



Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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Jensen Beach High School  
2875 NW GOLDENROD RD  
Jensen Beach, FL 34957  
772-232-3500  
[jbhs.sbmc.org](http://jbhs.sbmc.org)

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## School Demographics

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<b>School Type</b> High School	<b>Title I</b> No	<b>Free and Reduced Lunch Rate</b> 28%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 22%

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## School Grades History

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<b>2013-14</b> A	<b>2012-13</b> A	<b>2011-12</b> A	<b>2010-11</b> B
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## SIP Authority and Template

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Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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## Purpose and Outline of the SIP

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The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

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Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

### Part II: Expected Improvements

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Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

### Part III: Coordination and Integration

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Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

### Appendix 1: Professional Development Plan to Support Goals

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Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

### Appendix 2: Budget to Support Goals

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Appendix 2 is the budget needed to implement the strategies identified in the plan.

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

### 2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

  

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

## Current School Status

### School Information

#### School-Level Information

##### School

Jensen Beach High School

##### Principal

Greg Laws

##### School Advisory Council chair

Lori Kane

#### Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Mary Gucciardo	Literacy Coach
Dana Cone	English/Language Arts
Anthony Ferro	Social Studies
Debbie Proctor	Math
Giselle Provencher	Science and Physical Education
Linda Ryan	Career & Technical Education and Arts
Mirtha Gonzalez	Foreign Language
Sara Silva	Exceptional Student Education
Kelley Decowski	English Language Learners
Jennifer Ali	Guidance
Cheryl Fabrizio	Advanced Placement

#### District-Level Information

##### District

Martin

##### Superintendent

Mrs. Laurie Gaylord

##### Date of school board approval of SIP

10/15/2013

### School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### Membership of the SAC

Principal - Greg Laws

Chair - Lori Kane

SAC members are elected annually in the positions indicated.

SAC members are representative of the demographics in accordance with the school population.

**Involvement of the SAC in the development of the SIP**

SAC members actively participated in reviewing and evaluating school performance data.  
SAC members had significant input into the preparation of the SIP.  
SAC members collaborated on the annual budget decisions.

**Activities of the SAC for the upcoming school year**

SAC members will continue to play an active role in the evaluation of SIP throughout the school calendar year.

**Projected use of school improvement funds, including the amount allocated to each project**

SIP funds expenditures will be voted upon by SAC members and are tied to SIP goals.

**Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC**

In Compliance

**If not in compliance, describe the measures being taken to comply with SAC requirements**

**Highly Qualified Staff**

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Administrators**

**# of administrators**

5

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

**Greg Laws**

Principal

Years as Administrator: 11

Years at Current School: 1

**Credentials**

Degrees:  
 MS Educational Leadership  
 BS Secondary Education/Social Studies  
 Certifications:  
 Principal K-12  
 Social Studies 6-12

**Performance Record**

SY 2011-12  
 Grade: A  
 Reading Mastery: 45%  
 Math Mastery: 52%  
 Writing Mastery: 85%  
 Reading Learning Gains for Lowest Quartile: 64%  
 Math Learning Gains for Lowest Quartile: 73%

SY 2010-11  
 Grade: B  
 Reading Mastery: 38%  
 Math Mastery: 72%  
 Writing Mastery: 80%  
 Reading Learning Gains for Lowest Quartile: 44%  
 Math Learning Gains for Lowest Quartile: 70%

SY 2009-10  
 Grade: C  
 Reading Mastery: 38%  
 Math Mastery: 70%  
 Writing Mastery: 84%  
 Reading Learning Gains for Lowest Quartile: 42%  
 Math Learning Gains for Lowest Quartile: 68%

SY 2008-09  
 Grade: C  
 Reading Mastery: 38%  
 Math Mastery: 69%  
 Writing Mastery: 78%  
 Reading Learning Gains for Lowest Quartile: 54%  
 Math Learning Gains for Lowest Quartile: 70%

SY 2007-08  
 Grade: C  
 Reading Mastery: 37%  
 Math Mastery: 68%  
 Writing Mastery: 76%  
 Reading Learning Gains for Lowest Quartile: 45%  
 Math Learning Gains for Lowest Quartile: 74%



**Ronald Costello**

Asst Principal

Years as Administrator: 9

Years at Current School: 9

**Credentials**

Degrees:  
 MS Educational Leadership  
 BS Elementary Education  
 Certifications:  
 Educational Leadership K-12  
 Elementary K-6

**Performance Record**

SY 2011-12  
 Grade: A  
 Reading Mastery: 73%  
 Math Mastery: 82%  
 Writing Mastery: 92%  
 Reading Learning Gains for Lowest Quartile: 71%  
 Math Learning Gains for Lowest Quartile: 77%  
 SY 2010-11  
 Grade: B  
 Reading Mastery: 73%  
 Math Mastery: 90%  
 Writing Mastery: 94%  
 Reading Learning Gains for Lowest Quartile: 44%  
 Math Learning Gains for Lowest Quartile: 78%  
 SY 2009-10  
 Grade: A  
 Reading Mastery: 68%  
 Math Mastery: 91%  
 Writing Mastery: 92%  
 Reading Learning Gains for Lowest Quartile: 51%  
 Math Learning Gains for Lowest Quartile: 74%  
 SY 2008-09  
 Grade: A  
 Reading Mastery: 72%  
 Math Mastery: 93%  
 Writing Mastery: 92%  
 Reading Learning Gains for Lowest Quartile: 57%  
 Math Learning Gains for Lowest Quartile: 84%  
 SY 2007-08  
 Grade: A  
 Reading Mastery: 71%  
 Math Mastery: 89%  
 Writing Mastery: 95%  
 Reading Learning Gains for Lowest Quartile: 59%  
 Math Learning Gains for Lowest Quartile: 77%

**Theresa Iulucci**

Asst Principal

Years as Administrator: 7

Years at Current School: 9

**Credentials**

Degrees:  
 MS Educational Leadership  
 BS Physical Education  
 Certifications:  
 Principal K-12  
 Physical Education K-12  
 ESE

**Performance Record**

SY 2011-12  
 Grade: A  
 Reading Mastery: 73%  
 Math Mastery: 82%  
 Writing Mastery: 92%  
 Reading Learning Gains for Lowest Quartile: 71%  
 Math Learning Gains for Lowest Quartile: 77%  
 SY 2010-11  
 Grade: B  
 Reading Mastery: 73%  
 Math Mastery: 90%  
 Writing Mastery: 94%  
 Reading Learning Gains for Lowest Quartile: 44%  
 Math Learning Gains for Lowest Quartile: 78%  
 SY 2009-10  
 Grade: A  
 Reading Mastery: 68%  
 Math Mastery: 91%  
 Writing Mastery: 92%  
 Reading Learning Gains for Lowest Quartile: 51%  
 Math Learning Gains for Lowest Quartile: 74%  
 SY 2008-09  
 Grade: A  
 Reading Mastery: 72%  
 Math Mastery: 93%  
 Writing Mastery: 92%  
 Reading Learning Gains for Lowest Quartile: 57%  
 Math Learning Gains for Lowest Quartile: 84%  
 SY 2007-08  
 Grade: A  
 Reading Mastery: 71%  
 Math Mastery: 89%  
 Writing Mastery: 95%  
 Reading Learning Gains for Lowest Quartile: 59%  
 Math Learning Gains for Lowest Quartile: 77%

