

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



School Name: ALONSO HIGH SCHOOL

District Name: Hillsborough

Principal: Louis Diaz

SAC Chair: Lani Trecida

Superintendent: MaryEllen Elia

Date of School Board Approval:

Last Modified on: 10-02-2009

Dr. Eric J. Smith, Commissioner
Florida Department of Education
325 West Gaines Street
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325 West Gaines Street
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VISION and MISSION STATEMENTS

Vision:

Alonso's safe, comfortable environment, as well as its' overall positive atmosphere, encourages high attendance and student achievement. We promote a Raven's N.E.S.T., a Nurturing Environment for Successful Teacher where students reach their highest potential. Positive relationships and mutual respect among students, faculty, staff and the community enhance a student's self-esteem and achievement. We recognize that perfection is unattainable, yet we strive, in all of our endeavors, for excellence.

Mission:

Braulio Alonso High School is a community where Excellence is the Goal, Diversity is Valued, Integrity is Expected and School Pride is the Result.

PART I: CURRENT SCHOOL STATUS

SCHOOL PROFILE/DEMOGRAPHICS

Brief History and Background of the School

Alonso High School opened in 2001 and was named after Dr. Braulio Alonso. Dr. Alonso was a Hillsborough county educator and principal, and served as the president of the Hillsborough Education Foundation, the Florida Education Foundation and the National Education Association. Dr. Alonso makes frequent visits to our campus. He welcomes back our staff on the first day of pre-planning and also congratulates and inspires our seniors with a speech at graduation. The mascot of our school is a raven, and our colors are navy, white and a touch of gold.

Unique School Strengths for Next Year

Our school earned 510 points on the 2009 FCAT, and met all AYP standards in Writing. We are implementing Professional Learning Communities within all of our subject areas, and anticipate the collaboration of teachers will greatly improve how we serve all of our students in the upcoming year.

Unique School Weaknesses for Next Year

With the opening of a new high school nearby, we had a decrease in student enrollment which led to 19 unit losses at our school. A decreased enrollment also leads to a decrease in funds, which coupled with a loss of SAC funds will result in a major cut to our popular and traditional student incentive programs.

Student Demographics

Total: 2494
White: 1053
Black: 219
Hispanic: 1005
Asian: 96
Indian: 13
Multiracial: 108

Student Attendance Rates

The attendance rate at Alonso has remained fairly consistent for the past two years, with 92.49% in 2007-2008 and 92.08% in 2008-2009. Unfortunately, our school's average is below the district average of 93.93 for 2008-2009.

Student Mobility

The student mobility rate is 6%.

Student Suspension Rates

2007-2008: In-School – 1380, Out of School – 630
2008-2009: In-School – 1430, Out of School - 622

Student Retention Rates

In 2008-2009, the retention rate was 11.79%.

Class Size

Alonso High School is in compliance with the class size reduction law with a 25-1 school-wide student-teacher ratio.

Academic Performance of Feeder Pattern

For the past two years, the three middle schools that feed into Alonso have each earned an A grade.

Partnerships and Grants

We presently maintain community and business partnerships with Target, Chick Fil A and Lifestyles Family Fitness.

STUDENT ACHIEVEMENT DATA

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

[School Grades Trend Data](#)

[Adequate Yearly Progress \(AYP\) Trend Data](#)

[Florida Comprehensive Assessment Test \(FCAT\) Trend Data](#)

HIGHLY QUALIFIED ADMINISTRATORS

Position	Name	Degree(s) / Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record *
Principal	Louis Diaz	Ed.S.	3	17	08/09: B 69% AYP 07/08: A 72% AYP
Assis Principal	Linda Phillips	Masters	8	11	08/09: B 69% AYP 07/08: A 72% AYP
Assis Principal	McKinley Glover	Masters	8	8	08/09: B 69% AYP 07/08: A 72% AYP
Assis Principal	Frank Diaz	Masters	8	5	08/09: B 69% AYP 07/08: A 72% AYP
Assis Principal	Brian Grantham	Masters	7	4	08/09: B 69% AYP 07/08: A 72% AYP
Assis Principal	Lani Trecida	Masters	2	2	08/09: B 69% AYP 07/08: A 72% AYP

* Note: Prior Performance Record (including prior School Grades and AYP information along with the associated school year)

HIGHLY QUALIFIED INSTRUCTIONAL COACHES

Subject Area	Name	Degree(s) / Certification(s)	# of Years at Current School	# of Years as a Coach	Prior Performance Record *
Reading	Lory Reddel	Early Childhood/Elem Ed. Masters Reading K-12 ESE	5	3	08/09: B 69% AYP 07/08: A 72% AYP

* Note: Prior Performance Record (including prior School Grades and AYP information along with the associated school year)

HIGHLY QUALIFIED TEACHERS

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
Teacher Interview Day	General Directors	June 2009	
MAP	Supervisor of Data Analysis	July 2009	
	General		

Performance Pay	Director of Federal Programs	July 2009	
Partnering new teachers with veteran staff	Assistant Principal	On-going	

Non-Highly Qualified Instructors

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
Albritton, W.	English	English	ESOL
Busch, B.	Spanish	German/Spanish	German
Canady, C.	MG Math	Chemistry	Chemistry
Cappello, Jen	English	English	ESOL
Clements, R.	Bus Ed	English	English/ESOL
Crassas, A.	English	English	ESOL
Diez, K.	PE	EMH/Reading	EMH/Reading
Freeman, R.	VE	Reading/English	ESOL
Garcia, D.	Reading/English	Reading/English	ESOL
Herban, J.	English	English	ESOL
Jagoo, N.	Biology	Chemistry	Chemistry
Kennedy, J.	VE	VE English	ESOL
Lawson, A.	VE	VE English	ESOL
Mills, R.	English	English	ESOL
Moore, J.	VE	Reading	Reading
Norton, Kev	English	English	ESOL
Richtberg, D.	PE/Marketing	VE English/History	VE/ESOL
Ross, A.	English	English	ESOL
Ross, M.	English	English	ESOL
Showalter, J.	English	English	ESOL
Sullivan, R.	English	English	ESOL

Staff Demographics

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed
142	2	32	35	31	51	85	8	2	7

Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Debbie Isaac	Robin Sullivan Jennifer Cappello	Ms. Isaac has 31 years of teaching experience and is a district	Weekly meetings Observation/feedback Data review meetings

		master trainer	
Tasha Lohman	Nigel Jagoo	Ms. Lohman has 22 years of teaching experience and is a district technology trainer	Weekly shadowing and observation Sharing lesson development ideas Data review meetings
Carey DiPompo	Will Albritton	Mrs. DiPompo has 28 years of teaching experience and student achievement continually exceeds proficiency levels	Weekly meetings Observation/feedback Sharing lesson development ideas
Jan Gilliland	Mary Redgate Michelle Glozak	Ms. Gilliland has 20 years of experience and is the science department head	Weekly shadowing and observation Weekly data review meeting Joint focus lesson development

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Title I, Part A

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

1. Principal
2. Assistant Principal for Curriculum
3. School Psychologist
4. School Social Worker
5. Department Heads
6. Reading Coach
7. ESE Coordinator
8. School Advisory Council Chair

Describe how the school-based RtI Leadership Team functions (e.g. meeting processes and roles/functions).

