FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: J. M. TATE SENIOR HIGH SCHOOL

District Name: Escambia

Principal: Rick Shackle

SAC Chair: Jerry Kelly

Superintendent: Malcolm Thomas

Date of School Board Approval: November 20, 2012

Last Modified on: 10/31/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

Note: The following links will open in a separate browser window.

School Grades Trend Data
Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data
High School Feedback Report
K-12 Comprehensive Research Based Reading Plan

ADMINISTRATORS

List your school's administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and Ambitious but achievable annual measurable objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Rick Shackle	M. ED. in Educational Leadership. M.S. in Mental Health	7	9	Under his leadership the school grade was : 2011-2012 Grade Pending 2010-2011 B 2009-2010 B 2008-2009 B 2007-2008 C 2006-2007 C 2005-2006 B AYP in: 2011-2012 No 2010-2011 No 2009-2010 No 2008-2009 No 2007-2008 No 2006-2007 No 2005-2006 No % Meeting High Standards: 2011-2012 Reading-57 Math-76 2010-2011: Reading-54 Math-79 2009-2010: Reading-52 Math-77 2008-2009: Reading-50 Math-76

		Therapy and Psychology			2007-2008: Reading-52 Math-72 2006-2007: Reading-46 Math-64 2005-2006: Reading-48 Math-69 % Making Learning Gains: 2011-2012: Reading-64 Math-75 2010-2011: Reading-54 Math-79 2009-2010: Reading-51 Math-74 2008-2009: Reading-52 Math-74 2007-2008: Reading-57 Math-75 2006-2007: Reading-51 Math-72 2005-2006: Reading-59 Math-72 2006-2007: Reading-51 Math-72 % Lowest 25% Making Gains: 2011-2012: Reading-62 Math-56 2010-2011: Reading-45 Math-62 2009-2010: Reading-40 Math-62 2008-2009: Reading-47 Math-61 2007-2008: Reading-45 Math-65 2006-2007: Reading-45 Math-68 2005-2006: Reading-61
Assis Principal	Terry Colburn	M. Ed. in Educational Leadership. BA in Learning Disabled and Mentallly Handicapped.	3	7	School Grade: 2011-2012 Grade Pending 2010-2011 B 2009-2010 B AYP: 2011-2012 No 2010-2011 No 2009-2010 No % Meeting High Standards: 2011-2012: Reading-57 Math-76 2010-2011: Reading-54 Math-79 2009-2010: Reading-52 Math-77 % Making Learning Gains: 2011-2012: Reading-64 Math-75 2010-2011: Reading-54 Math-79 2009-2010: Reading-51 Math-62 % Lowest 25% Making Gains: 2011-2012: Reading-62 Math-56 2010-2011: Reading-45 Math-62 2009-2010: Reading-40 Math-62
Assis Principal	Clinton Lott	M. Ed. in Educational Leadership. BA in Liberal Studies	4	18	School Grade: 2011-2012 Grade Pending 2010-2011 B 2009-2010 B 2008-2009 B AYP in: 2011-2012 No 2010-2011 No 2009-2010 No 2008-2009 No % Meeting High Standards: 2011-2012: Reading-57 Math-76 2010-2011: Reading-54 Math-79 2009-2010: Reading-52 Math-77 2008-2009: Reaidng-50 Math-76 % Making Learning Gains: 2011-2012: Reading-64 Math-75 2010-2011: Reading-54 Math-79 2009-2010: Reading-51 Math-62 2008-2009: Reading-52 Math-74 % Lowest 25% Making Gains: 2011-2012: Reading-62 Math-56 2010-2011: Reading-45 Math-62 2009-2010: Reading-40 Math-62 2008-2009: Reading-47 Math-61

INSTRUCTIONAL COACHES

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (Percentage data for achievement levels, learning gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the

| Literacy | Laurie Bedford | BA in Elementary Education

Holds reading endorsement certificaton.

Certified in Social Sciences 5-9. | 8 | 4 | School Grade:
2011-2012 Grade Pending
2010-2011 B
2009-2010 B
2008-2009 B

AYP in:
2011-2012 Yes
2010-2011 No
2009-2010 No
2008-2009 No

% Meeting High Standards:
2011-2012: Reading-57 Math-76
2010-2011: Reading-54 Math-79
2009-2010: Reading-52 Math-77
2008-2009: Reading-50 Math-76

% Making Learning Gains:
2011-2012: Reading-64 Math-75
2010-2011: Reading-54 Math-79
2009-2010: Reading-51 Math-74
2008-2009: Reading-52 Math-74

% Lowest 25% Making Gains:
2011-2012: Reading-62 Math-56
2010-2011: Reading-45 Math-62
2009-2010: Reading-40 Math-62
2008-2009: Reading-47 Math-61 |

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

Describe the school-based strategies that will be used to recruit and retain high quality, effective teachers to the school.

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	Escambia County School District offers all teachers a competitive benefits package thtat includes health, dental, and vision insurance at a reasonable cost to the employee. Tate High School makes teachers aware of benefits that teachers have available to them. Teachers who are new to Tate High School are assigned a "mentor" to help guide them through the first year. Mentors are highly skilled, veteral teachers from Tate high School. New teachers are given an orientation to the school on the first day that they report to work. All new teacher hires at Tate High School are in-field. First year teachers participate in the START program, a program that entails supporting and evaluating first year teachers. Teachers participate in the development of their teacher assignments. Teachers are encouraged to give input as to the courses they would like to teach. Teachers are also encouraged to become club sponsors, become class sponsors, coach sports, participate in a committee, or anything else that they feel they can contribute their skills and strengths to.	Rick Shackle	on-going	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
There are 3 teachers at Tate High School that are teaching out-of-field. None of them received a less than effective rating.	The district is offering workshops for ESOL certification/endorsement. Teachers are also provided the opportunity to take subject area certification tests. The school district also provides study materials for teachers who plan to

take a certification test.
Mentors are assigned to
each new teacher.