**Gary Kirsch**

Asst Principal

Years as Administrator: 18

Years at Current School: 6

**Credentials**

Degrees:  
 EDS Curriculum and Instruction  
 MST Chemistry  
 BA Chemistry  
 Certifications:  
 School Principal K-12  
 Chemistry 6-12  
 Physics 6-12

**Performance Record**

SY 2011-12  
 Grade: A  
 Reading Mastery: 73%  
 Math Mastery: 82%  
 Writing Mastery: 92%  
 Reading Learning Gains for Lowest Quartile: 71%  
 Math Learning Gains for Lowest Quartile: 77%  
 SY 2010-11  
 Grade: B  
 Reading Mastery: 73%  
 Math Mastery: 90%  
 Writing Mastery: 94%  
 Reading Learning Gains for Lowest Quartile: 44%  
 Math Learning Gains for Lowest Quartile: 78%  
 SY 2009-10  
 Grade: A  
 Reading Mastery: 68%  
 Math Mastery: 91%  
 Writing Mastery: 92%  
 Reading Learning Gains for Lowest Quartile: 51%  
 Math Learning Gains for Lowest Quartile: 74%  
 SY 2008-09  
 Grade: A  
 Reading Mastery: 72%  
 Math Mastery: 93%  
 Writing Mastery: 92%  
 Reading Learning Gains for Lowest Quartile: 57%  
 Math Learning Gains for Lowest Quartile: 84%.  
 SY 2007-08  
 Grade: A  
 Reading Mastery: 71%  
 Math Mastery: 89%  
 Writing Mastery: 95%  
 Reading Learning Gains for Lowest Quartile: 59%  
 Math Learning Gains for Lowest Quartile: 77%

**Janice Mills**

Asst Principal

Years as Administrator: 11

Years at Current School: 1

**Credentials**

Degrees:  
 MS Educational Leadership  
 BA Graphic Design  
 Certifications:  
 Principal K-12  
 Art K-12  
 Elementary Education K-6

**Performance Record**

SY 2012-13  
 Grade: B  
 Reading Mastery: 69%  
 Math Mastery: 59%  
 Writing Mastery: 64%  
 Reading Learning Gains for Lowest Quartile: 51%  
 Math Learning Gains for Lowest Quartile: 71%  
 SY 2011-12  
 Grade: A  
 Reading Mastery: 65%  
 Math Mastery: 51%  
 Writing Mastery: 88%  
 Reading Learning Gains for Lowest Quartile: 69%  
 Math Learning Gains for Lowest Quartile: 64%  
 SY 2010-11  
 Grade: A  
 Reading Mastery: 90%  
 Math Mastery: 80%  
 Writing Mastery: 95%  
 Reading Learning Gains for Lowest Quartile: 74%  
 Math Learning Gains for Lowest Quartile: 63%  
 SY 2009-10  
 Grade: A  
 Reading Mastery: 89%  
 Math Mastery: 86%  
 Writing Mastery: 96%  
 Reading Learning Gains for Lowest Quartile: 67%  
 Math Learning Gains for Lowest Quartile: 74%  
 SY 2008-09  
 Grade: A  
 Reading Mastery: 87%  
 Math Mastery: 85%  
 Writing Mastery: 92%  
 Reading Learning Gains for Lowest Quartile: 79%  
 Math Learning Gains for Lowest Quartile: 59%

**Instructional Coaches**

**# of instructional coaches**

1

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Instructional Coach Information:**

**Mary Gucciardo**

Full-time / District-based

Years as Coach: 7

Years at Current School: 1

**Areas**

Reading/Literacy

**Credentials**

Degrees:  
 MS Education  
 BA Biological Science  
 Certifications:  
 Reading K-12  
 Biology 6-12  
 General Science 5-9

**Performance Record**

SY 2012-13  
 Grade: TBD  
 Reading Mastery: 71%  
 Math Mastery: 70%  
 Writing Mastery: 63%  
 Reading Learning Gains for Lowest Quartile: 67%  
 Math Learning Gains for Lowest Quartile: 55%  
 SY 2011-12  
 School Grade: A  
 Reading Mastery: 61%  
 Math Mastery: 83%  
 Writing Mastery: 89%  
 Reading Learning Gains for Lowest Quartile: 79%  
 Math Learning Gains for Lowest Quartile: 44%  
 SY 2010-11  
 Grade: B  
 Reading Mastery: 61%  
 Math Mastery: 83%  
 Writing Mastery: 89%  
 Reading Learning Gains in Lowest Quartile: 44%  
 Math Learning Gains for Lowest Quartile: 70%  
 SY 2009-10  
 Grade: B  
 Reading Mastery: 59%  
 Math Mastery: 84 %  
 Writing Mastery: 89 %  
 Reading Learning Gains in Lowest Quartile: 44 %  
 Math Learning Gains for Lowest Quartile: 70%  
 SY 2008-2009:  
 Grade: A  
 Reading Mastery: 59%  
 Math Mastery: 85 %  
 Writing Mastery: 90 %  
 Reading Learning Gains in Lowest Quartile: 50%  
 Math Learning Gains for Lowest Quartile: 60%

**Classroom Teachers****# of classroom teachers**

89

**# receiving effective rating or higher**

89, 100%

**# Highly Qualified Teachers**

96%

**# certified in-field**

79, 89%

**# ESOL endorsed**

20, 22%

**# reading endorsed**

14, 16%

**# with advanced degrees**

40, 45%

**# National Board Certified**

17, 19%

**# first-year teachers**

2, 2%

**# with 1-5 years of experience**

14, 16%

**# with 6-14 years of experience**

40, 45%

**# with 15 or more years of experience**

33, 37%

**Education Paraprofessionals****# of paraprofessionals**

8

**# Highly Qualified**

8, 100%

**Other Instructional Personnel****# of instructional personnel not captured in the sections above**

0

**# receiving effective rating or higher**

(not entered because basis is &lt; 10)

**Teacher Recruitment and Retention Strategies**

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible**

New teachers to the district/school are provided mentors and provided on-going professional development.

School administration is responsible for the new teacher program.