The purpose of the RtI team at our school is to provide high quality instruction and interventions matched to student needs as determined throughout the year by data available.

The RtI team will meet once a month oversee the tiered model of service delivery, determine scheduling needs, review student data, review PLC meeting notes and reinforcement calendars, plan and oversee supplemental and intensive interventions and identify any professional development needs.

Describe the role of the school-based RtI Leadership Team in the development and implementation of the school improvement plan

The SAC chair is a member of the RtI team, and used the RtI team along with the rest of the faculty and SAC to develop the 09-10 School Improvement Plan. The SIP document outlines the work of the RtI team in the objectives and action steps.

RtI Implementation

Describe the data management system used to summarize tiered data.

State Level/District Level Assessments:

1. Formal FCAT practice tests
2. District provided baseline, midyear and end of the year assessments
3. Subject-specific assessments generated by subject supervisors
4. FAIR

Common Assessments are diagnostic tools and are not used for grading purposes. It covers a chunk of instruction or a series of skills and is used to determine and assess the students' knowledge of core curriculum. The results will be used to determine if the lessons and strategies have been effective or need to be modified, which skills need to be taught with alternative strategies, which skills need to be re-taught and/or moved to the Reinforcement Instructional Calendar, and to determine which students need differentiated instruction or might need supplemental services. The PLCs will determine the common assessments used in their subject-area, and will determine the timeline of when common assessments are given.

Mini-assessments are diagnostic tools and are usually not used for grading purposes. It is given after instruction on one specific skill. They are short 4-5 question assessments that determine student mastery of the skill, the effectiveness of mini-lessons and to determine if alternative strategies need to be used to teach the mini-lessons. PLCs identify and build their own mini-assessments and determine the timeline of when mini-assessments are given.

Describe the plan to train staff on RtI.

During pre-planning, the district PowerPoint on RtI will be presented to all staff members. As additional resources become available they will be shared with the staff at faculty meetings.

School Wide Florida's Continuous Improvement Model

Plan

Data Disaggregation 2008-2009 FCAT Data

What strengths and weaknesses were identified in the 2009 data by grade level, subject area, and clusters/strands?

Reading:

- In grade 9, 51% of Standard Curriculum students scored a level 3 or above. This was 1% above the district average.
- In grade 10, 45% of Standard Curriculum students scored a level 3 or above. This was 2% above the district average.

Math:

- In grade 9, 78% of Standard Curriculum students scored a level 3 or above. This was 4% above the district average.
- In grade 10, 79% of Standard Curriculum students scored a level 3 or above. This was 3% above the district average.

Science:

- In grade 11, 34% of Standard Curriculum students scored a level 3 or above. This was 6% below the district average.

Writing:

- In grade 10, 83% of All Curriculum students scored a level 3.5 or above. This was 1% above the district average.

Instructional Calendar Development

What is the process for developing, implementing, and monitoring an Instructional Focus Calendar for reading, writing, mathematics, and science?

The state suggests that school-based Instructional Focus Calendars in Reading, Math, Science and Writing in FCAT tested grades should be developed at each school site. In our district, these calendars are called school-based Reinforcement Instructional Calendars. The school-based Reinforcement Instructional Calendars do not replace the district-level Instructional Calendar or Curriculum guidelines. Instead, these two calendars co-exist within a school.

The Reinforcement Instructional Calendar will outline mini-lessons and mini-assessments that will be used across a grade level or subject-specific course. It will identify essential standards, skills, benchmarks and/or concepts that need to be taught, re-taught and reinforced prior to FCAT. The PLC's will use data available throughout the year to determine which of these essential standards, skills, benchmarks and/or concepts were shown to be weak and those skills will be reviewed and re-taught as necessary. Time will be allocated for this review and re-teaching of skills where the data has indicated students are deficient.

Reinforcement Instructional Calendars will be developed by the Professional Learning Communities in all grade levels and all content areas. The framework will be developed at the beginning of the year within the PLC's with the support of the RTI team. The calendars are fluid documents and will be modified and updated by PLC members once a month and turned in to the RTI team. The calendars will be developed and modified using 2009 FCAT data, 2009 district baseline assessments, school-based pre-assessments, PLC common assessments and mini-assessments, chapter tests, nine week and semester exams, FAIR data and daily student work samples.

Administration and instructional coaches will have a copy of each PLC's Reinforcement Instructional Calendar, and will conduct walkthroughs to insure implementation. Teachers who are struggling with implementing the Calendar will have the support of their PLC, department head, instructional coach and administration.

Which instructional Benchmarks will be given priority focus, based on need, for each content area (reading, writing, mathematics, and science)?

The following benchmarks will be given priority order:

Reading:

- Vocabulary
- Reading Application
- Literary Analysis
- Informational Text/Research

Math:

- Measurement
- Geometry and Spatial Sense
- Algebraic Thinking

Science:

- Earth/Space Science
- Scientific Thinking

What is the process to ensure instruction is based on individual students' needs, as opposed to the master schedule?

The APC examined learning gains by teacher and adjusted the master schedule to ensure low-performing teachers would not again teach the same students.

The APC examined the learning gains by teacher to insure the strongest teachers are with the weakest students.

An automated scheduling system was used to insure there are enough intensive, regular, advanced, honors and AP courses according to student availability based on FCAT scores.

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

At Alonso High School, students can select electives in the areas of Band, Chorus, Orchestra, Journalism, Agriculture, Art, Drama, ROTC, etc. and many of these courses focus on job skills.

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?

Guidance counselors meet with students on an annual basis to fill out course selection sheets for the following year. These are sent home for parent review and signature. Teachers also provide information to students about job-specific or content-specific electives to encourage students to sign up for classes that interest them.

DO

Direct the Instructional Focus

How are lesson plans and instructional delivery aligned across grade levels and subject areas?

