	5	3
Grade 10	5.3	4.2	2
Grade 11	4.6	3.2	2
Grade 12	5.2	2.7	1

Students with Five or More Out-of-School Suspension Days, as Defined in s.1003.01(5)(a), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	.2	.7	0
Grade 10	.3	.4	0
Grade 11	.3	.2	0
Grade 12	0	0	0

Students Referred for Alternative School Placement

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	.2	0	0
Grade 10	1.1	1.9	0
Grade 11	0.6	1.1	0
Grade 12	0	0	0

Students Expelled

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	0	0	0
Grade 10	0	0	0
Grade 11	0	0	0
Grade 12	0	0	0

RETENTIONS   **Area 8: Early Warning Systems**

Students Retained

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	0.2	.71	0
Grade 10	0.3	0.4	0
Grade 11	0.3	0.2	0
Grade 12	0	0	0

Students with Level 1 Score on the Statewide, Standardized Assessments in English Language Arts or Mathematics

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	11.7	9.1	5
Grade 10	18	14.2	10
Grade 11	9	7.7	5
Grade 12	5	4.1	2

Students with One or More Course Failures in English Language Arts or Mathematics

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	2.5	4.1	2
Grade 10	3.4	3.7	2
Grade 11	10.5	16.3	5
Grade 12	0	12.7	5

Students in 9th Grade with One or More Course Failures on First Attempt in Core-Curricula Courses

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
3.1	5.7	0

MULTIPLE EARLY WARNING INDICATORS

Area 8: Early Warning Systems

Students Exhibiting Two or More Early Warning Indicators

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	16.5	19.3	10
Grade 10	22.4	17.5	10
Grade 11	20.6	14.2	10
Grade 12	0.6	3.9	2

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system (i.e., those exhibiting two or more early warning indicators).

Our MTSS team will be meeting twice monthly to discuss all students (attendance, behavior, credits, GPA) and identify the strategies to assistance them in order to improve their performance. These strategies include;
Counselor and administrator meeting with student (discussing issues) and contacting the student's parent and other school personnel as needed.
The team will arrange for a mentor, tutoring, daily check-in, behavior agreement (depending on need).
Student progress will be monitored and reported back to the MTSS team at regular intervals
Students who meet goals will be provided recognition and those still not meeting goals will be given additional services as needed

DROPOUT PREVENTION	Area 8: Early Warning Systems

The following data shall be considered, per Section 1003.53, F.S. If a school has significantly lower graduation rates for a subgroup when compared to the state's graduation rate, that school's improvement plan is required to include strategies for improving these results, pursuant to Section 1001.42(18), F.S. Graduation rates for the state, district, and school by subgroup are available in the AMO Outcomes Report at http://schoolgrades.fldoe.org/.

Students Dropping Out of School, as Defined in s.103.01(9), F.S.

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
1.89	1.4	0

Students Graduating in Four Years, Using Criteria for the Federal Uniform Graduation Rate Defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
94	96	97

Academically At-Risk Students Graduating in Four Years, as Defined in Rule 6A-1.09981, F.A.C.

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
85	86	90

Students Graduating in Four Years, Using Criteria for the Federal Uniform Graduation Rate Defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
94	96	97

Students Graduating in Five Years, Using Criteria Defined at 34 C.F.R. § 200.19(b)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
0.6	0.14	0

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section I	Area 9: Black Student Achievement

Describe and identify goals, targets, and actions for Black student achievement.

Add Target	Delete Target

Description of Goals, Targets, and Actions for Black Student Achievement	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
100% graduation rate of students	91	98	100
Reduction in Out of School Suspension	80.49	61	95

Description of Goals, Targets, and Actions for Black Student Achievement	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Increase percentage of PERT score averages	92.5	88	95
Increase percentage of daily attendance rate	94.6	91	95
Increase percentage of students successful in ELP courses	6	9	25
Increase percentage of students earning CTE certifications	2	5	10
Increase percentage enrolling in magnet and/or academy	35	40	50

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section J	**Area 10: Family and Community Involvement**

Title I schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107110, NCLB, codified at 20 U.S.C. § 6314(b).

LEVEL OF PARENTAL INVOLVEMENT - Consider the level of parental involvement at your school (this may include, but is not limited to, number of parent engagement opportunities offered in the school year; average number of parents in attendance at parent engagement opportunities; percent of parents who participated in parent engagement opportunities; percent of students who are in lowest performing quartile or subgroups not meeting AMOs who parent(s) participated in one or more parent engagement opportunities).

Parent involvement includes outreach to parents at Citizens Alliance (CAP) center: Mentoring opportunities, welcoming group meeting, activities at the school available to their child, completing applications for college

BUILDING POSITIVE RELATIONSHIPS - Describe how your school works at building positive relationships with families to increase involvement, including efforts to increase communication to keep parents informed of their child's progress.