#### **Teacher Mentoring Program/Plan**

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### **Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities**

New teachers are assigned a mentor teacher that has demonstrated effective instructional and professional practice in the related subject area. Mentors meet regularly with their respective new teacher to provide specific support regarding instruction, policies, and procedures.

There is a New Teacher Mentoring Program that consists of four components: (1) A New Teacher Handbook; (2)

Assigning each new teacher a mentor; (3) Scheduling new teachers to observe experienced teachers in action; (4)

Monthly in-services targeting new teachers' professional development.

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

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### **Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs**

Various stakeholders are actively engaged in the team. Membership includes Administrators, RtI team leader, mainstream consultant, guidance counselors, reading coach, general education teachers, mentoring team leader, the parent and the student. The individual teachers track student progress based upon IEPs, as well as Behavioral Tracking forms. Issues are initially addressed with the respective parents. Should issues continue, then it is brought to the attention of the MTSS team, where the team meets with the student and parent to develop a way ahead to ensure student success.

#### **Function and responsibility of each school-based leadership team member as related to MTSS and the SIP**

Team members collaborate and establish plans and processes that support students throughout each tier to ensure academic and behavioral interventions are implemented. Each team member utilizes data based problem solving methods based upon their expertise to formulate pathways to success for students.

#### **Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP**

The team is integrally engaged in developing and implementing the SIP. Additionally, SIP funding has been provided to enable a peer mentoring program to be implemented to support those students in need. Students who are not successful are identified on a weekly basis through data team meetings. Students are also identified by guidance counselors, administrators, and general education teachers either through academic, attendance, or behavioral issues.

**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**

Administrators and instructional staff employ various tools that include Pinnacle (online grading software program); Performance Matters (online software program used to analyze benchmark and standardized testing data); RtIB (online software program used to track behavioral issues); and TERMS for attendance data.

**Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents**

A systematic professional development program is implemented that engages teachers on a monthly basis throughout the school year. Additionally, the RtI coach at District will be employed to provide additional training workshops.

**Increased Learning Time/Extended Learning Opportunities**

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:**

**Strategy:** Before or After School Program

**Minutes added to school year:** 5,000

Co-Enrollment for students needing additional coursework to meet graduation requirements. Students that need credit recovery attend the after school program and complete courses online.

**Strategy Purpose(s)**

- Instruction in core academic subjects

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

Students are tracked for attendance and course completion. Graduation rates are analyzed to determine the impact credit recovery programs have on students meeting graduation requirements that are at risk of not graduating.

**Who is responsible for monitoring implementation of this strategy?**

Co-Enrollment teachers, guidance counselors, and administration.



**Strategy:** Summer Program

**Minutes added to school year:** 1,000

Algebra I Boot Camp for students needing additional support in order to pass the Algebra I EOC graduation requirement. Students are provided intensive tutoring from highly qualified teachers during the summer.

**Strategy Purpose(s)**

- Instruction in core academic subjects

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

Student attendance is tracked and quantitatively analyzed to determine the amount of students passing the Algebra I EOC.

**Who is responsible for monitoring implementation of this strategy?**

Guidance counselors and administration.

**Strategy:** Before or After School Program

**Minutes added to school year:** 1,000

Algebra I Boot Camp for students needing additional support in order to pass the Algebra I EOC graduation requirement. Students are provided after school intensive tutoring from highly qualified teachers.

**Strategy Purpose(s)**

- Instruction in core academic subjects

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

Student attendance is tracked and quantitatively analyzed to determine the amount of students passing the Algebra I EOC.

**Who is responsible for monitoring implementation of this strategy?**

Guidance counselors and administration.

**Literacy Leadership Team (LLT)**

**Names and position titles of the members of the school-based LLT**

<b>Name</b>	<b>Title</b>
Mary Gucciardo	Literacy Coach
Dana Cone	English Language Arts Team Leader
Kelly Decowski	English Language Learners Team Leader
Anthony Ferro	Social Studies Team Leader

Name	Title
Debbie Proctor	Math Team Leader
Giselle Provencher	Science Team Leader
Linda Ryan	Career & Technical Education Team Leader
Sara Silva	Exceptional Education Team Leader
Mirtha Gonzalez	Foreign Language Team Leader
Greg Laws	Principal
Gary Kirsch	Assistant Principal

### How the school-based LLT functions

The Literacy Leadership Team meets on a monthly basis. The reading coach tracks school-wide literacy data and subsequently meets with the reading data-teams on a weekly basis. School-wide literacy concerns are then shared with the LLT to enable professional development needs to be addressed. LLT problem solves and develops initiatives and strategies to target the areas of concern.

### Major initiatives of the LLT

Given the needs of our Levels 1 and 2, the LLT will target through the data teams the areas of concern. Additionally, the LLT will address vocabulary building and reading/writing across the curriculum.

## Every Teacher Contributes to Reading Instruction

### How the school ensures every teacher contributes to the reading improvement of every student

Reading is part of the individual teacher's professional development plan. Additionally, an instructional focus is included on each teacher's lesson plans and formative reading assessments must be documented in the online grade-book.

## College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

Various initiatives are in place: there are 19 Advanced Placement (AP) courses offered, as well as dual enrollment (DE) at Indian River State College. A Writing Across the Curriculum (WAC) program has been developed to ensure students are writing on a weekly basis in all classes. Teachers work collaboratively to plan and conduct interdisciplinary projects. Rigorous and relevant activities permeate the CTE programs, which stress real-world applications. Digital Design students have developed various program brochures for school organizations and sports teams. The teacher has teamed up with the local Starbucks® to create and develop simulated advertisements that are evaluated by the Starbucks® management team. The teacher also works with local businesses to place students in jobs that maximize their potential.

Students in the Nursing Assisting program participate in a 40-hour clinical rotation that includes a long-term care facility and an acute care hospital. Clinical activities provide opportunities for students to do such tasks as answer call lights, take vital signs, and assist with the personal care of patients/residents. They must also interact with facility staff at all levels, and are challenged to apply communication skills both verbally and in writing when they report to facility staff and submit nursing notes.

The pre-engineering students engage in internship positions with local engineering companies and undertake community projects. Several students participated in robotics competitions sponsored by the

FIRST (For Inspirational and Recognition of Science and Technology) organization.

The Television Production students are responsible for producing, videotaping, and broadcasting the daily news, upcoming events, and recent accomplishments on the school's TV network.

**How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful**

High school administrators go to the middle schools to meet with incoming 9th graders. Subsequently, meetings are conducted with guidance counselors, parents, and students to work one-on-one in developing a tentative schedule. Each September, the guidance counselors offer a four-year planning presentation to parents, which include transition information, as well as details about what happens over the four academic years. Guidance counselors meet individually with each student and their parents to create a four-year plan targeted specifically to the student's individual needs based upon goals and career plans. Guidance counselors conduct presentations in 9th, 10th, and 11th grade English classes to describe course content, prerequisites, and options for course selection. Additionally, all teachers have been--or will be--trained in the ICLE Rigor, Relevance, and Relationship (RRR) approach to Gold Seal lesson design.