Lesson plans and instructional delivery are aligned through the grade level and subject area PLCs. PLCs will meet three times per month and discuss the district-level calendar and curriculum guide as well as the school-based Reinforcement Instructional Calendar. They will use student data that is available to share, research, model and evaluate effective instructional strategies. The Reinforcement Instructional Calendar will be modified as needed based on students needs. The PLCs will complete a log that will be shared at the RtI team meeting.

This year, PLCs will focus on WICR, Cornell note taking, read alouds, CRISS strategies and vocabulary.

How are instructional focus lessons developed and delivered?

Instructional focus lessons will be generated using a combination of district created lessons, teacher created lessons and instructional coach created lessons. The PLCs will determine the skills, benchmarks, concept, etc. that will be taught, reviewed or reinforced and will draw from these resources to create mini-lessons. These lessons will feature different components, including direct instruction, teacher modeling and examples, active learning, guided and independent practice and check for understanding.

The mini-lessons should be short 10 minute lessons that focus on one skill that still needs mastery or reinforcement. The mini-assessment is a short assessment on the skill focused on in the mini-lesson. Mini-lesson can occur at any time during the period as it fits into the instruction for that day. All subject area teachers will be using mini-lessons.

How will instructional focus lessons be revised and monitored?

Instructional focus lessons will be monitored by administrative review of PLC meeting notes and classroom walkthroughs.

Based on the data from mini-assessments and common assessments, PLCs will discuss the effectiveness of all lessons, and if needed will revise the regular curriculum and mini-lessons to reflect student needs.

Each PLC member must follow the district-level calendar and the school-based Reinforcement Instructional Calendar, and do the mini-lessons, mini-assessments, common formative assessments, use the effective teaching strategies discussed at meetings and use differentiated instruction in order for students to show improvement.

CHECK

Assessment

Describe the types of ongoing formative assessments to be used during the school year to measure student progress in core, supplemental, and intensive instruction/intervention.

State Level/District Level Assessments:

1. Formal FCAT practice tests
2. District provided baseline, midyear and end of the year assessments
3. Subject-specific assessments generated by subject supervisors
4. FAIR

Common Assessments are diagnostic tools and are not used for grading purposes. It covers a chunk of instruction or a series of skills and is used to determine and assess the students' knowledge of core curriculum. The results will be used to determine if the lessons and strategies have been effective or need to be modified, which skills need to be taught with alternative strategies, which skills need to be re-taught and/or moved to the Reinforcement Instructional Calendar, and to

determine which students need differentiated instruction or might need supplemental services. The PLCs will determine the common assessments used in their subject-area, and will determine the timeline of when common assessments are given.

Mini-assessments are diagnostic tools and are usually not used for grading purposes. It is given after instruction on one specific skill. They are short 4-5 question assessments that determine student mastery of the skill, the effectiveness of mini-lessons and to determine if alternative strategies need to be used to teach the mini-lessons. PLCs identify and build their own mini-assessments and determine the timeline of when mini-assessments are given.

How are assessments used to identify students reaching mastery and those not reaching mastery?

It is recommended that 75% of students master a common assessment or mini-assessment before a teacher moves on to another targeted area. The students not mastering the skill will receive differentiated instruction within the classroom. After re-teaching, re-assessment will occur.

Maintenance

How is ongoing assessment and maintenance of Benchmark mastery for each grade level and content area built into the Instructional Focus Calendar?

Maintenance helps reinforce skills and knowledge until they become a part of the student's knowledge base. Maintenance is a school-wide learning strategy and is ongoing throughout the year. We use vocabulary word of the day, quick activities at the end of the class period, and read alouds as school-wide maintenance.

Describe the process and schedule for teams to review progress monitoring data (summative and mini assessments) to identify the required instructional modifications that are needed to increase student achievement.

PLCs will meet three times per month. Each department has created a PLC organizational chart that determines how PLCs are divided (either by grade or subject area) and who will be the facilitator (either one person or on a rotating schedule). Each member will be responsible for maintaining a PLC log that will be turned into administration on a regular basis. PLCs will research, discuss, share and plan effective teaching strategies, and will use the data from assessments to determine which skills have been mastered or which skills still need to be an instructional focus.

Department heads are part of the RtI team, and they will be able to let the RtI team know first-hand how the PLCs are operating within each department.

Monitoring

Describe the Principal's and Leadership Team's roles as instructional leaders and how they will be continuously involved in the teaching and learning process.

The principal, assistant principal and instructional coach will monitor through classroom walkthroughs, PLC walkthroughs, PLC logs and RtI team meetings. The instructional coach will assist with providing instruction modeling, mini-lesson support and mini-assessment support with whole group, small group or one-on-one.

The assistant principal for curriculum, the instructional coach and the department heads are responsible for the process of recording and charting student performance.

ACT

Supplemental and Intensive Instruction/Interventions

Identify the core, supplemental, and intensive instruction and interventions.

The core program is classroom based instruction on the essential standards. Using research based instructional strategies, flexible grouping for differentiated instruction and frequent monitoring allows us to maximize student learning.

This year our school is focusing on the following strategies, materials and techniques in our core program:

1. Common Assessments (used for diagnostic purposes)
2. Use of Reinforcement Instructional Calendars, Mini-Lessons and Mini-Assessments
3. School-wide recognition programs every nine-weeks (called A-Team)
4. Implementation of vocabulary building strategies using word of the day
5. Cornell Notes
6. Building effective lesson plans using PLC's as a forum for collaboration
7. Reading - Implementation of FCAT Explorer for all reading students
8. Math - Hands on instruction using manipulatives
9. Writing - Bi-monthly writing assessments

How are supplemental and intensive instruction/interventions and tutorials structured to re-teach non-mastered target areas?

Students are monitored continually and those who are experiencing academic difficulty will need to receive supplemental and intensive instruction and intervention. Some examples of what are school provides in each category are outlined below.

Supplemental – this would be considered Tier 2. It begins in the class room and moves on to supplemental programs outside the classroom. The interventions are in addition to, not in place of classroom learning.

1. ELP tutoring
2. AVID elective
3. Developmental reading
4. I Can Learn lab
5. Intensive Reading Camp
6. Modified Instruction Delivery
7. Academy of Reading
8. Read 180
9. Regrouping of students within a subject area to offer additional instruction

Intensive – this would be considered Tier 3 and these programs are tailored to individual needs. Most often they involve specially designed instruction or classes, small groups and one-on-one tutoring. They are in addition to, not in place of student learning.

1. Progress monitoring
2. Academy of Reading
3. ELP tutoring
4. Read 180
5. Intensive reading classes
6. Intensive Reading Camp

How does the school identify staff's professional development needs to improve their instructional strategies?