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
117	11.1%(13)	17.1%(20)	33.3%(39)	38.5%(45)	41.9%(49)	95.7%(112)	14.5%(17)	4.3%(5)	3.4%(4)

Teacher Mentoring Program/Plan

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Melissa Gibbs	Jaime Allred	Melissa Gibbs is a veteran teacher and experienced in all facets of FFA. Both teachers are teachers in the agriculture department.	Melissa Gibbs and Jaime Allred will participate in the Escambia County School District's "Great Beginnings" program for teacher mentoring. Mentor and mentee will plan together, select instructional materials, develop behavior management plans, plan lessons and pacing, set goals, and model a lesson for the beginning teacher to observe. Janet Johnson has been assigned as the district START teacher.
Sherrie Sherrill	Rachel Casady	Rachel Casady is an expereinced teacher who is new to Tate High School. Sherrie Sherrill was assigned as a mentor teacher because her classroom is in close proximity to Rachel Casady's classroom and will have easy access to her.	Mrs. Sherrill will be available to answer any questions that Mrs. Casady has about Tate High School. She will help orient her to the school and school procedures.
Tena Gindl	Stephanie Connors	Stephanie Connors is an expereinced teacher who is new to Tate High School. Tena Gindl was assigned as a mentor teacher because her classroom is in close proximity to Rachel Casady's classroom and will have easy access to her.	Mrs. Gindl will be available to answer any questions that Mrs. Connnors has about Tate High School. She will help orient her to the school and school procedures.
		Erin Ruckman is an experienced	

Erin Ruckman Janet Johnson	Jeanne Davis	teacher and her class is in close proximity for easy access. Janet Johnson is certified in science and the district START mentor.	Janet Johnson will evaluate Mrs. Davis, provide professional support and district resources. Erin Ruckman will help orient Mrs. Davis to the school and its procedures.
Pam Patton	Cynthia Domulot	Pam Patton is an experienced teacher and her classroom is in close proximity for easy access.	Pam Patton will help orient Mrs. Domulot to the school and its procedures.
Maria Cummins	Laura Gaesser	Maria Cummins is an experienced teacher and her classroom is in close proximity for easy access.	Maria Cummins will help orient Mrs. Gaesser to the school and its procedures.
Karen Robinson	Dana Gilmore	Karen Robinson is an experienced teacher. Her office is located centrally to the rooms that Ms. Gilmore is assigned to as a co-teacher.	Karen Robinson will help orient Ms. Gilmore to the school and its procedures.
Cliff Milstead Ann Copenhauer	Christina Grey	Cliff Milstead is an experienced teacher and her class is in close proximity for easy access. Janet Johnson is certified in science and the district START mentor.	Janet Johnson will evaluate Mrs. Gray, provide professional support and district resources. Cliff Milstead will help orient Mrs. Gray to the school and its procedures.
John Reynolds	Christine Hamilton	John Reynolds was chosen to mentor Christine Hamilton because their classrooms are next to each other and they both teach English.	Mr. Reynolds will help orient Mrs. Hamilton to the school and its procedures.
Scotty Skaggs	Susan Richter	Scotty Skaggs was chosen to mentor Susan Richter because their classrooms are close to each other and they both teach science.	Mr. Skaggs will help orient Mrs. Richter to the school and its procedures.
Eva Pardue Ann Copenhauer	Jeremie Samuel	Eva Pardue was chosen to mentor Jeremie Samuel because they co-teach together and both are certified in	Ann Copenhauer will evaluate Mr. Samuel, provide professional support and district resources. Eva Pardue will help orient Mr. Samuel to the school and its procedures.

		English.	
Scotty Skaggs Janet Johnson	Felicia Sotilleo	Scotty Skaggs is an experienced teacher and his classroom is in close proximity to Ms. Sotilleo's room. Janet Johnson is the district's START mentor and is also certified in science.	Janet Johnson will evaluate Ms. Sotilleo, provide professional support and district resources. Scotty Skaggs will help orient Ms. Sotilleo to the school and its procedures.
Laurie Bedford Ann Copenhauer	Kathryn Venettozzi	Laurie Bedford is an experienced teacher and her class is in close proximity for easy access. Ann copenhauer is the district START mentor.	Ann Copenhauer will evaluate Ms. Venettozzi, provide professional support and district resources. Laurie Bedford will help orient Ms. Venettozzi to the school and its procedures.
John Hannon Janet Johnson	Raymond Wright	John Hannon is an experienced teacher and his classroom is in close proximity to Mr. Wright's room. Janet Johnson is certified in science and is the district's START mentor.	Janet Johnson will evaluate Mr. Wright, provide professional support and district resources. John Hannon will help orient Mr. Wright to the school and its procedures.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A

N/A

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

N/A

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

N/A

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

> The Response to Instruction Team at Tate High School is comprised of 5 members:
> Rick Shackle - principal
> Terry Colburn - assistant principal
> Karen Robinson - ESE dept. chairperson
> Laurie Bedford - Curriculum Coach
> Audra Norman - guidance counselor

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

> The RtI Team meets as needed with a minimum of one time per month. The RtI Team works in conjunction with the Literacy Team in collecting and interpreting data. General education teachers provide information about the core instruction, participate in student data collection, deliver Tier I instruction/intervention, collaborates with other staff to implement Tier II interventions, and integrates Tier I materials/instruction with Tier II/III activities.
>
> ESE teachers participate in the Tier process to provide support and offer strategies to the general education teacher. The Reading Coach identifies systematic patterns of the students' needs while working with district personnel to identify appropriate evidence-based interventions and strategies; assists with whole school screening programs that provide early intervening services for children considered "at risk"; assists with monitoring "at risk" students, data collection, and data analysis. The reading coach also provides support for assessment and implementation monitoring.
>
> The school psychologist (district assigned) participates in the collection, interpretation,and data analysis. The psychologist facilitates development of intervention plans and provides support for interventions and documentation.
>
> The speech teacher educates the team in the role that language plays in curriculum, assessment and instruction as a basis for appropriate program design and helps identify systemic patterns of the student's needs with respect to language.