**Strategies for improving student readiness for the public postsecondary level**

Guidance counselors host a workshop for juniors entitled "Making Your College Search Count" and one for seniors entitled "Making College Count". Additionally, counselors host a scholarship workshop for seniors and parents to assist them in applying for scholarships.

Each Career and Technical Education (CTE) program is a Career and Professional Education (CAPE) academy with an applicable industry certification and an advisory board. Additionally, each CAPE academy has articulated college credit with Indian River State College and, in some cases, Keiser College.

College Placement Testing (CPT) for college readiness is offered three times per year. Additionally, ACT and SAT prep classes are conducted, as well as offering the Armed Services Vocational Aptitude Battery (ASVAB). In addition to the 19 AP courses previously referenced, courses in reading, writing, and college readiness in preparation for the PERT are provided as well as several opportunities for DE coursework.

## Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Area 1: Reading

#### Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	78%	74%	No	81%
American Indian				
Asian	86%	0%	No	87%
Black/African American	48%	38%	No	53%
Hispanic	71%	61%	No	74%
White	82%	78%	No	84%
English language learners	29%	32%	Yes	36%
Students with disabilities	37%	32%	No	43%
Economically disadvantaged	63%	56%	No	67%

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	196	23%	28%
Students scoring at or above Achievement Level 4	248	29%	34%

#### Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		45%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		45%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	644	75%	80%
Students in lowest 25% making learning gains (FCAT 2.0)	558	68%	73%

**Comprehensive English Language Learning Assessment (CELLA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	31	69%	74%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	16	36%	41%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	17	38%	43%

**Postsecondary Readiness**

	2012 Actual #	2012 Actual %	2014 Target %
On-time 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.	68	17%	25%

**Area 2: Writing**

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	112	26%	31%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		80%

**Area 3: Mathematics****High School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	75%	81%	Yes	78%
American Indian				
Asian				
Black/African American	53%	46%	No	57%
Hispanic	81%	77%	No	83%
White	78%	83%	Yes	80%
English language learners	58%	44%	No	63%
Students with disabilities	57%	48%	No	61%
Economically disadvantaged	71%	67%	No	74%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		[data excluded for privacy reasons]	55%
Students scoring at or above Level 7		[data excluded for privacy reasons]	22%

**Learning Gains**

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	448	70%	75%
Students in lowest 25% making learning gains (EOC)	114	71%	76%

**Postsecondary Readiness**

	2012 Actual #	2012 Actual %	2014 Target %
On-time 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.	63	16%	21%

**Algebra I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	158	50%	55%
Students scoring at or above Achievement Level 4	79	25%	30%

**Geometry End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	113	35%	40%
Students scoring at or above Achievement Level 4	124	40%	45%

**Area 4: Science****High School Science****Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		[data excluded for privacy reasons]	62%
Students scoring at or above Level 7		[data excluded for privacy reasons]	34%

**Biology I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	191	45%	50%
Students scoring at or above Achievement Level 4	166	39%	44%

**Area 5: Science, Technology, Engineering, and Mathematics (STEM)****All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	4		8
Participation in STEM-related experiences provided for students	230	14%	20%

**High Schools**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses	315	19%	24%
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses			
Students taking one or more advanced placement exams for STEM-related courses	231	14%	19%
CTE-STEM program concentrators			
Students taking CTE-STEM industry certification exams			
Passing rate (%) for students who take CTE-STEM industry certification exams			

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

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	379	23%	28%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	111	29%	34%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		27%	32%
Students taking CTE industry certification exams	266	70%	75%
Passing rate (%) for students who take CTE industry certification exams		96%	97%
CTE program concentrators			
CTE teachers holding appropriate industry certifications	6	75%	80%

## Area 8: Early Warning Systems

### High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	161	10%	7%
Students in ninth grade with one or more absences within the first 20 days	107	24%	20%
Students in ninth grade who fail two or more courses in any subject	16	3%	0%
Students with grade point average less than 2.0	118	14%	9%
Students who fail to progress on-time to tenth grade	9	0%	0%
Students who receive two or more behavior referrals	266	16%	10%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	185	11%	8%

### Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	6	0%	0%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	348	89%	94%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	24	65%	70%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	384	99%	100%

## Area 9: Parent 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. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Parental involvement targets for the school

Improve effective communication with parents using available technologies as listed:

Remind 101

Pinnacle

School Website/Newsletter

Climate Surveys

Increase the number of parent volunteers as promoted by PTSA and SAC.

Increase the number of parental contacts through parent/teacher conferences, monthly principal chats, and

additional school sponsored events.



**Specific Parental Involvement Targets**

<b>Target</b>	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
Parent Volunteers	802		100%
Parental Contacts	1641		100%

## Goals Summary

- G1.** Increase the number of students graduating that are At Risk
- G2.** Increase the number of students making learning gains in the lowest quartile on the FCAT Reading 2.0 by 5%
- G3.** Increase the number of students scoring proficient in FCAT 2.0 Reading by 5%
- G4.** Increase the number of students making learning gains on the FCAT Reading 2.0 by 5%
- G5.** Increase the number of students scoring proficient on the Algebra I EOC
- G6.** Increase the number of students scoring proficient on the Geometry EOC
- G7.** Increase the number of students scoring proficient on the Biology EOC
- G8.** Increase the number of students scoring proficient on FCAT Writing
- G9.** Increase students participating in CTE courses and performance on industry certifications
- G10.** Increase student participation and performance in AP coursework and exams

## Goals Detail

## **G1. Increase the number of students graduating that are At Risk**

### **Targets Supported**

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Science
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - High School
- EWS - Graduation
- Additional Targets

### **Resources Available to Support the Goal**

- Co-Enrollment and Credit Recovery for students needing additional opportunities to make up coursework for graduation

### **Targeted Barriers to Achieving the Goal**

- Schedule limitations and limited opportunities for credit retrieval

## Plan to Monitor Progress Toward the Goal

At Risk student graduating on time

**Person or Persons Responsible**

At Risk students

**Target Dates or Schedule:**

July 2014

**Evidence of Completion:**

At Risk graduation rate

**G2. Increase the number of students making learning gains in the lowest quartile on the FCAT Reading 2.0 by 5%**

**Targets Supported**

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Science
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