1. Data analysis at the beginning of the school year
2. Teacher reflection on the action steps within the SIP
3. Teacher reflection on professional development within the SIP
4. Teacher needs and requests through IPDPs
5. Administrative walkthroughs
6. Instructional coach walkthroughs
7. PLC logs

Which students will be targeted for supplemental and intensive instruction/interventions?

PLCs and the RtI team will be constantly analyzing the data from the various assessments used to monitor students. Those who consistently demonstrate poor performance will receive supplemental and intensive services based on their needs. Close monitoring will determine their movement forwards or backwards within the three tiers.

How will the effectiveness of the interventions be measured throughout the year?

Assessments used in the core program will also be used with the supplemental and intensive programs. In addition, we will also use the progress in ELP tutoring and a portfolio with student work samples and progress charts to determine the effectiveness of interventions for each student. The portfolio will include a student communication form that will allow core teachers and supplemental/intensive service teachers to communicate about a student's needs and progress.

Enrichment

Describe alternative instructional delivery methods to support acceleration and enrichment activities.

The district uses a variety of instructional delivery methods to support acceleration and enrichment activities.

1. Classroom teachers differentiate instruction so that students who have mastered skills have the opportunity to enhance their knowledge.
2. Assignments are differentiated, and the use of technology is encouraged.
3. Within the core curriculum, students who have mastered material receive additional instruction with new materials while students who have not mastered the material receive alternate instruction.
4. Honors and Advanced Placement courses are offered in both academic and elective courses.

Describe how students are identified for enrichment strategies.

1. FCAT scores are used to schedule students into honors classes.
2. An automated scheduling system, SILK, is used to ensure that all students are placed appropriately into honors and Advanced Placement classes.
3. Student performance on assessments
4. Teacher recommendations
5. Counselor recommendations

- 6. Use of programming sheets to give students and parents the opportunity for input on the student schedule
- 7. Testing for Gifted programs

Professional Learning Communities

PLC Organization (grade level, subject, etc.)	PLC Leader	Frequency of PLC Meetings	Schedule (when)	Primary Focus of PLC (include Lesson Study and Data Analysis)
English 1-4	9th - Maria Borkowski 10th - Azurede Ross 11th - Keven Norton 12th - Nancy Stevens	Twice a month	After school, 2nd and 4th Tuesday	FCAT Reading and Writing Skills, Classroom management, student work sample study
Algebra 1, Geometry, Algebra 2	Rotating teachers of the subject	Twice a month	After school, 2nd and 4th Tuesday	Data analysis, lesson study, read alouds
Biology, Chemistry, Physics, Integrated Science 103	Rotating teachers of the subject	Twice a month	After school, 2nd and 4th Tuesday	Identify and implement mini-lessons and mini-assessments, analyze effectiveness of lessons, discuss and implement research-based effective strategies

NCLB Public School Choice

Note: For Title I schools only

- Notification of (School in Need of Improvement) SINI Status
No Attached Notification of (School in Need of Improvement) SINI Status
- Public School Choice with Transportation (CWT) Notification
No Attached Public School Choice with Transportation (CWT) Notification
- Notification of (School in Need of Improvement) SINI Status
No Attached Supplemental Educational Services (SES) Notification

Pre-School Transition

Postsecondary Transition

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

PART II: EXPECTED IMPROVEMENTS

Reading Goal

Needs Assessment:	Based on School Grade and Adequate Yearly Progress Data: Did the total percent proficient increase or decrease? What is the percent change? What clusters/strands, by grade level, showed decrease in proficiency? Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets? Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains? Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?
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Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In Grades 9-10, 11% of ELL students scored a level 3 or above on the 2009 FCAT Reading Test.		In grades 9-10, 72% of the ELL students will score a Level 3 or higher on the 2010 FCAT Reading Test. (Safe Harbor 20%)		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Implementation of the Academy of Reading 2 times a week in all ELL Reading Classes.	Reading Coach APC Principal	Evaluation of Weekly progress reports.	Analysis of student Achievement based on weekly reports
2	Implementation of Vocabulary building strategies in all content area coursed and the utilization of word of the day. The word will be implemented in all classes to reinforce the vocabulary building.	Reading Coach APC Principal	Focused classroom walkthroughs by principal and APC. Review of PLC logs for documentation of implementation of vocabulary strategies.	Focused Classroom walk through logs to determine frequency of vocabulary implementation.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In Grades 9-10, 45% of all students scored a level 3 or above on the 2009 FCAT Reading Test.		In grades 9-10, 72% of all students will score a Level 3 or higher on the 2010 FCAT Reading Test. (Safe Harbor 51%)		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Implementation of FCAT Explorer a minimum of once a week for all students enrolled in a reading course. In conjunction with a formal FCAT practice test in October and January for all 9th and 10th grade students.	Reading Coach APC Principal	Evaluation of weekly reports from FCAT Explorer. Evaluation of student performance of the two FCAT practice assessments.	Analysis of student Achievement based on weekly reports from FCAT Explorer. The data from the FCAT practice tests will be evaluated and used to guide instruction for all students.
2	Implementation of cornell notes and WICR in all content area courses used to focus on higher order thinking skills. Also, read alouds in all content area courses will be done a minimum of once a week.	Principal APC Avid coordinator Avid Site Team Reading Coach	Principal and APC walk throughs in addition to student work samples	Examination of walk through logs and student binders.
3	The school will implement course specific and grade specific PLCs. The PLCs will implement FCIM by developing course specific school-based reinforcement calendars, mini lessons, mini assessments for reading courses. Based on the data	Principal APC Reading Coach English Department head PLC facilitators in English and reading	Review of PLC logs for reinforcement calendars documentation of discussion of data gathered from assessments and mini lessons with feedback provided. Administration and department head will have copies of PLC logs and will	Focused walkthroughs to monitor the implementation of reinforcement calendars.