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

The RtI Leadership Team will meet to engage in the following activities:
Review screening data and link that data to instructional decisions.
Review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks and those who are at high risk for not meeting benchmarks. Bused upon that information, the team will identify professional development and resources. They will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, practice new processes and skills, and make decisions about implementation.

MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

Baseline Data: Progress Monitoring and Reporting Network (PMRN), Florida Assessment for Instruction in Reading (FAIR, Florida Comprehensive Assessment Test (FCAT).

Progress Monitoring: PMRN, Subject Area exams, FAIR, FCAT Simulation

Midyear: FAIR, Subject Area Exams, FCAT Simulation

End-of-Year: FAIR, FCAT, End-of-Course exams

Describe the plan to train staff on MTSS.

Professional development will be provided during the teachers' planning time and small sessions throughout the school year. Teachers received training in the first week of the 2012-2013 school year.

Describe the plan to support MTSS.

All guidance counselors are trained in RtI. Guidance counselors support classroom teachers in the process and continue to train teachers new to Tate High School.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The following are members of the Literacy Leadership Team at Tate High School:
Laurie Bedford
Terry Colburn
Kelly Davis
Barbara Hogan
Ilana Johns
Ursula Lamontagne
Stacey Litton
Miriam Neese
Pam Saxton
Rick Shackle
Sheri Sherrill
Stephanie Small
Katherine Venettozzi
Elerene Walters
Leslee Williams

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).

The Literacy Leadership Team at Tate High School meets on a regular basis. All members on the team are reading teachers or administrators. Teachers who teach FCAT remediation classes meet every other week as do several other reading department subgroups. The Literacy Team a whole meets every month.

The Tate High School Literacy Team identifies the reading areas that Tate High School teachers need to focus on during the

school year and strategies that all teachers may use within their content areas. The Literacy Team studies and provides reading data for Tate High School. The team distributes this information to the faculty and identifies to the faculty the areas of weakness and strengths.

What will be the major initiatives of the LLT this year?

The Tate High School Literacy Team plans to focus intensively in two areas this school year. Reading teachers will teach all reading skills and all other teachers will teach reading skills within the content area. Special emphasis will be placed on Critical Thinking Skills and using questioning teachniques that require the use of higher order thinking skills. All teachers will also endeavor to build student reading "stamina". Teachers will have students read longer passages and build up to a level of comfortableness with multiple long reading passage assignments. As many of our FCAT Level 1 and Level 2 reading students report that they get tired of reading, teachers hope to improve their reading endurance.

Public School Choice

Supplemental Educational Services (SES) Notification
View uploaded file (Uploaded on 10/17/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

Not applicable.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

Teachers in all areas incorporate reading skills into their content areas. The Tate High School Literacy Leadership Team identifies areas of weakness through FCAT data and informs the faculty of their findings. All teachers are required to keep FCAT results on each of their students by using FCAT Star. All teachers at Tate High School have received training in CRISS, CIM, and Differentiated Instruction.

Inservice will continue to be offered throughout the school year. Teachers will continue to use CIM strategies, curriculum mapping, AP strategies, CRISS, Word Walls, etc.

*High Schools Only

Note: Required for High School - Sec. 1003.413(g)(j) F.S.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

Tate High School offers a variety of courses that enable students to transition them from high school directly in to college, the military, or employment. The art department offers courses from Art I through AP art courses. Many of our students have participated in our bands and orchestra for four years and continue on with music on the college level. The choral and drama department also offer a four year program for students interested in the performing arts.

Tate High School offers 5 different career academies. The Health Academy is a four year program that culminates in a hospital placement where students work in several different departments that includes actual patient contact.

The Multi-Media Academy allows students to work on a TV set that includes a news desk, TV cameras, a sound room, and an editing room. Students write and edit scripts and produce videos. Students also produce live TV shows for the closed circuit TV system that Tate High School uses for a daily news show.

The Veterinary Assistance program is in its third school year. This four year program includes working with small and large animals, along with student experiences in local veterinarian clinics.

The Game and Simulation Academy is a four year program for students interested in video gaming and design. Guest college teaching assistants have worked with the third and fourth year students. Students have also taken their fourth year class as a dual enrollment class at the University of West Florida.

The Early Childhood Education Academy is a four year program that places students in the third and fourth year in day care centers and elementary schools. These academy students work on and often earn their certification. Many students are hired as day care workers and teaching assistants directly from high school.

Tate High School also offers a BCE and DCT program to upper classmen.

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

Students that are enrolled in an academy are in a four year program. All students meet with their guidance counselors on a regular basis. Courses of study and course selections are adjusted as a student's interest or goal changes. Counselors work with students in placing them in high school courses, college courses, and vocational courses that are appropriate to the students' goals.

Postsecondary Transition

Note: Required for High School - Sec. 1008.37(4), F.S.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report

Tate High School has identified eleventh and twelfth grade students who have completed Algebra 2 but are not ready for College Algebra. Math for College Readiness is offered to these students.

Additional Advanced Placement courses are offered to all students. Students in the ninth grade may take AP Geography and additional courses are added in grades 10 through 12. The rigor of all academic classes has increased.