**Resources Available to Support the Goal**

- Intensive Reading Classes and Supportive Educational Software

**Targeted Barriers to Achieving the Goal**

- Lack of common curriculum for Intensive Reading classes

## Plan to Monitor Progress Toward the Goal

Increase in student engagement

### Person or Persons Responsible

Teachers, Administrators, District Staff

### Target Dates or Schedule:

Ongoing

### Evidence of Completion:

Student Achievement

## G3. Increase the number of students scoring proficient in FCAT 2.0 Reading by 5%

### Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Science
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - High School
- EWS - Graduation
- Additional Targets

### Resources Available to Support the Goal

- Common Core school based leadership team and district professional development department

### Targeted Barriers to Achieving the Goal

- Reading instruction disconnected from content area literacy demands

## Plan to Monitor Progress Toward the Goal

Teacher Observations, Lesson Plans

### Person or Persons Responsible

Administrators

### Target Dates or Schedule:

Ongoing

### Evidence of Completion:

Student Achievement

## G4. Increase the number of students making learning gains on the FCAT Reading 2.0 by 5%

### Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Science
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - High School
- EWS - Graduation
- Additional Targets

### Resources Available to Support the Goal

- Common Core school based leadership team and district professional development department

### Targeted Barriers to Achieving the Goal

- Optimizing the learning environment to maximize achievement for all student profiles

## Plan to Monitor Progress Toward the Goal

Instructional Quality, Mentoring

### Person or Persons Responsible

Teachers, Guidance Counselors, Administrators

### Target Dates or Schedule:

Ongoing

### Evidence of Completion:

Student Achievement

## G5. Increase the number of students scoring proficient on the Algebra I EOC

### Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Science
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - High School
- EWS - Graduation
- Additional Targets

### Resources Available to Support the Goal

- Collaborative Team for Algebra I Teachers, CC school based Leadership Team

### Targeted Barriers to Achieving the Goal

- Learning to use student performance data to inform instruction and monitor student progress



## Plan to Monitor Progress Toward the Goal

Data Driven instruction implementation

### Person or Persons Responsible

Teachers, Administrators

### Target Dates or Schedule:

Ongoing

### Evidence of Completion:

Student Achievement

## G6. Increase the number of students scoring proficient on the Geometry EOC

### Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Science
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - High School
- EWS - Graduation
- Additional Targets

### Resources Available to Support the Goal

- Collaborative Team for Geometry Teachers, CC school based Leadership Team

### Targeted Barriers to Achieving the Goal

- Learning to use student performance data to inform instruction and monitor student progress

## Plan to Monitor Progress Toward the Goal

Data Driven Instruction implementation

### Person or Persons Responsible

Teachers, Administrators

### Target Dates or Schedule:

Ongoing

### Evidence of Completion:

Student Achievement

## G7. Increase the number of students scoring proficient on the Biology EOC

### Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Science
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - High School
- EWS - Graduation
- Additional Targets

### Resources Available to Support the Goal

- Collaborative Team for Biology Teachers, CC school based Leadership Team

### Targeted Barriers to Achieving the Goal

- Learning to use student performance data to inform instruction and monitor student progress

## Plan to Monitor Progress Toward the Goal

Data Driven Instruction implementation

### Person or Persons Responsible

Teachers, Administrators

### Target Dates or Schedule:

Ongoing

### Evidence of Completion:

Student Achievement

## G8. Increase the number of students scoring proficient on FCAT Writing

### Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Science
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - High School
- EWS - Graduation
- Additional Targets

### Resources Available to Support the Goal

- Writing Across the Curriculum

### Targeted Barriers to Achieving the Goal

- Writing instruction disconnected from content area literacy demands

## Plan to Monitor Progress Toward the Goal

Student Writing

**Person or Persons Responsible**

Teachers, Administrators

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion:**

Student Achievement

## **G9. Increase students participating in CTE courses and performance on industry certifications**

### **Targets Supported**

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - High School
- EWS - Graduation
- Additional Targets

### **Resources Available to Support the Goal**

- Collaborative teams for CTE

### **Targeted Barriers to Achieving the Goal**

- Limited number of students participating in industry certifications
- Limited number of Level 2 and below students participating in CTE courses
- Limited number of Honors students participating in CTE courses

## Plan to Monitor Progress Toward the Goal

More students at all levels participating in CTE coursework and industry certifications

### Person or Persons Responsible

CTE Teachers, Administrators

### Target Dates or Schedule:

Ongoing, focusing on spring enrollments for SY14-15

### Evidence of Completion:

Student enrollments and industry certification passing rates

## G10. Increase student participation and performance in AP coursework and exams

### Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Science
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - High School
- EWS - Graduation
- Additional Targets

### Resources Available to Support the Goal

- Professional Learning Communities (Collaborative Teams) school and district wide

### Targeted Barriers to Achieving the Goal

- Eliminating scheduling conflicts with AP, Dual Enrollment, and electives

## Plan to Monitor Progress Toward the Goal

AP participation increases without performance decreasing

**Person or Persons Responsible**

CTE Teachers, Guidance Counselors, Administration

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion:**

Student Achievement

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

### G1. Increase the number of students graduating that are At Risk

#### G1.B1 Schedule limitations and limited opportunities for credit retrieval

**G1.B1.S1** Providing additional opportunities through Co-Enrollment with Adult Education after school and Credit Recovery before school

#### Action Step 1

Co-Enrollment and Credit Recovery

#### Person or Persons Responsible

Teachers, Guidance Counselors, District Personnel

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Student Credit History, Attendance Logs

#### Plan to Monitor Fidelity of Implementation of G1.B1.S1

At Risk students attending credit retrieval opportunities

#### Person or Persons Responsible

Teachers, Guidance Counselors

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Attendance Logs, Participation and Performance data from Edgenuity software



## Plan to Monitor Effectiveness of G1.B1.S1

Students At Risk staying on the track to graduation

### Person or Persons Responsible

Teachers, Guidance Counselors

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Student Credit History

**G2.** Increase the number of students making learning gains in the lowest quartile on the FCAT Reading 2.0 by 5%

## G2.B1 Lack of common curriculum for Intensive Reading classes

### G2.B1.S1 Common planning time to develop a common instructional focus and curriculum materials

#### Action Step 1

Intensive Reading effectiveness

#### Person or Persons Responsible

Teachers, Administrators, District Staff

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Teacher Observations, Professional Learning Communities (Collaborative Teams)

#### Facilitator:

District Literacy Coordinator and Literacy Coach

#### Participants:

Reading Teachers in Professional Learning Communities (Collaborative Teams)

### Plan to Monitor Fidelity of Implementation of G2.B1.S1

Intensive Reading effectiveness

**Person or Persons Responsible**

Teachers, Administrators, District Staff

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Teachers Observations, Lesson Plans