gathered the PLCs will meet to discuss data mini assessments to modify and implement future mini lessons and reinforcement calendar.	share information gathered at leadership meetings.
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Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In Grades 9-10, 45% of bottom quartile all curriculum students made annual learning gains on the 2009 FCAT Reading Test. This was a 1% decrease from the previous year.		In grades 9-10, 72% of all students will make annual learning gains on the 2010 FCAT Reading Test. (Safe Harbor 51%)		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	The school will implement the new FAIR assessment to monitor all 9th and 10th grade students. All students will be given the broadscreen assessment and the Targeted Diagnostic Inventory	Principal APC Reading Coach	Review FAIR data to ensure all teachers are assessing according to the created schedule.	Printout of FAIR data.
2	Implementation of Project CRISS 18 hour Level 1 training with lesson plan follow up. In addition CRISS follow up trainings will reinforce the CRISS philosophy in all courses.	Reading Coach Principal APC	Focused classroom walkthroughs by principal, APC and reading coach. Review of PLC log for Project CRISS discussion.	Focused classroom walkthrough logs to determine frequency of Project CRISS strategies. FAIR assessments, district assessments and PLC common assessments.
3	Implementation of Plugged into Nonfiction for 9th and 10th grade intensive A students. Implementation of READ 180 classroom for 9th and 10th grade intensive II and Intensive A students.	Principal APC Reading Coach	Focused walkthroughs by principal, APC and reading coach. Review data to ensure data driven instruction.	Plugged into non-fiction FCIM assessments, FAIR Progress monitoring data. READ 180 SRI progress monitoring Focused classroom walkthroughs by principal, APC and reading coach for the implementation of Plugged into non-fiction and READ 180 programs

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
In Grades 9-10, 11% of ELL students scored a level 3 or above on the 2009 FCAT Reading Test.	Inside Words by Janet Allen book study (Vocabulary strategies)	Reading Coach	Ongoing throughout the school year	Classroom visits Analysis of assessment data	Principal APC Reading Coach
In Grades 9-10, 11% of ELL students scored a level 3 or above on the 2009 FCAT Reading Test.	Academy of Reading training	Reading Coach	September 2009	Classroom visits in Reading Lab. Weekly analysis of student performance reports from the Academy of Reading.	Reading coach Principal APC
In Grades 9-10, 45% of all students scored a level 3 or above on the 2009 FCAT Reading Test.	FCAT Explorer Training	Reading Coach	September 2009	Visits to computer labs during assigned times. Analysis of weekly reports from FCAT explorer	Reading coach Principal APC
In Grades 9-10, 45% of all students scored a level 3 or above on the 2009 FCAT Reading Test.	Training in the implementation of Read Alouds in all content areas	Reading coach English Department head	September 2009	Classroom walkthroughs on scheduled Read Aloud days.	Reading coach Principal APC Department heads
In Grades 9-10, 45% of all students scored a level 3 or above on the 2009 FCAT Reading Test.	Training in the implementation of Cornell notes and WICR	AVID coordinator AVID Site team	Ongoing throughout the school year	Classroom walkthroughs Student work	AVID coordinator Principal APC
In Grades 9-10, 45% of all students scored a level 3 or above on the 2009 FCAT Reading Test.	PLC Foundations	Reading Coach English Department head Dropout prevention coordinator	Ongoing throughout the school	PLC walkthroughs Review of PLC logs	Principal APC
In Grades 9-10, 45% of bottom quartile all					

curriculum students made annual learning gains on the 2009 FCAT Reading Test. This was a 1% decrease from 2008 FCAT data.	FAIR Assessment	Reading Coach	Ongoing throughout the school year	FAIR assessment Data	Reading Coach
In Grades 9-10, 45% of bottom quartile all curriculum students made annual learning gains on the 2009 FCAT Reading Test. This was a 1% decrease from 2008 FCAT data	Project CRISS 18-hour Level one training and CRISS follow up trainings	Reading Coach	Ongoing throughout the school year	Focused classroom walkthroughs	Reading Coach Principal APC

For Schools with Grades 6-12, Describe the Plan to Ensure the Responsibility of Teaching Reading for Every Teacher

Project Criss Level 1 training, which is a 12 hour initial training with a mandatory 6 hour follow-up component, is offered annually by the Reading coach at Alonso High school.

Reading coach provides on-site teacher support of the implementation of the Project CRISS strategic lesson plan model through professional development and on-going coaching opportunities. A yearly action plan is created by the reading coach that outlines what Project CRISS professional development is offered at the school site. A monthly written update allows the reading supervisor to monitor the progress of each coach's action plan.

Demonstration classroom opportunities are offered in each content area, focusing on the implementation of content-based reading strategies. The demonstration classrooms are offered in each content area, one each nine weeks. The Reading coach schedules and facilitates the pre-observation, during observation and the post-observation activities with follow up observations and application of strategies observed.

A reading leadership team is mandated by the k-12 Comprehensive Reading Plan at each school site. The principal is the Chairperson of the committee and the reading coach is an integral member guiding the data review, creation of an action plan, progress monitoring of the plan, and evaluation of the plan each school year. The RLT has representation from each content area and is responsible for reporting back to the school their findings and instructional decisions.

Each Content Area has functional PLC teams. Each PLC is responsible for reviewing their students' literacy data and creating lessons that are responsive to identified student needs. PLC's are responsible for the creation and the implementation of the Florida Continuous Improvement Model Reinforcement Instructional Calendars, Mini lessons, Mini Assessments, and re-teach lessons based on the on-going collection of student data.

The reading coach will assist content area teachers with the integration of differentiated instruction strategies into their content area classrooms.

All teachers, school-wide, will implement weekly read-alouds focusing on the current classroom content. The reading coach will create and guide the types of read-alouds being used within all content areas.

The reading coach will develop ongoing professional development trainings for each content area focusing on vocabulary development with the content area.

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Poster board, disposable cameras, blank CDs, markers, building materials, etc.	SpringBoard Funds	\$500.00
		Total: \$500.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		

Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$500.00

End of Reading Goal

Mathematics Goal

Needs Assessment: Based on School Grade and Adequate Yearly Progress Data:

Did the total percent proficient increase or decrease? What is the percent change?

What clusters/strands, by grade level, showed decrease in proficiency?

Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?

Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?

Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 9 and 10 78% of all curriculum students scored Level 3 or above on the 2009 FCAT Math test. This was a 1% decrease from the previous year.		In grades 9 and 10, 81% of all curriculum students will score a Level 3 on the 2010 FCAT Math test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	School will implement course specific Professional Learning Communities for all Math courses.	Professional Learning Community Coordinators, Administrators, and Math Department Head.	Administrators will review PLC logs . Feedback from PLC meetings will be shared at department head meetings.	Administrative walkthroughs of PLC meetings.
2	PLC's will use county developed course specific Daily Learning Schedules and Springboard Curriculum	Professional Learning Community Coordinators, Administrators, and Math Department Head.	Administrators will have copies of Daily Learning Schedules and Calendars for Springboard Lessons	Focused classroom walkthrough. Logs to determine the Implementation of PLC's.
3	PLC's will use county developed course specific Mini FCAT Focus lessons and FCAT Formative Tests A, B, & C.	Professional Learning Community Coordinators, Administrators, and Math Department Head.	PLC's will share the results of the formative FCAT assessments with the administrators and department head.	Focused classroom walkthrough. Logs to determine the Implementation of PLC's.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 9 and 10 64% of students in the bottom quartile scored Level 3 or above on the 2009 FCAT Math test. This was a 7% decrease in FCAT data from 2008 test.		In grades 9 and 10, 74% of students in the bottom quartile will score a Level 3 or above on the 2010 FCAT Math test. (Safe Harbor 68%)		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Teachers will incorporate hands on instruction using manipulatives and students achievement chats will be held following assessment.	Professional Learning Community Coordinators, Administrators, and Math Department Head.	PLC's will share the results of the formative FCAT assessments with the administrators and department head	Focused classroom walkthrough. Logs to determine the Implementation of use of manipulatives. Logs of achievement chats will be shared at Department head meetings.
2	PLC's will use county developed course specific Daily Learning Schedules and Springboard Curriculum	Professional Learning Community Coordinators, Administrators, and Math Department Head.	Administrators will have copies of Daily Learning Schedules and Calendars for Springboard Lessons	Focused classroom walkthrough. Logs to determine the Implementation of PLC's.
3	Students will be given	Professional Learning	ELP tutoring staff will share	Logs to determine the

opportunities to receive ELP tutoring	Community Coordinators, Administrators, and Math Department Head.	results of tutoring with PLC's.	Implementation of ELP Tutoring
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Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
In grades 9 and 10 74 % will score a level 3 or above on 2010 FCAT math Test	PLC Foundations	Department Head will attend district level training then train staff	When offered by the county	Administrative PLC Walkthroughs	Principal, APC, Math Department Head

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Paper, markers, protractors pencils	Springboard	\$498.00
		Total: \$498.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$498.00

End of Mathematics Goal

Science Goal

Needs Assessment: Based on School Grade Data:

Did the total percent proficient increase or was the percent proficient maintained?

What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
37% of Standard Curriculum students scored a Level 3 or above on the 2009 FCAT Science Test. There was a 7% decrease in FCAT data from 2008 to 2009.		40% of Standard Curriculum students will score a Level 3 or above on the 2010 FCAT Science Test.		
Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool	
1 The school will implement course specific PLCs.	Principal, APC, Science department head, and PLC Facilitators within the department	Administration reviews PLC logs and provides feedback. Information from PLC meetings shared at department meetings.	Administrative and DH walkthroughs of PLC meetings.	
2 PLCs will develop course specific school-based reinforcement calendars, mini-lessons, and mini-assessments for all classes.	Principal, APC, Science department head, and PLC Facilitators within the department	Administration will have copies of the reinforcement calendars. Reinforcement calendars will be shared at department meetings.	Focused classroom walkthroughs to monitor implementation of reinforcement calendars.	
3 Based on the data gathered in Action Step 2, PLCs will	Science department head and PLC	Administration reviews PLC logs for discussion of	Focused classroom walkthroughs to monitor	

meet to discuss data from mini-assessments to modify and implement future mini-lessons and reinforcement calendar.	facilitators within the department	modified mini-lessons based on mini-assessment data. Modified lessons and updated reinforcement calendars shared at department meetings.	implementation of updated reinforcement calendars
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Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
40% of Standard Curriculum students will score a Level 3 or above on the 2010 FCAT Science Test.	FCIM	District will offer training at fall PSD	August 2009	Focused walkthroughs of Science FCIM mini-lessons by administration and science department head	Principal, APC, Science Department Head
40% of Standard Curriculum students will score a Level 3 or above on the 2010 FCAT Science Test	PLC Foundations	Key staff members will train the staff in PLC procedures.	August – September 2009	Administrative and department head walkthroughs of PLC meetings	Principal, ACP, Science Department Head

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Final Total: \$0.00		

End of Science Goal

Writing Goal

Needs Assessment: Based on School Grade Data:
 Did the total percent proficient increase or was the percent proficient maintained?
 What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement	
In grade 10, 69% scored a Level 4.0 or above on the 2009 FCAT writing. This was a 1% decrease from the 2008 data.		In grade 10, 72% of All Curriculum students will score a Level 4.0 or above on the 2010 FCAT Writing.	
Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1 Our school will implement bi-monthly writing assessments (both summative and formative) for all grade levels. In January and February, however,	Principal APC English Department Head	The Administration and English Department Head will monitor the bi-monthly writing prompt schedule and teachers' implementation of it. Further, PLCs will examine	To evaluate the process, focused classroom walkthroughs will be utilized and the percentage of students making adequate progress toward writing

	teachers will target skills needed for FCAT writing/SAT writing, as needed, and construct mini-lessons to improve students' writing abilities.		data from bi-monthly writing prompts. Data will be recorded on PLC logs. Data will then be analyzed, and teachers will collectively create lessons to improve students' writing.	goals will be calculated bi-monthly.
2	The school will implement course specific and grade specific PLCs. The PLCs will implement FCIM by developing course specific school-based reinforcement calendars, mini lessons, mini assessments for reading courses. Based on the data gathered, the PLCs will meet to discuss data mini-assessments to modify and implement future mini-lessons and reinforcement of their calendar.	Principal APC English Department Head	PLCs will discuss effective writing strategies and lessons to be implemented based on student data and student needs. PLC discussions will be documented on PLC logs.	Bi-monthly writing prompts. Percent of students making adequate progress toward goal will be calculated bi-monthly. Administrative walkthroughs of PLC meetings will occur on a regular basis.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
In grade 10, 69% scored a Level 4.0 or above on the 2009 FCAT writing. This was a 1% decrease from the 2008 data.	Writing With Voice	Jennifer Wilder, Tampa Bay Area Writing Project	January 2010	Each teacher will develop a "Writing With Voice" lesson and teach it to his/her students. Using data derived from student work samples as a result of this lesson, PLCs will decide what was effective and what was not. Mini-lessons and assessments will be created and implemented for ongoing improvement. Peer Coaching and Demonstration Classrooms (within each PLC) will assist teachers in becoming more effective teachers of writing.	English Department Head and Jennifer Wilder (trainer)
In grade 10, 69% scored a Level 4.0 or above on the 2009 FCAT writing. This was a 1% decrease from the 2008 data.	Pearson's Writing Online	Elizabeth Morgan, AVID coordinator	October 2009	Teachers will use the computerized program for immediate feedback for students. To follow up, PLCs will compare their students' data and work to improve student writing through the creation of mini-lessons and assessments.	English Department Head

Budget:

Evidence-based Program(s) /Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Final Total: \$0.00		

End of Science Goal

Parent Involvement Goal

Needs Assessment: Based on information from School Grade and Adequate Yearly Progress Data:

Were parent involvement activities and strategies targeted to areas of academic need?