Usage of School Messenger (inviting to the campus and activities) - promoting FOCUS, activities and other extracurricular activities
Welcoming every parent on campus each time they visit
Positive messages on electronic board
Outreach community
Speaking at City Council Meetings every other month
Meeting with Mayor and other community members

LEARNING ABOUT LOCAL COMMUNITY - Describe the process by which your school learns about the local community for the purpose of utilizing available resources to support student achievement.

Tarpon Springs High School is a unique "small town" school within a large school district. The students who currently attend often have parents and even grandparents who previously attended and graduated from our school along with many current teachers and staff members being alumni. School personnel attend community functions, participate in local organizations and are active members within the community.

Our teachers build relationships using several strategies including; being prepared for their students each day, researching their students academic background and providing curriculum that is appropriate and yet at the same time challenging for the students. The teachers meet and greet students when entering their classrooms, show respect for their students at all times and let them know they are here to help the students succeed.

Our administrators build relationships by attending community events (city council meetings, community functions, activities including Epiphany and other community events.)

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section K	**Area 11: Additional Targets**

This section is optional and may be used as needed for data targets in areas not already addressed in the SIP.

Add Target	Delete Target

Description of Additional Targets	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Work toward Bronze Level recognition with the Alliance for Healthier Generation		Bronze in 83% of	Bronze in 6 out o

PART III	PROFESSIONAL DEVELOPMENT

For all professional development identified in Part II as a strategy to eliminate or reduce a barrier to a goal, provide the following information for each activity.

Add PD	Delete PD

Professional Development Identified	
Related Goal(s)	
Topic, Focus, and Content	
Facilitator or Leader	
Participants *(e.g., Professional Learning Community, grade level, school wide)*	
Target Dates or Schedule *(e.g., professional development day, once a month)*	
Strategies for Follow-Up and Monitoring	
Person Responsible for Monitoring	

PART IV	COORDINATION AND INTEGRATION

FEDERAL/STATE/LOCAL FUNDS/SERVICES/PROGRAMS - Describe how federal, state, and local funds, services, and programs will be coordinated and integrated in the school. Include Title I, Part A; Title I, Part C - Migrant; Title I, Part D; Title II; Title III; Title IV, Part B; Title X - Homeless; Supplemental Academic Instruction (SAI); violence prevention programs; nutrition programs; housing programs; Head Start; adult education; CTE; and job training, as applicable to your school.

CTE dollars will be used to purchase items for Culinary and Vet Tech programs
Dollars will also be utilized to purchase certification exams

MEETING STUDENT NEEDS - Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The school leadership team will meet with department chairs to discuss available SAC money, resources, personnel in order to provide all personnel with the training and programs they need to meet the needs of our students.
All monetary expenditures will be accounted for, a paper trail will be developed to monitor specific students being served with resources and growth of students.
James M. Joyer (Principal) and Kathy Sprecher (Bookkeeper) will be responsible for meeting frequency and overall expenditures.
Department chairs will be required to keep accurate inventory of resources and provide suggests for problem solving activities

PART V — BUDGET

Create a budget for each school-funded activity.

Add Item   Delete Item

Budget Item Description	
Related Goal(s)	
Actions/Plans	
Type of Resource (i.e., evidence-based programs/materials, PD, technology, etc.)	
Description of Resources	
Funding Source	
Amount Needed	

PART VI — MID-YEAR REFLECTION

This section is to be completed after mid-year assessment data is available. Reflect on the plan created through the problem-solving process at the beginning of the year and answer the following questions for each goal created in Part II.

Add Goal   Delete Goal

Goal Area	
Has the goal been achieved?	
If yes, what evidence do you see to indicate you have achieved the goal? If no, is desired progress being made to accomplish the goal?	
If yes, what evidence do you see to indicate desired progress has been made to accomplish the goal? If no, have the originally targeted barriers been eliminated or reduced?	
If yes, what evidence do you see to indicate barriers have been eliminated or reduced? If no, are the original strategies being implemented with fidelity as designed?	

| If yes, re-engage the problem solving process at Step 5, making edits as needed to Part II of the SIP. If no, engage in a problem solving process around implementation fidelity of the original plan, and make edits as desired to Part II of the SIP. | |

8-Step Planning and Problem-Solving Process

STEP 1
a. Identify a goal
b. Set targets

STEP 2
Brainstorm resources and barriers; organize barriers into "buckets"

STEP 3
Prioritize barriers and select one barrier bucket of alterable elements to address based on cost and complexity of implementation and potential impact on goal

STEP 4
Brainstorm and prioritize strategies to eliminate or reduce the selected barrier bucket; include the rationale for each strategy; select one strategy to move to Step 5

STEP 5
Develop an action plan for the strategy (Step 4) by identifying all steps (including who, what, when and evidence) needed for implementation

STEP 6
Determine how the action plan (Step 5) will be monitored for fidelity of implementation *(who, what, when and evidence)*

STEP 7
Determine how the strategy (Step 4) will be monitored for effectiveness at reducing or eliminating the selected barrier (Step 3)

STEP 8
Determine how progress towards the goal and targets will be monitored *(what data, who, when and evidence)*

Repeat 3-7 for each barrier