### Plan to Monitor Effectiveness of G2.B1.S1

Intensive Teacher instruction

**Person or Persons Responsible**

Administrators, District Staff

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Teacher Observations

**G3. Increase the number of students scoring proficient in FCAT 2.0 Reading by 5%**

**G3.B1 Reading instruction disconnected from content area literacy demands**

**G3.B1.S1** Increase reading demands across the curriculum through unwrapping & incorporating the 10 CC Anchor Standards for Reading with emphasis on text complexity and close reading

**Action Step 1**

Unwrapping the 10 CC Anchor Standards for Reading

**Person or Persons Responsible**

Teachers, Administrators, District Staff

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Teacher Observations, Lesson Plans

**Facilitator:**

Common Core School Based Leadership Team

**Participants:**

Teachers in Professional Learning Communities (Collaborative Teams)

**Plan to Monitor Fidelity of Implementation of G3.B1.S1**

10 CC Anchor Standards for Reading

**Person or Persons Responsible**

Administrators

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Teacher Observations, Lesson Plans

## Plan to Monitor Effectiveness of G3.B1.S1

Students will be able to apply high levels of critical thinking in all content areas

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Teacher Observations

## G4. Increase the number of students making learning gains on the FCAT Reading 2.0 by 5%

### G4.B1 Optimizing the learning environment to maximize achievement for all student profiles

**G4.B1.S1** Scaffold and spiral levels of cognitively complex tasks and levels of text complexity meeting the needs of different learners

#### Action Step 1

Implementing engagement and motivational techniques by expanding the mentoring program for Level 1 and 2 students.

#### Person or Persons Responsible

Teachers, Guidance Counselors, Administrators

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Mentor Logs

#### Facilitator:

Mentoring Team Leader

#### Participants:

Teachers, Guidance Counselors, Administrators

### Plan to Monitor Fidelity of Implementation of G4.B1.S1

Teacher Instruction, Mentoring Program

**Person or Persons Responsible**

Teachers, Guidance Counselors, Administrators

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Teachers Observations, Lesson Plans, Mentor Logs

### Plan to Monitor Effectiveness of G4.B1.S1

Student engagement and mentoring

**Person or Persons Responsible**

Teachers, Guidance Counselors, Administrators

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Teacher Observations

**G5. Increase the number of students scoring proficient on the Algebra I EOC**

**G5.B1 Learning to use student performance data to inform instruction and monitor student progress**

**G5.B1.S1** Implement Florida's 8 Step Continuous Improvement Model (PDCA) including data disaggregation from multiple sources, instructional focus calendars, mini-assessments, interventions/enrichment and ongoing review

**Action Step 1**

Algebra I Data-Driven Instruction and Boot Camps

**Person or Persons Responsible**

Teachers, Administrators

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Data Team Meetings, Lesson Plans, Teacher Observations

**Facilitator:**

Math Team Leader

**Participants:**

Algebra I Teachers in Professional Learning Communities (Collaborative Teams)

**Plan to Monitor Fidelity of Implementation of G5.B1.S1**

Data Team Meetings, Data-Driven instruction

**Person or Persons Responsible**

Math Team Leader, Administrators

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Data Team Agendas, Teacher Observations, Lesson Plan Reviews

## Plan to Monitor Effectiveness of G5.B1.S1

Implementation of instruction strategies based upon data analysis

### Person or Persons Responsible

Data Teams, Administrators

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Data Team Meetings, Teacher Observations

## G6. Increase the number of students scoring proficient on the Geometry EOC

### G6.B1 Learning to use student performance data to inform instruction and monitor student progress

**G6.B1.S1** Implement Florida's 8 Step Continuous Improvement Model (PDCA) including data disaggregation from multiple sources, instructional focus calendars, mini-assessments, interventions/enrichment and ongoing review

#### Action Step 1

Geometry Data Driven Instruction

#### Person or Persons Responsible

Teachers, Administrators

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Data Team Meetings, Teacher Observations, Lesson Plans

#### Facilitator:

Math Team Leader

#### Participants:

Geometry Teachers in Professional Learning Communities (Collaborative Teams)

### **Plan to Monitor Fidelity of Implementation of G6.B1.S1**

Data Team Meetings, Teacher Observations

**Person or Persons Responsible**

Math Team Leader, Administrators

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Data Team Meeting Agendas, Teacher Observations, Lesson Plans Review

### **Plan to Monitor Effectiveness of G6.B1.S1**

Implementation of instruction based upon data analysis

**Person or Persons Responsible**

Data Teams, Administrators

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Data Team Meetings, Teacher Observations



**G7. Increase the number of students scoring proficient on the Biology EOC**

**G7.B1 Learning to use student performance data to inform instruction and monitor student progress**

**G7.B1.S1** Implement Florida's 8 Step Continuous Improvement Model (PDCA) including data disaggregation from multiple sources, instructional focus calendars, mini-assessments, interventions/enrichment and ongoing review

**Action Step 1**

Biology Data Driven Instruction

**Person or Persons Responsible**

Teachers, Administrators

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Data Team Meetings, Teacher Observations, Lesson Plans

**Facilitator:**

Science Team Leader

**Participants:**

Biology Teacher in Professional Learning Communities (Collaborative Teams)

**Plan to Monitor Fidelity of Implementation of G7.B1.S1**

Data Team Meetings, Teacher Observations

**Person or Persons Responsible**

Math Team Leader, Administrators

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Data Team Meeting Agendas, Teacher Observations, Lesson Plans Review

## Plan to Monitor Effectiveness of G7.B1.S1

Implementation of instruction based upon data analysis

### Person or Persons Responsible

Data Teams, Administrators

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Data Team Meetings, Teacher Observations

## G8. Increase the number of students scoring proficient on FCAT Writing

### G8.B1 Writing instruction disconnected from content area literacy demands

**G8.B1.S1** Increase writing demands across the curriculum through unwrapping the CC Writing Standards with emphasis on text based writing. Writing will be based off informational text-based documents the content area.

### Action Step 1

Writing Across the Curriculum

### Person or Persons Responsible

ELA Team Leader, CC School Based Leadership Team

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Student Essays, Lesson Plans

### Facilitator:

ELA Team Leader, ELA Teachers

### Participants:

Teachers in Professional Learning Communities (Collaborative Teams)

### **Plan to Monitor Fidelity of Implementation of G8.B1.S1**

Students writing in all content areas

**Person or Persons Responsible**

Teachers, Administrators

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Writing prompts from all curricular areas, Lesson Plans

### **Plan to Monitor Effectiveness of G8.B1.S1**

Teachers analyze student writing using CC writing rubric

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student writing improves on the CC writing rubric

**G9. Increase students participating in CTE courses and performance on industry certifications****G9.B1 Limited number of students participating in industry certifications**

**G9.B1.S1** Refine curriculum to incorporate Marzano's framework, emphasizing DQ1 and DQ4, and Domain 2. Additionally, integrate enrichment activities and test-taking strategies to increase number of students earning industry certifications.