Based on information from surveys, evaluations, agendas, or sign-ins:

Was the percent of parent participation in school activities maintained or increased from the prior year?

Generally, what strategies or activities can be employed to increase parent involvement?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In Grades 9-10, 11% of ELL students scored a level 3 or above on the 2009 FCAT Reading Test.		In grades 9-10, 72% of the ELL students will score a Level 3 or higher on the 2010 FCAT Reading Test. (Safe Harbor 20%)		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Encourage ELL families to participate in family literacy activities	ELL Specialist and Reading Coach	Collect agenda, sign-in sheet and survey of specific activity	Specific parent survey results of the activity
2	Offer quarterly reading nights with bilingual books	ELL Specialist and Reading Coach	Collect agenda, sign-in sheet and survey of specific activity	Specific parent survey results of the activity

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
In grades 9-10, 72% of the ELL students will score a Level 3 or higher on the 2010 FCAT Reading Test. (Safe Harbor)	Reading	Reading Coach and ELL Specialist	November	Implementation/Application of strategies	Principal, APC and Reading Coach

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$0.00

End of Parent Involvement Goal

Other Goals

Health/Fitness Goal:

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Data will be collected in 09-10 and used for comparison in 10-11.		Increase the number of students scoring in the "Healthy Fitness Zone" by 10% on the PACER test for assessing aerobic capacity and cardiovascular health.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	High school students will engage in a minimum of two semesters of physical education in grades 9-12.	Principal, APC, Guidance Counselors	Checking of student schedules	Student schedules, master schedule
2	Five physical education classes per week for a minimum of two semesters in grades 9-12 with a certified physical education teacher.	Physical education teacher	Classroom walkthroughs of PE classes by principal	PACER test component of the FITNESSGRAM PACER for assessing cardiovascular health

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Increase the number of students scoring in the "Healthy Fitness Zone" by 10% on the PACER test for assessing aerobic capacity and cardiovascular health.	Health, Nutrition and Wellness	HEART team, school nurse	January	Staff Survey	Principal, ACP

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$0.00

End of Health/Fitness Goal

Continuous Improvement Goal:

Based on the Needs Assessment, I identify Area(s) for Improvement	Objective Linked to Area of Improvement
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Based on the 2008-2009 School Climate and Perception Survey for Parents, the percentage of teachers who strongly agree with the indicators under Communication was 26.7%.		The percentage of parents who strongly agree with the indicators under Communication will increase to 50% in 2010.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	All teachers will upload grades electronically to Edline, which will allow parents online access to student grades	Principal, Assistant Principal	Administration reviews teacher/parent/student activity on Edline	Reports on Edline usage
2	All teachers will maintain a phone log of parent contact	Assistant Principal, Department Heads	Administration reviews logs	Logs are turned with grades each nine weeks

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
The percentage of parents who strongly agree with the indicators under Communication will increase to 50% in 2010.	Edline	Assistant Principal, Technology Resource Specialist	September	Administration reviews teacher activity on Edline	Principal, Assistant Principal

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$0.00

End of Continuous Improvement Goal

Attendance Goal:

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2008-2009 School Attendance, the average daily attendance for the school year was 92.08%.		The average percentage of attendance for the 2009-2010 school year will increase to 95%.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Attendance referrals monitored by Attendance Committee, school social worker and Dropout Prevention Specialist	School Social Worker, Dropout Prevention Specialist, Principal	Attendance Committee meets once a month to discuss targeted students. Monthly monitoring of attendance	Monthly district attendance reports
	The Dropout Prevention			

2	Specialist will meet with students who have shown patterns of non-attendance and will contact parents/guardians	Dropout Prevention Specialist, Principal	Discuss targeted students at administrative staff meetings.	Monthly district attendance reports
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Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
No data submitted					

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$0.00

End of Attendance Goal

FINAL BUDGET

Evidence-based Program(s)/Material(s)			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Poster board, disposable cameras, blank CDs, markers, building materials, etc.	SpringBoard Funds	\$500.00
Mathematics	Paper, markers, protractors pencils	Springboard	\$498.00
			Total: \$998.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Total: \$0.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Total: \$0.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Total: \$0.00
			Final Total: \$998.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

jn Intervene	jn Correct II	jn Prevent II	jn Correct I	jn Prevent I	jn NA
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[Show Attached school's Differentiated Accountability Checklist of Compliance](#) (Uploaded on 10/2/2009 10:02:48 AM)

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.

No. Disagree with the above statement.

Measures Being Taken to Comply with SAC Requirement

Projected use of SAC Funds	Amount
No data submitted	

Describe the Activities of the School Advisory Council for the Upcoming Year

SAC Members

Members

1) Louis Diaz, Principal

- 2) Lani Trecida, SAC Chair
 - 3) Jan Gilliland, Teacher
 - 4) Carey DiPompo, Teacher
 - 5) Tasha Lohman, Teacher
 - 6) Debbie Issac, Teacher
 - 7) Kelly Pierino, Parent
 - 8) Joy Silvers, Parent
 - 9) Tracy Saboe, Parent
 - 10) Susan Pettrofrezzo, Parent
 - 11) Linda Phillips, Assistant Principal
 - 12) Frank Diaz, Assistant Principal
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AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2														Hillsborough ALONSO HIGH SCHOOL 0151																	
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 1430 Math: 1429		2008-2009 School Grade ¹ : B		Did the School make Adequate Yearly Progress?		NO											
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).					This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.												
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		65% scoring at or above grade level in Reading?		68% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading		Percent of Students below grade level in Math		Safe Harbor Math		% of students on track to be proficient in reading		Growth model reading		% of students on track to be proficient in math		Growth model math		
	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	2008	2009	Y/N	2008	2009	Y/N	2008	2009	Y/N	2008	2009	Y/N	2008	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N		
TOTAL ⁴	98	Y	99	Y	45	N	74	Y	93		Y	90	82	N	54	55	N	26	26	NA	47	N	77	NA							
WHITE	99	Y	99	Y	56	N	84	Y			Y	92	85	Y	43	44	N	17	16	NA	56	N	87	NA							
BLACK	99	Y	98	Y	32	N	68	Y	93	91	Y	91	81	N	61	68	N	38	32	NA	36	N		NA							
HISPANIC	98	Y	99	Y	34	N	63	N	89	93	Y	89	78	N	65	66	N	34	37	N	38	N		38	N		66	N			
ASIAN	99	Y	99	Y		NA		NA									NA				NA										
AMERICAN INDIAN		NA		NA		NA		NA									NA				NA										
ECONOMICALLY DISADVANTAGED	98	Y	98	Y	32	N	62	N	90	92	Y	86	75	N	68	68	N	37	38	N	36	N		66	N						
ENGLISH LANGUAGE LEARNERS	98	Y	98	Y	11	N	43	N	75	85	Y	82	82	N	80	89	N	51	57	N	20	N		53	N						
STUDENTS WITH DISABILITIES	95	Y	96	Y	20	N	39	N	67	80	Y	70	56	N	82	80	N	60	61	N	21	N		42	N						