Students who have failed one or more grades and/or are credit deficient are able to take courses through Compass Learning. Students who are 16 years old or older may retake courses through Tate Community School.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	Tate High School will increase the number of students who score at the profienct level by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on 2012 FCAT scores, 28% (265) of Tate High School students scored at Level 3 in FCAT 2.0 Reading. 57% (538)of students were proficient.	58% or more of students taking FCAT 2.0 Reading in 2013 will achieve proficiency.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Large percentage of students enter high school at a reading level far below their grade level. Students who score Level 1 or 2 on FCAT Reading often demonstrate poor attendance. Students who score Level 1 or 2 on FCAT Reading often have poor study/organizational skills.	Increase use of Media Center and Media Center maaterials by teachers and students. Extensive opportunities for guided practice in all classrooms. Differentiated instruction based on student assessment data. Integration of core academics text reading, text discussioin and writing in response to reading. Offer and increase complex text materials in all classrooms through supplemented materials. Independent reading practice in all classrooms. Focus on informational text.	Literacy Coach Classroom teachers Administrators	Classroom observation Teacher tests	FAIR tests Teacher tests FCAT scores USA Test Prep
2	Students often struggle with endurance in completing the long passages on the FCAT Reading test.	Teachers model FCAT style passages(Think Aloud) Students work through longer FCAT Non-fiction passages. Teachers will instruct students how to "mark the text". Higher Level Questioning	Curriculum Coach Classroom Teacher	Teachers will provide students opportunities to read and answer higher level questions on FCAT style passages.	Individual FCAT passage grade. FCAT Scores

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need

of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	Less than 10 students take the Alternate Assessment at Tate High School
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	Tate High School will increase the above proficiency levels by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2012 FCAT data, 29% (273) of students achieved above proficiency (Level 4 or Level 5). 20% (204)of students scored above proficiency on FCAT in 2011.	Tate High School will achieve 30% above proficiency level (Level 4 and Level 5).

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	No anticipated barriers.	Higher level questioning used in the classroom and on assignments. Use pre AP strategies in honors courses. Place students in Advanced Placement courses when possible.	Curriculum coach Classroom teachers Guidance counselors	Teachers will evaluate test results to determine effectiveness of higher order questions. Class registration	Enrollment in honors and AP classes. Classroom tests FCAT scores

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	Less than 10 students take the alternate assessment at Tate High School.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	Tate High School will increase learning gains by 1% in 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2012 FCAT data, 54%(509) of students made learning gains in reading at Tate High School. 54% (539) of students made learning gains in 2011.	Tate High School will achieve 55% learning gains in Reading in 2012.

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Intrinsic Motivation. Lack of technology in the classroom. Lack of reading experience outside of the school setting.	Continue Read 180 in 9th grade for Level 1 readers. Continue Plugged In To Reading for Level 2/Level 3 9th and 10th grade students. Higher Level Questioning. Implement reading skills in all classrooms and academic areas.	Reading Coach Content Area Teachers Administration	FCAT Reading focus area skills practice and implemented in the classroom	FCAT Reading focus area assessmentsFCAT 2013 data

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	There are less than 10 students taking the alternate assessment at Tate High School.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	Tate High School will increase Reading learning gains within the Lowest 25% quartile by 1% in 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on 2012 FCAT data, 45% (106) of students in the lowest 25% quartile made learning gains in reading. 45% (113) of students in the lowest quartile made learning gains in 2011.	Tate High School will achieve 46% Reading learning gains among the Lowest 25% quartile on the 2013 FCAT.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Absences Parent participation Lack of student motivation Unsuccessful reading strategies	Review students with habitual absences Mid-term progress reports to parents Graphic Organizers while reading Higher Level Questioning. Implement reading skills in all classrooms and curriculums.	Classroom teacher Reading Coach	Parent's signature on progress reports Student test grades	Nine weeks assessments FAIR Data FCAT Data

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # 67% of students taking the FCAT 2.0 reading test in 2013 will score at Level 3 or higher. 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	63%	67%	70%	73%	77%	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	Tate High School will increase AYP reading scores within the Ethnicity subgroups by 1% on the 2012-2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on 2011-2012 FCAT scores and AMO, one of six (17%) subgroups achieved the target AMO in reading.	A minimum of 3 of 6 (50%) of all subgroups at Tate High School will reach the 2013 target AMO in reading.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

	Unsuccessful reading strategies Lack of student motivation Absences	Small group instruction Graphic Organizers Higher level questioning/discussion	Classroom teacher Reading Coach Administration	Student grades Project rubrics Reading Subject Area Exam.	FCAT data Student Nine Weeks/Semester grades
1					

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	One ELL student is enrolled at Tate High School. He scored a Level 2 on FCAT reading. There are 2 ELL students enrolled for the 2012-2013 school year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
ELL student scored a Level 2 on FCAT reading	Both ELL students will earn a Level 3 or higher on FCAT reading.

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	One ELL student is excessively absent from school.	Placement in remedial reading classes. Accommodations in general education classes. Placement with ESOL trained teachers.	Classroom teachers District ESOL teacher	classroom testing reading tests	FCAT scores

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	Tate High School will increase AYP Reading scores within the Students with Disabilites subgroup by 1% on the 2012 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2009-2010 FCAT data, the Students with Disablitiles subgroup scored 39% AYP in Reading. 23% of SWD made AYP in Reading in 2010-2011.	24% or more of SWD at Tate High School will make AYP on the 2012 FCAT Reading.

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Absences Student Motivation Unsuccessful Reading strategies	Small group instruction Meeting Student accomodations Graphic Organizers Higher Level Questioning	ESE classroom teacher Administration Reading Coach	Teacher Assessments State/District Assessments	FCAT data FAIR data Nine Weeks/Semester Grades

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in reading.	The percent of economically disadvantaged students who

		Reading Goal #5E:		score satisfactorily has remained contstant.	

2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2011-2012 reading scores, 46% of economically disadvantaged students scored satisfactorily.	51% of economically disadvantaged students will score satisfactorily on FCAT reading in 2013.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Absences Lack of Motivation Unsuccessful Reading strategies	Small group instruction Graphic Organizers Higher Level Questioning	Classroom Teacher Reading Coach Administration	Teacher made Assessments State/District Assessments Student projects	FAIR data FCAT data Nine Weeks/Semester Grades

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Web Quest	Reading	Laurie Bedford	All faculty	October 19, 2012	Classroom observations / walkthroughs	Laurie Bedford
Classroom Strategies	All curriculum areas	Lynne Hood	All faculty	October 19, 2012	Classroom observations / walkthroughs	Administrators

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Reading Comprehension	Non Fiction,Text Complexity,Sequencing	Budgeted Funds	$2,800.00
		Subtotal: $2,800.00	
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
	USA Test Prep/Next Generation Read 180	Internal Funds SAI/District Funds	$10,500.00
		Subtotal: $10,500.00	
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
	CRISS/HYS Small Group Instruction (Engagement)	SAI/AP	$6,200.00
		Subtotal: $6,200.00	
Other			

Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
			Subtotal: $0.00
			Grand Total: $19,500.00

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	Tate High School is not an ESOL Center.