**Action Step 1**

Incorporate Marzano's framework DQ1, DQ4, and Domain 2 to addressing clear goals, helping students generate and test hypotheses, and planning and preparing lessons.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Teacher Observations, Professional Development on Marzano Framework, lesson plans, Industry Certification passing rates

**Facilitator:**

Administrators

**Participants:**

CTE Teachers

**Plan to Monitor Fidelity of Implementation of G9.B1.S1**

Incorporate Marzano Framework DQ 1, DQ4, and Domain 2 as teachers prepare and development lesson plans. Administrators review lesson plans and conduct observations. Subsequently, provide feedback to teachers. Teachers also collaborate on enrichment activities during PLC to address students participating and earning industry certifications.

**Person or Persons Responsible**

Teachers and Administrators

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Teacher Observations, Lesson Plans, Observation Feedback, PLC notes

## Plan to Monitor Effectiveness of G9.B1.S1

Students participating and earning industry certifications

### Person or Persons Responsible

Teachers and Administrators

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Teacher Observations, student rolls/participants, industry certification passing rates

**G9.B1.S2** Using formative assessments (e.g. post-tests) evaluate students' strengths and limitations to re-teach the applicable content

### Action Step 1

CTE Pre and post tests to monitor student progress

#### Person or Persons Responsible

CTE Teachers

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Formative assessments and data results

#### Facilitator:

CTE Team Leader, Career Specialist, Administration

#### Participants:

CTE Teachers in a Professional Learning Community (Collaborative Team)

### Plan to Monitor Fidelity of Implementation of G9.B1.S2

CTE progress monitoring of student growth

**Person or Persons Responsible**

CTE Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student assessment data

### Plan to Monitor Effectiveness of G9.B1.S2

Reteaching concepts bases upon formative assessments data

**Person or Persons Responsible**

CTE Teachers, Administration

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Teacher Observations and Lesson Plans

**G9.B1.S3** If necessary, conduct before/after school tutoring to facilitate those students identified in Strategy 2 to become proficient

**Action Step 1**

CTE Tutoring

**Person or Persons Responsible**

CTE Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Teacher Attendance Logs

### **Plan to Monitor Fidelity of Implementation of G9.B1.S3**

Students receiving additional support in preparation for CTE coursework and industry certification exams

**Person or Persons Responsible**

CTE Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

CTE progress monitoring assessments

### **Plan to Monitor Effectiveness of G9.B1.S3**

Increase the number of students earning industry certifications

**Person or Persons Responsible**

CTE Teachers, Administration

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Industry certification results

**G9.B2** Limited number of Level 2 and below students participating in CTE courses

**G9.B2.S1** Increase the number of CTE Teachers with CAR-PD training to allow more more Level 2 students to participate in CTE coursework

**Action Step 1**

CTE Teachers taking CAR-PD training

**Person or Persons Responsible**

CTE Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

CAR-PD training completion

**Facilitator:**

Literacy Coach

**Participants:**

CTE Teachers

**Plan to Monitor Fidelity of Implementation of G9.B2.S1**

CAR-PD Training

**Person or Persons Responsible**

CTE Teachers, Administrators

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Training Logs, Certification



### Plan to Monitor Effectiveness of G9.B2.S1

Incorporate literacy in CTE coursework

#### Person or Persons Responsible

Administrators, CTE teachers, Literacy Coach

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Teacher Observations, student achievement data

### G9.B3 Limited number of Honors students participating in CTE courses

**G9.B3.S1** Promote rigor of programs, to include earning honors level credit for participating in CTE coursework

#### Action Step 1

Effectively market CTE programs, to include program brochures and website. Conduct presentations at open house, parent-teacher conference nights, and middle school presentations. Counsel students to increase program concentrator rates

#### Person or Persons Responsible

CTE Teachers, Guidance Counselors, Administration, Career Specialist

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Increase in number of honor level students participating in CTE coursework

### Plan to Monitor Fidelity of Implementation of G9.B3.S1

Reviewing student registrations for CTE courses

#### Person or Persons Responsible

CTE Teachers, Guidance Counselors

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Students adding honor level CTE coursework to their schedules

### Plan to Monitor Effectiveness of G9.B3.S1

Honor level students taking CTE coursework

**Person or Persons Responsible**

CTE Teachers, Guidance Counselors

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

CTE class enrollments

### G10. Increase student participation and performance in AP coursework and exams

#### G10.B1 Eliminating scheduling conflicts with AP, Dual Enrollment, and electives

**G10.B1.S1** AP Teachers, Guidance Counselors, and Administration review and revise scheduling procedures

**Action Step 1**

Increase participation and performance in AP Coursework

**Person or Persons Responsible**

AP Teachers, Guidance Counselors, Administration

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Students have more access to AP coursework

**Facilitator:**

AP Teachers leading Professional Learning Communities (Collaborative Teams) school and district wide

**Participants:**

AP Teachers

### **Plan to Monitor Fidelity of Implementation of G10.B1.S1**

More students accessing the available AP classes

**Person or Persons Responsible**

Guidance Counselors, Administration

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Increased AP enrollment

### **Plan to Monitor Effectiveness of G10.B1.S1**

Increased participation and performance in AP classes

**Person or Persons Responsible**

CTE Teachers, Guidance Counselors, Administration

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

AP enrollment

## Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Jensen Beach High School coordinates and integrates all federal, state, and local programs that impact the school:

- Implements research-based resources funded by federal and local funds.
- School Improvement Plan objectives reflect the research-based strategies with a focus on achieving state and district priorities.
- Partnerships are established.
- With coordination and scheduling of instructional programs.
- With implementation of parent information programs.
- Brochures and referrals for parent and student support from the guidance department, school nurse and other school and district personnel.

## Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

**G2.** Increase the number of students making learning gains in the lowest quartile on the FCAT Reading 2.0 by 5%

**G2.B1** Lack of common curriculum for Intensive Reading classes

**G2.B1.S1** Common planning time to develop a common instructional focus and curriculum materials

### PD Opportunity 1

Intensive Reading effectiveness

#### Facilitator

District Literacy Coordinator and Literacy Coach

#### Participants

Reading Teachers in Professional Learning Communities (Collaborative Teams)

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Teacher Observations, Professional Learning Communities (Collaborative Teams)

**G3. Increase the number of students scoring proficient in FCAT 2.0 Reading by 5%**

**G3.B1 Reading instruction disconnected from content area literacy demands**

**G3.B1.S1** Increase reading demands across the curriculum through unwrapping & incorporating the 10 CC Anchor Standards for Reading with emphasis on text complexity and close reading

**PD Opportunity 1**

Unwrapping the 10 CC Anchor Standards for Reading

**Facilitator**

Common Core School Based Leadership Team

**Participants**

Teachers in Professional Learning Communities (Collaborative Teams)

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Teacher Observations, Lesson Plans

**G4. Increase the number of students making learning gains on the FCAT Reading 2.0 by 5%**

**G4.B1 Optimizing the learning environment to maximize achievement for all student profiles**

**G4.B1.S1** Scaffold and spiral levels of cognitively complex tasks and levels of text complexity meeting the needs of different learners

**PD Opportunity 1**

Implementing engagement and motivational techniques by expanding the mentoring program for Level 1 and 2 students.