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2														Hillsborough ALONSO HIGH SCHOOL 0151																	
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 1431 Math: 1430		2007-2008 School Grade ¹ : A		Did the School make Adequate Yearly Progress?		NO											
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).					This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.												
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		58% scoring at or above grade level in Reading?		62% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading		Percent of Students below grade level in Math		Safe Harbor Math		% of students on track to be proficient in reading		Growth model reading		% of students on track to be proficient in math		Growth model math		
	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2007	2008	Y/N	2006	2007	Y/N	2007	2008	Y/N	2007	2008	Y/N	2007	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N		
TOTAL ⁴	98	Y	99	Y	46	N	74	Y		93	Y	81	90	Y	58	54	NA	33	26	NA	52	NA	84	NA							
WHITE	99	Y	99	Y	57	N	83	Y			Y	86	92	Y	45	43	NA	21	17	NA	60	NA	89	NA							
BLACK	99	Y	99	Y	39	N	62	Y		93	Y	77	91	Y	74	61	NA	49	38	NA	48	NA	77	NA							
HISPANIC	98	Y	98	Y	35	N	66	Y	94	89	N	75	89	Y	66	65	NA	42	34	NA	41	NA	79	NA							
ASIAN	100	Y	100	Y		NA		NA				94	86	Y			NA				NA										
AMERICAN INDIAN		NA		NA		NA		NA						NA			NA				NA										
ECONOMICALLY DISADVANTAGED	98	Y	98	Y	32	N	63	Y		90	Y	73	86	Y	69	68	NA	45	37	NA	39	NA	78	NA							
ENGLISH LANGUAGE LEARNERS	98	Y	98	Y	20	N	49	N	87	75	N	73	82	Y	82	80	NA	61	51	NA		NA									
STUDENTS WITH DISABILITIES	92	N	94	N	18	N	40	N	76	67	N	49	70	Y	83	82	NA	66	60	NA	25	NA	59	NA							

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2														Hillsborough ALONSO HIGH SCHOOL 0151																	
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 1470 Math: 1470		2006-2007 School Grade ¹ : C		Did the School make Adequate Yearly Progress?		NO											
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).					This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.												
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		51% scoring at or above grade level in Reading?		56% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading		Percent of Students below grade level in Math		Safe Harbor Math		% of students on track to be proficient in reading		Growth model reading		% of students on track to be proficient in math		Growth model math		
	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2006	2007	Y/N	2005	2006	Y/N	2006	2007	Y/N	2006	2007	Y/N	2006	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N		
TOTAL ⁴	98	Y	98	Y	42	N	67	Y	93		Y	82	81	N	63	58	NA	31	33	NA	53	NA	77	NA							
WHITE	99	Y	98	Y	55	Y	79	Y			Y	86	86	Y	51	45	NA	19	21	NA	62	NA	82	NA							
BLACK	99	Y	99	Y	26	N	51	N	93		Y	75	77	Y	72	74	NA	52	49	NA	41	NA	71	NA							
HISPANIC	98	Y	98	Y	34	N	58	Y	90	94	Y	79	75	N	73	66	NA	40	42	NA	48	NA	72	NA							
ASIAN	100	Y	100	Y		NA		NA				88	94	Y			NA				NA										
AMERICAN INDIAN		NA		NA		NA		NA				67	75	NA			NA				NA										
ECONOMICALLY DISADVANTAGED	98	Y	97	Y	31	N	55	N	88		Y	73	73	N	76	69	NA	42	45	NA	47	NA	70	NA							
ENGLISH LANGUAGE LEARNERS	98	Y	99	Y	18	N	39	N	74	87	Y	61	73	Y	92	82	NA	60	61	NA	40	NA	65	NA							
STUDENTS WITH DISABILITIES	94	N	94	N	17	N	34	N	69	76	Y	62	49	N	83	83	NA	64	66	NA	35	NA	61	NA							

SCHOOL GRADE DATA

Hillsborough School District ALONSO HIGH SCHOOL 2008-2009						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	48%	78%	88%	37%	251	Writing and Science: Takes into account the % scoring 3.5 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	56%	78%			134	3 ways to make gains: <ul style="list-style-type: none"> ● 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?	51% (YES)	64% (YES)				115	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.
% of 11th and 12th graders meeting the graduation requirement on the FCAT retake	61%	68%				10	If 50% of 11th and 12th graders meet the graduation requirement on the retake in both reading and math, ten bonus points are awarded
Points Earned						510	
Percent Tested = 98%							Percent of eligible students tested
School Grade						B	Grade based on total points, adequate progress, and % of students tested

Hillsborough School District ALONSO HIGH SCHOOL 2007-2008							
	Reading	Math	Writing	Science	Grade Points Earned		
% Meeting High Standards (FCAT Level 3 and Above)	50%	79%	88%	44%	261		Writing and Science: Takes into account the % scoring 3.5 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	59%	79%			138		3 ways to make gains: <ul style="list-style-type: none"> ● 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?	52% (YES)	71% (YES)				123	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.
% of 11th and 12th graders meeting the graduation requirement on the FCAT retake	61%	66%				10	If 50% of 11th and 12th graders meet the graduation requirement on the retake in both reading and math, ten bonus points are awarded
Points Earned						532	
Percent Tested = 98%							Percent of eligible students tested
School Grade						A	Grade based on total points, adequate progress, and % of students tested

Hillsborough School District ALONSO HIGH SCHOOL 2006-2007							
	Reading	Math	Writing	Science	Grade Points Earned		
% Meeting High Standards (FCAT Level 3 and Above)	45%	72%	91%	40%	248		Writing and Science: Takes into account the % scoring 3.5 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	55%	72%			127		3 ways to make gains: <ul style="list-style-type: none"> ● 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)	61% (YES)				106	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.
% of 11th and 12th graders meeting the graduation requirement on the FCAT retake	61%	59%				10	If 50% of 11th and 12th graders meet the graduation requirement on the retake in both reading and math, ten bonus points are awarded
Points Earned						491	
Percent Tested = 98%							Percent of eligible students tested
School Grade						C	Grade based on total points, adequate progress, and % of students tested