2012 Current Percent of Students Proficient in listening/speaking:

N/A

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Students read in English at grade level text in a manner similar to non-ELL students.	
2. Students scoring proficient in reading. CELLA Goal #2:	N/A

2012 Current Percent of Students Proficient in reading:

N/A

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	N/A

2012 Current Percent of Students Proficient in writing:

N/A

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of CELLA Goals

Florida Alternate Assessment High School Mathematics Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1:	There are less than 10 students who take an alternate assessment at Tate High School.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics. Mathematics Goal #2:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3. Florida Alternate Assessment: Percent of students making learning gains in mathematics. Mathematics Goal #3:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Problem-Solving Process to Increase Student Achievement

(Note: "Problem-Solving Process to Increase Student Achievement" appears as the header above the table)

High School Mathematics AMO Goals

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Mathematics Goal # 74% or more of students will score satisfactorily in math in 2012-2013. 5A :					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	72%	74%	77%	79%	82%	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	Each subgroup at Tate High School made significant gains in math from 2010-2011 to the 2011-2012 school year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
57% of blacks made satisfactory progress. 63% of SWD made satisfacotry progress. 71% of Economically Disadvantaged Students made satisfactory progress.	All subgroups will increase by 1% or better in making satisfactory progress in math.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of student motivation. Absences Parent participation	Implement Singapore Math stategies in the classroom. Frequent review of basic math skills. Use Geometry EOC review on district website. Use differentiated instruction. Small group instruction Math vocabulary development.	Math teachers Math specialist	Teacher tests SAE Teacher observations	Math EOC scores

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	There are less than 10 ELL students at Tate High School.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	The percent of SWD who scored at a satisfactory level increased from 51% to 63% in 2012.
2012 Current Level of Performance:	2013 Expected Level of Performance:
63% of SWD scored at a satisfactory level in math in 2012.	64% or more of SWD will score at a satisfactory level in 2013.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Approximately 30% of students attending Tate High School enter the 9th grade with math skills that are below grade level.	Singapore Math Frequent review of basic math skills Use the Algebra and Geometry EOC review on the district's website. Differentiated Instruction Small group instruction Math vocabulary development	Math teachers Math specialist	Teacher tests SAE Teacher observations	Algebra and Geometry EOC scores.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	There was a 10% increase in the number of Economically Disadvantaged students that scored at the satisfactory level in math in 2012.

	2012 Current Level of Performance:		2013 Expected Level of Performance:	
	71% of Economically Disadvantaged students scored at a satisfactory level in math in 2012.		72% or more of Economically Disadvantaged students will score at the satisfactory level in math in 2013.	
	Problem-Solving Process to Increase Student Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Approximately 30% of students entering Tate High School in the 9th grade have math skills below grade level.	Singapore Math Frequent review of basic math skills. Use the Algebra and Geometry EOC reviews on the district's website. Differentiated instruction Math vocabulary development.	Math teachers Math Specialist	Teacher tests SAE Teacher observations	Algebra and Geometry EOC scores

End of High School Mathematics Goals

Algebra End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	30% (117) of students taking the Algebra EOC scored below Achievement Level 3. Students who score below Level 3 need remediation and to retake the EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
70% (273) of students who took the Algebra EOC earned a Level 3 or higher.	71% of students taking the Algebra EOC will earn an Achievement Level 3 or higher in 2013.

	Problem-Solving Process to Increase Student Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	There is a large number of students who enter the 9th grade with math skills that are below grade level.	Students who earn below a Level 3 on the 8th grade FCAT math test will be placed in a double block of Algebra 1A and 1B. Use the district website for Algebra EOC skill reviews.	Math teachers Asst. Principal for Curriculum	Chapter test grades SAE scores	Algebra EOC scores

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

	2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	70% (273) of students taking the Algebra EOC passed the test. There is a need to move students who score in the upper range of Level 3 to move to a Level 4 or higher.
	2012 Current Level of Performance:	2013 Expected Level of Performance:
	16% ((62) of students taking the Algebra EOC in 2012 scored at or above Level 4.	17% or more of students taking the Algebra EOC in 2013 will score at or above Level 4.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	No anticipated barriers.	Place Level 4 and 5 FCAT Math students in an honors level course. Use the district website for review of Algebra EOC skills.	Math teacher Administration	SAE scores Student grades Teacher tests	Algebra EOC scores

End of Algebra EOC Goals

Geometry End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:	Achievement levels have not been assigned to the Geometry EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Scores were divided into thirds. 88% (341) of students who took the Geometry EOC in 2012 scored in the middle or upper third.	70% of students who take the Geometry EOC in 2013 will earn a Level 3 or higher.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Approximately 30% of math students have math skills below their grade level.	Implement Singapore Math strategies in the classroom. Frequent review of basic math skills. Use Geometry EOC review on district website. Use differentiated instruction. Small group instruction Geometry vocabulary	Math teacher Math Specialist	Teacher tests SAE Teacher observation	Geometry EOC scores

		development.			