**Facilitator**

Mentoring Team Leader

**Participants**

Teachers, Guidance Counselors, Administrators

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Mentor Logs

**G5. Increase the number of students scoring proficient on the Algebra I EOC**

**G5.B1 Learning to use student performance data to inform instruction and monitor student progress**

**G5.B1.S1** Implement Florida's 8 Step Continuous Improvement Model (PDCA) including data disaggregation from multiple sources, instructional focus calendars, mini-assessments, interventions/enrichment and ongoing review

**PD Opportunity 1**

Algebra I Data-Driven Instruction and Boot Camps

**Facilitator**

Math Team Leader

**Participants**

Algebra I Teachers in Professional Learning Communities (Collaborative Teams)

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Data Team Meetings, Lesson Plans, Teacher Observations

**G6.** Increase the number of students scoring proficient on the Geometry EOC

**G6.B1** Learning to use student performance data to inform instruction and monitor student progress

**G6.B1.S1** Implement Florida's 8 Step Continuous Improvement Model (PDCA) including data disaggregation from multiple sources, instructional focus calendars, mini-assessments, interventions/enrichment and ongoing review

**PD Opportunity 1**

Geometry Data Driven Instruction

**Facilitator**

Math Team Leader

**Participants**

Geometry Teachers in Professional Learning Communities (Collaborative Teams)

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Data Team Meetings, Teacher Observations, Lesson Plans



**G7. Increase the number of students scoring proficient on the Biology EOC**

**G7.B1 Learning to use student performance data to inform instruction and monitor student progress**

**G7.B1.S1** Implement Florida's 8 Step Continuous Improvement Model (PDCA) including data disaggregation from multiple sources, instructional focus calendars, mini-assessments, interventions/enrichment and ongoing review

**PD Opportunity 1**

Biology Data Driven Instruction

**Facilitator**

Science Team Leader

**Participants**

Biology Teacher in Professional Learning Communities (Collaborative Teams)

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Data Team Meetings, Teacher Observations, Lesson Plans

**G8. Increase the number of students scoring proficient on FCAT Writing**

**G8.B1 Writing instruction disconnected from content area literacy demands**

**G8.B1.S1** Increase writing demands across the curriculum through unwrapping the CC Writing Standards with emphasis on text based writing. Writing will be based off informational text-based documents the content area.

**PD Opportunity 1**

Writing Across the Curriculum

**Facilitator**

ELA Team Leader, ELA Teachers

**Participants**

Teachers in Professional Learning Communities (Collaborative Teams)

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student Essays, Lesson Plans

**G9. Increase students participating in CTE courses and performance on industry certifications**

**G9.B1 Limited number of students participating in industry certifications**

**G9.B1.S1** Refine curriculum to incorporate Marzano's framework, emphasizing DQ1 and DQ4, and Domain 2. Additionally, integrate enrichment activities and test-taking strategies to increase number of students earning industry certifications.

**PD Opportunity 1**

Incorporate Marzano's framework DQ1, DQ4, and Domain 2 to addressing clear goals, helping students generate and test hypotheses, and planning and preparing lessons.

**Facilitator**

Administrators

**Participants**

CTE Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Teacher Observations, Professional Development on Marzano Framework, lesson plans, Industry Certification passing rates

**G9.B1.S2** Using formative assessments (e.g. post-tests) evaluate students' strengths and limitations to re-teach the applicable content

**PD Opportunity 1**

CTE Pre and post tests to monitor student progress

**Facilitator**

CTE Team Leader, Career Specialist, Administration

**Participants**

CTE Teachers in a Professional Learning Community (Collaborative Team)

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Formative assessments and data results

**G9.B2** Limited number of Level 2 and below students participating in CTE courses

**G9.B2.S1** Increase the number of CTE Teachers with CAR-PD training to allow more more Level 2 students to participate in CTE coursework

**PD Opportunity 1**

CTE Teachers taking CAR-PD training

**Facilitator**

Literacy Coach

**Participants**

CTE Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

CAR-PD training completion

**G10.** Increase student participation and performance in AP coursework and exams

**G10.B1** Eliminating scheduling conflicts with AP, Dual Enrollment, and electives

**G10.B1.S1** AP Teachers, Guidance Counselors, and Administration review and revise scheduling procedures

**PD Opportunity 1**

Increase participation and performance in AP Coursework

**Facilitator**

AP Teachers leading Professional Learning Communities (Collaborative Teams) school and district wide

**Participants**

AP Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Students have more access to AP coursework

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G1.	Increase the number of students graduating that are At Risk	\$3,000
G5.	Increase the number of students scoring proficient on the Algebra I EOC	\$2,500
Total		\$5,500

### Budget Summary by Funding Source and Resource Type

Funding Source	Personnel	Total
SAC	\$2,500	\$2,500
-Co-Enrollment paid through Adult Education -Credit Recovery Lab needs SAC/SIP Funds	\$3,000	\$3,000
Total	\$5,500	\$5,500

### Budget Details

*Budget items identified in the SIP as necessary to achieve the school's goals.*

#### G1. Increase the number of students graduating that are At Risk

##### G1.B1 Schedule limitations and limited opportunities for credit retrieval

##### G1.B1.S1 Providing additional opportunities through Co-Enrollment with Adult Education after school and Credit Recovery before school

#### Action Step 1

Co-Enrollment and Credit Recovery

#### Resource Type

Personnel

#### Resource

Teachers providing credit retrieval opportunities for students before and after school

#### Funding Source

-Co-Enrollment paid through Adult Education -Credit Recovery Lab needs SAC/SIP Funds

#### Amount Needed

\$3,000

**G5. Increase the number of students scoring proficient on the Algebra I EOC**

**G5.B1 Learning to use student performance data to inform instruction and monitor student progress**

**G5.B1.S1** Implement Florida's 8 Step Continuous Improvement Model (PDCA) including data disaggregation from multiple sources, instructional focus calendars, mini-assessments, interventions/enrichment and ongoing review

**Action Step 1**

Algebra I Data-Driven Instruction and Boot Camps

**Resource Type**

Personnel

**Resource**

Teachers provide intensive tutoring prior to Algebra I EOCs

**Funding Source**

SAC

**Amount Needed**

\$2,500