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	Achievement levels have not been assigned to the Geometry EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
2012 scores were divided into thirds. 58% (224) of students taking the Geometry EOC scored in the upper third. The mean scale score is 55.	15% of students taking the Geometry EOC in 2013 will score at Level 4 or higher.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	No anticipated barriers.	Differentiated instruction. Small group instruction. Geometry vocabulary development. Use the Geometry EOC review on district website.	Math teachers Math Specialist	Teacher tests SAE Teacher observations	Geometry EOC scores

End of Geometry EOC Goals

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Singapore Math	Math 9 -12	Math Subject Area Specialist	Math teachers	TBA	Classroom observations	Administrators
Differentiated instruction	All grades and subjects	Lynne Hood Laurie Bedford	All teachers	October 19, 2012	Clasroom observations Walk-throughs	Administrators
Best Practices in the Classroom	Math 9 -12	Learning Communities	Mat Teachers	monthly	Lesson plans Teacher Evaluations	Administrators
Incorporating Technology into the Curriculum	Math 9 - 12	Technology Learning Group Learning Communities	Math teachers	monthly	Lesson plans Teacher evaluations	Administrators
Web Quest training	All grades and subjects	Lynne Hood Laurie Bedford	all teachers	October 19, 2012	Classroom observations Walk-throughs	Administrators

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Improve Math Proficiency	HYS/Accelerated Math EOC Consumables	Budgeted Funds	$2,800.00
			Subtotal: $2,800.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
	Projector/Docking Stations/2 Computer Labs/Slates	District/SAI/SAC	$31,500.00
			Subtotal: $31,500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
	CRISS/Small Group Instruction/Sequencing	SAI/Budgeted Funds	$500.00
			Subtotal: $500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
			Subtotal: $0.00
			Grand Total: $34,800.00

End of Mathematics Goals

Florida Alternate Assessment High School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1:	There are less than 10 students taking an alternate assessment at Tate High School.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.	N/A

Science Goal #2:				

2012 Current Level of Performance:		2013 Expected Level of Performance:		
N/A		N/A		

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Biology End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1. Students scoring at Achievement Level 3 in Biology. Biology Goal #1:	Students who scored in the bottom third of scores need to improve their science skills.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
138 students took the Biology EOC in 2012. 86% (119) of students who tested scored in the middle or high third of scores.	70% of students taking the EOC will score at Achievement Level 3 or higher in 2013.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited funds prohibit the purchase of updated lab equipment and technology.	Science teachers combine their resources/equipment for better use of available lab equipment.	Science department chairperson. Administrators. District Science Subject Area Specialist.	Pretests are administered. Teachers administer chapter tests, unit tests. SAE tests	Biology EOC scores.
2	Students with reading and math skills that are below their grade level.	Differentiated instruction Small group learning CRISS strategies Project-based learning Review Biology EOC skills on distrit website.	Science teachers	SAE Teacher tests Teacher observation	Biology EOC scores

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

	2. Students scoring at or above Achievement Levels 4 and 5 in Biology. Biology Goal #2:	Science courses need to increase opportunities for experimentation and hand's- on experiences.
	2012 Current Level of Performance:	2013 Expected Level of Performance:
	58% (80) of students who took the Biology EOC in 2012 scored in the upper third at Tate High School	15% of students taking the Biology EOC in 2013 will score at Achievement Level 4 or higher.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lab facilities and materials must be shared among science teachers. Funding for new lab materials and technology is low.	Conduct virtual labs. Share materials among teachers. Use the district website for Biology EOC review.	Science teachers Science Subject Area Specialist	Teacher tests SAE scores	Biology EOC scores

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
CRISS Strategies	Science	Lynne Hood Robin Venettozzi	All science teachers	Teacher Planning Days 0 Planning Hour	Classroom observations	Lynne Hood Administrators
Web Quest	All grades and subjects	Lynne Hood Laurie Bedford	All teaches	October 19, 2012	Classroom observations Classroom walk-throughs	Administrators

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Student Engagement	Lab Materials	District Funds	$1,800.00
			Subtotal: $1,800.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount

CRISS/Small Group Instruction		SAI	$400.00
		Subtotal: $400.00	

Other			
Strategy	Description of Resources	Funding Source	Available Amount
Improve Proficiency EOC/ACT/SAT	Departmental Materials/Needs Labs		$2,400.00
		Subtotal: $2,400.00	
		Grand Total: $4,600.00	

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	Writing skills need to be incorported into all classes, both academic and elective courses. Teachers need to continue emphasizing correct grammar, syntax, organization and focus.
2012 Current Level of Performance:	2013 Expected Level of Performance:
88% (423) of students taking the FCAT Writing test in 2012 scored Level 3 or higher.	90% or more of students will Level 3 or higher on FCAT Writing in 2013.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	None-Based on previous scores, Tate High students have been very successful in writing.	Teachers will implement Six Traits of Writing in both English and Social Studies classes. Intensive practice with the FCAT Writing format. Incorporate writing skills in all classes.	Teachers Language Arts Subject Area Specialist	Incorporate writing assignments in all curriculum areas. Use writing rubric to grade writing assignments.	FCAT Writing scores

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	Writing skills need to be incorported into all classes, both academic and elective courses. Teachers need to continue emphasizing correct grammar, syntax, organization and focus.
2012 Current Level of Performance:	2013 Expected Level of Performance:
47% (227) of students taking FCAT Writing in 2012 scored 4 or higher.	48% of students taking FCAT Writing in 2013 will score 4 or higher.

Problem-Solving Process to Increase Student Achievement				
			Person or	Process Used to

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	No barriers anticipated	Incorporate writing skills in all classes. Teach 6 Traits of Writing in all English classes. Differentiated instruction Small group instruction	Teachers Language Arts Subject Area Specialist	Teacher tests Teacher observations Writing samples	FCAT Writing scores

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Differentiated Instruction	All teachers	Lynne Hood	All teachers	October 12, 2012	Classroom observations	Administrators
CRISS training Six Traits of Writing	Selected teachers on the faculty	Lynne Hood Robin Venettozzi	Teachers who are new on the faculty and have not had CRISS training	O planning period throughout the school year	Classroom observations Classroom Walkthroughs	Administrators

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Improve Proficiency	Materials/Consumables	Budgeted Funds	$500.00
			Subtotal: $500.00
			Grand Total: $500.00

End of Writing Goals

U.S. History End-of-Cource (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in U.S. History. U.S. History Goal #1:	The US History EOC was field tested in 2012.
2012 Current Level of Performance:	2013 Expected Level of Performance:
The US History EOC was field tested in 2012.	N/A

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History. U.S. History Goal #2:	The US History EOC was field tested in 2012.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

No Data Submitted

U.S. History Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Increase Proficiency EOC ACT/SAT	Consumables/Materials	Budgeted Funds	$2,400.00
			Subtotal: $2,400.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
	Projectors	AP	$1,000.00
			Subtotal: $1,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
	N/A	N/A	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
	N/A	N/A	$0.00
			Subtotal: $0.00
			Grand Total: $3,400.00

End of U.S. History EOC Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	Improve daily attendance by at least 1%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
The average daily attendance rate for Tate High School in 2012 is 94.2%	The expected average daily attendance rate for the 2012-2013 school year is 95%.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
768 students had ten or more absences in 2012.	Tate High expects to decrease the number of students with excessive absences by 1%, bringing the total to 760 students or less.
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
45 students had 10 or more tardies in 2012.	41 or less students are expected to have ten or more tardies in the 2012-2013 school year.
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	sickness transportation	encourage students to attend daily monitor periodic late students and buses	Rick Shackle deans	Monitor absentee list Identify students with frequent absences	Daily attendance rate
2	An increasing number of families have disconnected thier land lines and have not informed the school of number changes.	Each student who is absent will receive a phone call informing the parent that their child was absent that day.	Cynthia Atkins	"School Messenger" is a call system used to call all students. The software records how each call was received.	Daily attendance rate

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
N/A	N/A	N/A	N/A	N/A	N/A	N/A

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	During the 2010-2011 school year, Tate High School implemented an in-school suspension program and an alternative education class. Out-of-school suspensions have shown a drastic decrease as a result. Objective: The number of in-school suspensions and out-of-school suspensions will decrease by 1%.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
There were 316 in-school suspensions in the 2011-2012 school year. 229 in-school suspensions were unduplicated.	313(1%)or less in-school suspensions are expected in the 2012-2013 school year.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
There were 229 students who received an in-school suspension in the 2011-2012 school year.	217 (1%) or less in-school suspensions are expected in the 2012-2013 school year.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
There were 238 out-of-school suspensions in the 2011-2012 school year.	236 (1%) or less out-of-school suspensions are expected in the 2012-2013 school year.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
There were 167 students who received out-of-school suspension in the 2011-2012 school year.	165 (1%) or less students are expected to receive out-of-school suspensions in the 2012-2013 school year.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Any large incident involving large numbers of students may adversely affect the data.	Students receiving multiple discipline referrals will be referred and placed in an alternative education setting. Parents will be contacted after each discipline referral of a serious nature.	Clinton Lott	Monitor students placed in alternative education.	Number of discipline referrals. Data on number of suspensions both in and out of school.
2	Students who are multiple offenders.	Internal School Suspension (ISS) will be used as an alternative to out-of-school suspension.	Deans	Percent of students who are placed in ISS more than once for the same offense.	Unduplicated number of students assigned to ISS.

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
N/A	N/A	N/A	N/A	N/A	N/A	N/A

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Suspension Goal(s)

Dropout Prevention Goal(s)

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

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Dropout Prevention Dropout Prevention Goal #1: **Please refer to the percentage of students who dropped out during the 2011-2012 school year.*	The dropout rate is calculated by the state of Florida and the NGA. The dropout rate continues to be low at Tate High School.
2012 Current Dropout Rate:	2013 Expected Dropout Rate:
Data for the 2011-2012 school year is not available at this time. The dropout rate for Tate High School for the 2009-2010 school year is 0.7%.	The dropout rate for 2010-2011 will remain stable at the .7% level or improve.
2012 Current Graduation Rate:	2013 Expected Graduation Rate:
Graduation rates for 2009-2010 for Tate High School are as follows: Florida rate = 92.7%, NGA rate is 92.5%	The graduation rate for the 2010-2011 school year will increase to 94%.

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	A larger number of students enter high school after being retained multiple times. This produces students who are over-age for their grade level and who feel disconnected from the school community.	Multiple opportunities for grade recovery will be offered to students who are behind appropriate grade level. Options include Florida Virtual School, Adult Community School programs and Compass Learning courses. Alternative school placements which are designed for credit recovery will be discussed with the student and parent/guardian.	Grade level counselors	Data on the number of students who take advantage of credit recovery options will be collected as well as enrollment rates to alternative school placements. The percentage of students who are promoted in January will be assessed.	Documentation of number of students who participate in credit recovery programs and the number of credits earned through these options. The percentage of retained students who are promoted will be calculated.
2	Students who choose to leave us frequently come from families who have not completed high school.	Increase personal contact with the guardians of students at risk of dropping out	Grade level counselors	Record of conferences and phone calls with students at risk will be kept.	Documentation of number of parent conferences

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
None	N/A	N/A	N/A	N/A	N/A	N/A

Dropout Prevention Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount

N/A	N/A	N/A	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	Parents are involved in academic planning for their children by particpating in the development of Individual Education Plans (IEP), Progress Monitoring Plans (PMP) for students in the lower quartile, Gifted Education Plans (GEP), and 504 Plans. The goal will be an increase in parental particapation in all planning activities and strategies for each student involved in creating these plans. Parents are active in extracurricular activities such as athletics, clubs, band, and chorus.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
Tate High School has approximately 400 parents involved in various booster clubs.	Membership in booster clubs will be maintained or increase in the 2012-2013 school year.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parents are often working multiple jobs and cannot participate regularly.	Parents are invited to monitor the booster club website and participate in meetings when able. Post events on school website. Use School Messenger to inform parents of school events.	Administration Athletic coaches Club sponsors Athletic Director	Monitor parental attendance . School Climate Survey	Number of parents who are official members of the booster clubs. Number of parents attending school events.

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No professional development will be offered in regard to	N/A	N/A	N/A	N/A	N/A	N/A

parent involvement in the 2012-2013 school year.						

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Curriculum Night	Consumables	Budgeted Funds	$500.00
			Subtotal: $500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Grand Total: $500.00			

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	Students enrollment in the Gaming and Simulation Academy, Web Design classes, IIT classes, and Digital Design classes will increase from 218 to 225 or more.
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	No barriers are anticipated.	Curriculum Fair Technology teachers advertise their courses during the registration process Advertise within the school for the district's Career Academy Fair.	Administrators	Academy application process Academy enrollment retention	Gaming and Simulation Academy enrollment Registration data

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No professional development will be offered in this area for the 2012-2013 school year.	N/A	N/A	N/A	N/A	N/A	N/A

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. CTE CTE Goal #1:	Tate High School will increase the number of students enrolled in the Multimedia Academy from the current enrollment of 81 students.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Other high schools in the district offer a	Advertise the Tate High School Multimedia	Multimedia Academy teacher	Number of applications	Enrollment numbers for

1	multimedia academy or TV Production classes.	Academy through various venues: District Career Academy Fair Tate High Curriculum Fair Posters displayed throughout registration process for the 2014 school year.	Guidance counselors Administrators			2013-2014.

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No professional development will be offered at Tate High School in this area during the 2012-2013 school year.	N/A	N/A	N/A	N/A	N/A	N/A

CTE Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Improve Proficiency And Increase Industry Certification/Engagement	Consumables/Materials/Labs	Budgeted Funds	$6,300.00
			Subtotal: $6,300.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
			Grand Total: $6,300.00

End of CTE Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Reading Comprehension	Non Fiction,Text Complexity,Sequencing	Budgeted Funds	$2,800.00
CELLA	N/A	N/A	N/A	$0.00
Mathematics	Improve Math Proficiency	HYS/Accelerated Math EOC Consumables	Budgeted Funds	$2,800.00
Science	Student Engagement	Lab Materials	District Funds	$1,800.00
Writing	NA	NA	NA	$0.00
U.S. History	Increase Proficiency EOC ACT/SAT	Consumables/Materials	Budgeted Funds	$2,400.00
Attendance	N/A	N/A	N/A	$0.00
Suspension	N/A	N/A	N/A	$0.00
Dropout Prevention	N/A	N/A	N/A	$0.00
Parent Involvement	Curriculum Night	Consumables	Budgeted Funds	$500.00
STEM	N/A	N/A	N/A	$0.00
CTE	Improve Proficiency And Increase Industry Certification/Engagement	Consumables/Materials/Labs	Budgeted Funds	$6,300.00
				Subtotal: $16,600.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading		USA Test Prep/Next Generation Read 180	Internal Funds SAI/District Funds	$10,500.00
CELLA	N/A	N/A	N/A	$0.00
Mathematics		Projector/Docking Stations/2 Computer Labs/Slates	District/SAI/SAC	$31,500.00
Science	NA	NA	NA	$0.00
Writing	NA	NA	NA	$0.00
U.S. History		Projectors	AP	$1,000.00
Attendance	N/A	N/A	N/A	$0.00
Suspension	N/A	N/A	N/A	$0.00
Dropout Prevention	N/A	N/A	N/A	$0.00
Parent Involvement	N/A	N/A	N/A	$0.00
STEM	N/A	N/A	N/A	$0.00
CTE	N/A	N/A	N/A	$0.00
				Subtotal: $43,000.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading		CRISS/HYS Small Group Instruction (Engagement)	SAI/AP	$6,200.00
CELLA	N/A	N/A	N/A	$0.00
Mathematics		CRISS/Small Group Instruction/Sequencing	SAI/Budgeted Funds	$500.00
Science		CRISS/Small Group Instruction	SAI	$400.00
Writing	NA	NA	NA	$0.00
U.S. History		N/A	N/A	$0.00
Attendance	N/A	N/A	N/A	$0.00
Suspension	N/A	N/A	N/A	$0.00
Dropout Prevention	N/A	N/A	N/A	$0.00
Parent Involvement	N/A	N/A	N/A	$0.00
STEM	N/A	N/A	N/A	$0.00
CTE	N/A	N/A	N/A	$0.00
				Subtotal: $7,100.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount

Reading	NA	NA	NA	$0.00
CELLA	N/A	N/A	N/A	$0.00
Mathematics	NA	NA	NA	$0.00
Science	Improve Proficiency EOC/ACT/SAT	Departmental Materials/Needs Labs		$2,400.00
Writing	Improve Proficiency	Materials/Consumables	Budgeted Funds	$500.00
U.S. History		N/A	N/A	$0.00
Attendance	N/A	N/A	N/A	$0.00
Suspension	N/A	N/A	N/A	$0.00
Dropout Prevention	N/A	N/A	N/A	$0.00
Parent Involvement	N/A	N/A	N/A	$0.00
STEM	N/A	N/A	N/A	$0.00
CTE	N/A	N/A	N/A	$0.00
				Subtotal: $2,900.00
				Grand Total: $69,600.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

jn Priority	jn Focus	jn Prevent	jn NA

Are you a reward school: jn Yes jn No

A reward school is any school that improves their letter grade or any school graded A.

No Attachment (Uploaded on 10/17/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.

✔ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
At this time, no SAC funds are available for the 2012-13 school year.	$0.00

Describe the activities of the School Advisory Council for the upcoming year

At Tate High School, the School Advisory Council assists with the following tasks:
1. Assists with the School Improvement Plan.
2. In the spring, assists with developing the school budget.
3. Provides input regarding the possibility of school uniforms.
4. Assists with the distribution of school recognition monies, if applicable.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Escambia School District
J. M. TATE SENIOR HIGH SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	54%	79%	86%	50%	269	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	54%	79%			133	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	45% (NO)	62% (YES)			107	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					519	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Escambia School District
J. M. TATE SENIOR HIGH SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	52%	77%	91%	47%	267	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	51%	74%			125	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	40% (NO)	62% (YES)			102	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					504	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested