FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: MATANZAS HIGH SCHOOL

District Name: Flagler

Principal: Dr. Chris Pryor

SAC Chair: Michelle Czarnecki

Superintendent: Janet Valentine

Date of School Board Approval: October 16, 2012

Last Modified on: 10/10/2012

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	Chris Pryor	Ph.D Educational Leadership; Ed.S in Ed Leadership; MA in Education; BA in Biology	8	10	Dr. Pryor is the founding Principal at Matanzas and has an excellent academic record from 2005 – 2011 the school grades were C, D, A, B, B, B, respectively with the likelihood of an A for 2011-2012. Student proficiency in Reading averaged 48%, Math averaged 79%, Writing averaged 88%, and Science averaged 45% over the last three years. Significant learning gains, ranging from 45 – 82% in Reading and Math were evident in the overall population and the lowest quartile since the school's inception.
Assis Principal	John Shelby	Ed.D. Educational Leadership; MEd in Educational Leadership; BA in Physical Education	1	1	Dr. Shelby began his leadership role at MHS during the 2011-2012 school year and came from an all A school: Belle Terre Elementary. While at MHS, student performance was increased in Reading and Math, as measured by the FCAT 2.0 and EOC's in Algebra as previously mentioned. The school had significantly higher scores than the state average in both Geometry and Biology EOC's. Hosted the NAEP and US History EOC Field Test.

Assis Principal	Kenneth Seybold	Ed.S Educational Leadership; MA in Special Education; MA in Curriculum; BA in Education	8	9	Mr. Seybold was a founding Assistant Principal and Athletic Director at MHS. Student proficiency in Reading averaged 48%, Math averaged 79%, Writing averaged 88%, and Science averaged 45% over the last three years. Significant learning gains, ranging from 45 – 82% in Reading and Math, were evident in the overall population and the lowest quartile since the schools inception.
Assis Principal	Robert Nocella	M.Ed in Ed. Leadership; BA Business	1	8	While at Belle Terre Elementary – A+ school, that missed AYP by one cell, otherwise extended a longstanding tradition of A ratings by the state. While at Matanzas High School – B school with high overall achievement and gains in Reading and Mathematics. Lower quartile students made significant gains over the one-year time frame under his leadership at Matanzas.
Assis Principal	Kara Minn	M.Ed in Educational Leadership, MA in Education	5	1	Mrs. Minn began her leadership role at MHS during the 2011-2012 school year. Mrs. Minn was an English teacher at MHS for five years, with an excellent record in FCAT testing. Under Mrs. Minn's leadership, Matanzas students continued to show success in AP testing with 100% of our AP World History students scoring Level 3 or above, increase in enrollment for AP classes for the 2013 school year and implementing professional learning communities throughout the school.

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 associated school year)
Reading	Mella Baxter	BA in English MA in Law Certified in English and Reading	6	6	Mella has been an academic coach from 2006 – current. The school grades were D, A, B, B, B, respectively, with the likelihood of an A for 2011-2012. Student proficiency in Reading averaged 48%, Math averaged 79%, Writing averaged 88%, and Science averaged 45% over the last three years. Significant learning gains, ranging from 45 – 82% in Reading and Math, were evident in the overall population and the lowest quartile since the schools inception.
Math	Louise Wolfe	BA in Math, 9-12	3	1	Louise has excelled as higher-level mathematics teacher, to include AP math courses. Her primary roles with staff development for teachers at Matanzas will include Math for College Readiness, Advanced Placement, and the implementation of Common Core Standards.

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	Ongoing interviews with student interns and future graduates of educational programs for secondary students in their final full-time internship	Chris Pryor	July 1, 2013	
2	Ongoing professional development for teachers through Professional Learning Communities with a primary focus on data analysis	Administrative Team (Dr. Pryor, Dr. Shelby, Mrs. Minn, Mr. Nocella, and Mr. Seybold)	June 1, 2013	

| 3 | Specific professional development assigned based on individual needs of the teacher through IPDP utilizing PD 360 | Kara Minn | June 1, 2013 | |
| 4 | District Professional Development | Kara Minn; Teacher of record | June 1, 2013 | |

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
Number of current staff teaching out-of-field – 0 (0%) Number of current staff who were not highly effective (minus the VAM calculation) 21% (16)	Collegial Conversation Team meetings provide opportunities for Best Practices Classroom Walkthroughs provide immediate feedback from the supervising administrator All Walkthroughs and Summative Evaluations will be performed by the same administrator to provided ongoing communcation for any specific needs of the 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
84	10.7%(9)	27.4%(23)	35.7%(30)	26.2%(22)	23.8%(20)	81.0%(68)	8.3%(7)	10.7%(9)	7.1%(6)

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
Jodi Mulvihill	Angela Reyes	New Science Teacher	Weekly Meetings for instructional strategies and support
Kiera Roe	Brian Cox	New Science Teacher	Weekly Meetings for instructional strategies and support
Christine Brink	Jeanne Byers	New Science Teacher	Weekly Meetings for instructional strategies and support
Ebru Snodgrass	Tanisha Francois	New ESE Teacher	Weekly Meetings for instructional strategies and support
Sylvia Ziegler	Amanda Christianson	New ESE Teacher	Weekly Meetings for instructional strategies and support
Kim Halliday	Roberta Bianucci	New ESE Teacher	Weekly Meetings for instructional strategies and support

Margot Roemischer	Anissa Hardy	New Math Teacher	Weekly Meetings for instructional strategies and support
Marc Kolodinsky	Rachel Palmer	New Music Teacher	Weekly Meetings for instructional strategies and support

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

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

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Kara Minn, Tammy Sawyer, Mella Baxter, Kellie Doucette, Carue Davis, Catherine Raulerson

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?

Kellie Doucette will take the lead role as coordinator and lead of the MTSS Team. Her role will be to organize meeting, be initial parent contact and teacher contact, and organize all information and paperwork. Tammy Sawyer, guidance counselor, will check on policy, procedure, parent contact, and continue to be a liaison between teacher, student and team for 9th grade students. Mella Baxter will continue to conduct data progress monitoring system and help teachers log all applicable information. Carue Davis will assist Ms. Sawyer, focusing on 10th grade students. Cat Raulerson, school psychologist, will help team determine whether or not a student should begin the tiered process of MTSS and/or assist other persons with their duties. Kara Minn is the administrator overseeing the MTSS process, and will sit on committee for student/teacher meetings. Once a month, the team will meet with the District MTSS team for professional development purposes, ideas, and data driven process building.

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 team is in full function for its first year of serious implementation. The team will meet with 9th through 12th grade reading intervention teachers once a quarter, towards the end, to determine how students are fairing and whether or not intervention is applicable. The team will use FAIR, FCAT, and 10 Steps data to determine eligibility. Once the area of reading is fully implemented, the team hope to push into behavioral RtI and then Math over a three year plan.

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.

10 Steps, Skyward and Performance Matters are the primary source of student data. Skyward has our overall demographic data, to include FCAT, EOC, SAT, and PERT test scores in combination with attendance, behavior and all demographic data used in student analysis.
Performance Matters is the primary source for academic achievement data in core subject areas for Progress Monitoring.
10 Steps is the primary source for reading intervention data.

Describe the plan to train staff on MTSS.

Roll-out process will be used. The initial team will train the reading teachers, followed by PBS team, followed by math intervention teachers. Once all areas are implemented, we can roll into science and social studies courses with teacher PD and data sources, especially with common core literacy standards embedded in all content areas in the future.

Describe the plan to support MTSS.

Initial team is aware of the seriousness with the implemented items. The team plans to support teachers and help them organized data and create strategies applicable to student needs.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Kara Minn, Mella Baxter, Sarah Ashman, John White, Jeremy Schaeffer, Cate Althouse, Amanda Kraverotis, Fran Lagocki, Ann Friedburg, Katie Rushing, Jeanna Reiter, Alison Winfree, Jan Lemus, Andrew Ward

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

The LLT will meet once per semester to discuss which best practices are most successful for our students, how to embed literacy into classes other than English, and CAR-PD designated classes, and help role out common core standards. Reading teachers will focus on strategies, Lemus, Ward, Kraverotis, and Winfree will focus on common core and Minn will facilitate.

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

Reading in the content areas. Team assessment of common core standards for future PD.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*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.

*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.

*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?

Upon entering Matanzas High School, each student meets with a designated Guidance Counselor for a face-to-face interview and cumulative folder review. Each student is introduced to programs that meet the rigor and relevance of a students individual ability based upon previous grades, state assessment results, individual needs, and personal desires of academic pursuit.

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?

Multiple programs exist within the Career and Technical Education programs at Matanzas High School. Our STEM academy and CAPE program have combined instructional focus to incorporate Plant Biotechnology as the overarching goal for student success within each entity. Our students are also provided opportunities for dual-enrollment and AP course studies. A wide array of elective and core courses are available, based on a student population of approximately 1650.

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

Students in eleventh grade who require PERT testing are given the assessment in November. Our students meet with their Guidance Counselors bi-annually to discuss results of their test scores on the PERT College Readiness Math and/or English are provided if necessary based on the scores determined by the state. While students are in grades 9-12, if their PERT scores

reflect college readiness, we offer a variety of Honors and AP English, Math, Science, Social Studies, and Liberal Arts courses.

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:	Throughout the 2012-2013 school year, Matanzas High School will increase the percentage of students scoring Level 3 in Reading by 3%
2012 Current Level of Performance:	2013 Expected Level of Performance:
The 2012 performance level of students scoring Level 3 in Reading was 26%	The 2013 expected level of performance for students scoring Level 3 in Reading will be no less than 29%

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	Time allocations do not allow for critical planning needed by teachers for student success	Allowing common planning and division of instructional and assessment responsibilities will ensure more time with students in the classroom	Mella Baxter	School-wide Pacing Guides and Curriculum	Common assessments created by teachers
2	Multiple school-wide, district, and state assessments reducing instructional time	Utilizing technology throughout FCAT/EOC content areas, so students are familiar with Computer-based testing.	Bob Nocella	Teacher Observation	FAIR, Performance Matters, Skyward online assessments, FCAT Explorer, READ 180, e-PAT

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:	Throughout the 2012-2013 school-year, Matanzas High school will increase the percentage of students scoring Level 4-6 by 11% [1] on the FAA Reading assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
The 2012 performance for students scoring Levels 4-6 in Reading was 33% [3]	The 2013 expected level of performance for students scoring in Reading Level 3 will be no less than 44% [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	Appropriate placement for students in access learning classes facilitated by ULS curriculum	Proper interpretation of student IEP's	Kim Halliday and ESE Teachers	Ongoing evaluation of student IEP's	IEP's

2	Unfamiliarity of FAA testing within the ESE department.	Training for FAA assessment and strategies for instruction of Life Skills utilizing ULS curriculum	Amy Hansen, John Shelby, and Kim Halliday	Administrative Observation	IEP and Curriculum Maps
3	New ULS curriculum implemented for all Life Skills students	Professional development in order to properly implement ULS curriculum, along with utilizing the practice materials	Kim Halliday, ESE Teachers, and District ESE Department	Progress Monitoring	Brigance Testing, ULS assessments

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:	Throughout the 2012-2013 school-year, Matanzas High school will increase students scoring Level 4 and above in Reading by 2%
2012 Current Level of Performance:	2013 Expected Level of Performance:
The 2012 level of performance for students scoring Level 4 in Reading was 24% [196]	The 2013 expected level of performance for students scoring Level 4 will be no less than 26%

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	Inability to differentiate for students with high levels of achievement in Reading	Utilizing Progress monitoring to identify students with high levels of achievement	Mella Baxter	Progress Monitoring	FAIR, Performance Matters, and teacher assessments
2	Not using the appropriate instructional strategies to increase rigor for high achievers	Learning Focused Lesson Plans and best practices in the classroom	Kara Minn	Collegial Conversations and common planning	Teacher observation; Administrative evaluation; student data from multiple facets of assessment
3	Teachers dedicating majority of the time with low achieving students versus managing time with all students to increase achievement	Appropriate individualization and differentiation for all students in the classroom, regardless of level and need	Observing Administrator	Collegial Conversations and common planning	Teacher observation; Administrative evaluation; student data from multiple facets of assessment

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:	Throughout the 2012-2013 school-year, Matanzas High school will increase the percentage of students scoring at or above Level 7 by 11% [1] on the FAA in reading
2012 Current Level of Performance:	2013 Expected Level of Performance:
The 2012 level of performance for students scoring Level 7 or above in Reading was 11% [1]	The 2013 expected level of performance will be no less than 22% [2]

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	Appropriate placement for students in access learning classes facilitated by ULS curriculum	Proper interpretation of student IEP's	Kim Halliday and ESE teachers	Ongoing evaluation of student IEP's	IEP's
2	Unfamiliarity of FAA testing within the ESE department.	Training for FAA assessment and strategies for instruction of Life Skills utilizing ULS curriculum	Amy Hansen, John Shelby, and Kim Halliday	Administrative Observation	IEP and Curriculum Maps
3	New ULS curriculum implemented for all Life Skills students	Professional development in order to properly implement ULS curriculum, along with utilizing the practice materials	Kim Halliday, ESE Teachers, and District ESE Department	Progress Monitoring	Brigance Testing, ULS assessment

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:	Throughout the 2012-2013 school-year, Matanzas High school will increase Learning Gains by 5%
2012 Current Level of Performance:	2013 Expected Level of Performance:
The 2012 performance level for students making learning gains was 55% [460]	The 2013 expected level for students making learning gains will be no less than 60%

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	Increasing level of achievement for level 3 and 4 students and increasing score for level 5 students	Identify areas in need of increase for all students, not just low achieving levels	John Shelby	Data reports, Progress monitoring, Collegial Conversation	FAIR, Performance Matters, FCAT, and teacher assessments
2	Lack of motivation amongst student population, as tests do not count toward individual student grades, but does toward school grade and graduation status	FCAT Incentives program and creating measures to include FAIR and Performance Matters data in classroom scores	Individual teacher	Collegial Conversation and common planning	Administrative observation
3	Lack of understanding to identify subgroups from trend data not making learning gains	Identify subgroups from trend data not making learning gains	Individual teachers and evaluating administrator	Data mining	Performance Matters, FCAT, and FAIR
4	Inability to increase learning gains of identified subgroups	Differentiate instruction of identified subgroups using Best Practices and research based strategies	Kara Minn and Collegial Conversation Teams	Data mining	Performance Matters, FCAT, and FAIR
5	Lack of substantial reading and writing assignments in non-core classes	Receive assistance from District writing coach. Reading coach will train teachers on reading strategies within their content area.	Kara Minn, Mella Baxter, and Angela Reed	Teacher observation	Lesson Plans

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:	Throughout the 2012-2013 school-year, Matanzas High school will increase learning gains by 7% [1] on the FAA in reading
2012 Current Level of Performance:	2013 Expected Level of Performance:
The 2012 performance level for students making learning gains was 43% [3]	The 2013 expected performance level for students making learning gains will be no less than 50% [4]

<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	Appropriate placement for students in access learning classes facilitated by ULS curriculum	Proper interpretation of student IEP's	Kim Halliday and ESE teachers	Ongoing evaluation of student IEP's	IEP's
2	Unfamiliarity of FAA testing within ESE department	Training for FAA assessment and strategies for instruction of Life Skills utilizing ULS curriculum	Amy Hansen, John Shelby, and Kim Halliday	Administrative Observation	IEP and Curriculum Maps
3	New ULS curriculum implemented for all Life Skills students	Professional development in order to properly implement ULS curriculum	Kim Halliday, ESE Teachers, and District ESE Department	Progress Monitoring	Brigance Testing, ULS assessment

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:	Throughout the 2012-2013 school-year, Matanzas High school will increase percentage of students in lowest 25% making learning gains by 9%
2012 Current Level of Performance:	2013 Expected Level of Performance:
The 2012 performance level of students in the lowest quartile making learning gains was 16% [16]	The 2013 expected level of performance for students making learning gains in the lowest quartile will be no less than 25%

<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	Outside factors influencing student behavior and lack of achievement	Mentor programs, guidance meetings, Drop Out Prevention, Data collection, MTSS process if applicable	Guidance counselors, Kellie Doucette, Bob Nocella, Bob Sawyer and Chenita Johnson	Student meetings and teacher check in/ check out system	Teacher observation and MTSS
2	Identifying students in lowest quartile	Identify students in the lowest quartile	Mella Baxter	Communication with teachers in all content areas; Collegial Conversation	Performance Matters, FCAT data, and Administrative observation in Collegial

					Conversation meetings
3	Lack of materials specifically used in the Intensive Reading classrooms	Utilizing new textbook series, designed for college preparatory reading	Mella Baxter	10 Steps to Advancing College Reading Skills – Levels 1, 2, and 3	10 Steps Assessments
4	Limited reading strategies outside English and Reading classes	Essential 6 training for all instructional staff	Kara Minn	Administrator observation, student achievement	Progress monitoring and lesson plans

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 # Over a six-year period, Matanzas High school will reduce the reading gap by increasing our achievement 22% 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	61%	64%	68%	71%	75%	

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:	Throughout the 2012-2013 school-year, Matanzas High school will properly identify students by subgroup, and increase subgroup achievement by 7%
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 60% Black: 36% Hispanic: 59% Asian: 75% American Indian:N/A	White: 67% Black: 43% Hispanic: 66% Asian: 82% American Indian: 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	see narrative	see narrative	see narrative	see narrative	see narrative
2	Identifying subgroups	Performance Matters training	John Shelby, Sarah Ashman	Teacher data collection	Administrator evaluation
3	Inability to increase satisfactory progress among all subgroups based on ethnicity	Incorporate multicultural test items in common assessments in test item writing workshop	Louise Wolfe	Evaluation of test item banks and teacher created assessments	Test item writing workshop

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:	Throughout the 2012-2013 school-year, Matanzas High school will increase the performance level of our ELL students, in order to decrease the students not making satisfactory progress by 10% [1] in reading
2012 Current Level of Performance:	2013 Expected Level of Performance:
82% [4] of our ELL's are not making satisfactory progress in	72% [3] or less of our ELL students will not make

reading

satisfactory progress 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
1	Significant change in ELL population for 2012-2013 school year	Establish baseline testing strategies to properly monitor progress	Jan Lemus	Progress monitoring	CELLA and FAIR
2	Lack of teacher knowledge for implementing accommodations for ELL students other our ESOL teacher	Workshop for implementing ESOL strategies	Jan Lemus	Review lesson plans	Administrator observation
3	Lack of consultation time for ESOL teacher	ESOL teacher is provided with one block class for consultation time	Jan Lemus	Updated records for all ESOL students	Administrator observation

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:	Throughout the 2012-2013 school-year, Matanzas High school will increase the performance level of our students with disabilities, in order to decrease the students not making satisfactory progress by 10% [10] in reading
2012 Current Level of Performance:	2013 Expected Level of Performance:
81% [94] of SWD population are not making satisfactory progress in reading	71% [84] or less of SWD population will not be making satisfactory progress 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
1	Lack of intervention based on student's IEP	Updating IEPs in a timely manner is necessary once students reach the high school level	Kim Halliday	Bi-annual review of IEP	IEP monitoring
2	Lack of reading strategies implemented in core classes	Professional development on reading in the content areas	Mella Baxter	Lesson plan observation	Administrator observation

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. Reading Goal #5E:	Throughout the 2012-2013 school-year, Matanzas High school will decrease the number of economically disadvantaged students not making satisfactory progress by 4%
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% [219] of ED students are not making satisfactory progress in reading	46% or less of our ED students will not make satisfactory progress in reading

		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		Identifying students who are Economically Disadvantaged	Encouraging students to help us identify them	Guidance Counselors and MIS	Data mining	Skyward
2		Community wide increases of the ED population over several years	Properly identifying students who are Economically Disadvantaged	Instructional staff	Data analysis	Performance Matters and FCAT

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
CC Teams	All	Kara Minn	All instructional staff, administration, support from district curriculum department	Monthly monitoring meetings	Administrative observation of meetings, lead team discussions	Administrative Team
Literacy in Content Areas	Literacy in Content Areas	Mella Baxter	Social studies and science teachers	Staggered	Train the trainer, feedback	Evaluating Administrator
Common Core Standard Training	English	Flagler County Schools	English teachers	Ongoing	Lesson plans and Collegial Conversations	Kara Minn, District Curriculum Dept.

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Textbooks	Multiple Novel sets and test applicable series for reading comprehension	General Fund	$17,924.31
			Subtotal: $17,924.31
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $17,924.31

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:	Throughout the 2012-2013 school-year, Matanzas High school will increase the overall proficiency in Listening/Speaking by 3% for all ELL students
2012 Current Percent of Students Proficient in listening/speaking:	
2012 CELLA scores indicated an 85% [17] proficiency in Listening/Speaking among ELL 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
1	Significant decrease in ELL students will impact class size and require all students, grades 9-12, to participate in ESOL course together	Utilize the Master schedule to properly place ELL students to ensure all services are provided on a daily basis	Administrative Team, Guidance Counselors, and Jan Lemus	Conflict Matrix run to prepare schedules for all ELL students	Skyward

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:	Throughout the 2012-2013 school-year, Matanzas High school will increase the overall proficiency in Reading by 10% for all ELL students
2012 Current Percent of Students Proficient in reading:	
2012 CELLA scores indicated a 35% [7] proficiency in Reading among ELL 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
1	Significant decrease in ELL students will impact class size and require all students, grades 9-12, to participate in ESOL course together	Utilize the Master schedule to properly place ELL students to ensure all services are provided on a daily basis	Administrative Team, Guidance Counselors, and Jan Lemus	Conflict Matrix run to prepare schedules for all ELL students	Skyward

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	Throughout the 2012-2013 school-year, Matanzas High school will increase the overall proficiency in Writing by 10% for all ELL students
2012 Current Percent of Students Proficient in writing:	

2012 CELLA scores indicated a 40% [8] proficiency in Writing for ELL 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
1	Significant decrease in ELL students will impact class size and require all students, grades 9-12, to participate in ESOL course together	Utilize the Master schedule to properly place ELL students to ensure all services are provided on a daily basis	Administrative Team, Guidance Counselors, and Jan Lemus	Conflict Matrix run to prepare schedules for all ELL students	Skyward

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Textbooks for grammar	English Language Learner literature texts	General Fund	$1,367.00
			Subtotal: $1,367.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $1,367.00

End of CELLA Goals

Florida Alternate Assessment High School Mathematics Goals

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

1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1:	Throughout the 2012-2013 school-year, Matanzas High school will increase the percentage of students scoring Level 4-6 by 8% [1] on the FAA Math assessment
2012 Current Level of Performance:	2013 Expected Level of Performance:
22% [2] scored Level 4-6 on the FAA Math assessment	30% or more will score Level 4-6 on the FAA Math assessment

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	Appropriate placement for students in access learning classes facilitated by ULS curriculum	Proper interpretation of student IEP's	Kim Halliday and ESE teachers	Ongoing evaluation of student IEP's	IEP's
2	Unfamiliarity of FAA testing within ESE department	Training for FAA assessment and strategies for instruction of Life Skills utilizing ULS curriculum	Amy Hansen, John Shelby, and Kim Halliday	Administrative Observation	IEP and curriculum maps
3	New ULS curriculum implemented for all Life Skills students	Professional development in order to properly implement ULS curriculum	Kim Halliday, ESE Teachers, and District ESE Department	Progress monitoring	Brigance Testing and ULS assessment

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:	Throughout the 2012-2013 school year, Matanzas High School will increase the number of students scoring Level 7 or above in Math on the FAA by 9%
2012 Current Level of Performance:	2013 Expected Level of Performance:
11% [1] of students scored Level 7 in Math	20% or more of students will score Level 7 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	Appropriate placement for students in access learning classes facilitated by ULS curriculum	Proper interpretation of student IEP's	Kim Halliday and ESE teachers	Ongoing evaluation of student IEP's	IEP's
	Unfamiliarity of FAA testing within ESE	Training for FAA assessment and	Amy Hansen, John Shelby, and Kim	Administrative observation	IEP and curriculum maps

2	department	strategies for instruction of Life Skills utilizing ULS curriculum	Halliday		
3	New ULS curriculum implemented for all Life Skills students	Professional Development in order to properly implement ULS curriculum	Kim Halliday, ESE teachers, and District ESE Department	Progress Monitoring	Brigance Testing, ULS assessment

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:	Throughout the 2012-2013 school-year, Matanzas High school will increase the number of students making learning gains in Math by 7%
2012 Current Level of Performance:	2013 Expected Level of Performance:
43% of students made learning gains in Math	50% of students will make learning gains 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	Appropriate placement for students in access learning classes facilitated by ULS curriculum	Proper interpretation of student IEP's	Kim Halliday and ESE teachers	Ongoing evaluation of student IEP's	IEP's
2	Unfamiliarity of FAA testing within ESE department	Training for FAA assessment and strategies for instruction of Life Skills utilizing ULS curriculum	Amy Hansen, John Shelby, and Kim Halliday	Administrative Observation	IEP and curriculum maps
3	New ULS curriculum implemented for all Life Skills students	Professional development in order to properly implement ULS curriculum	Kim Halliday, ESE Teachers, and District ESE Department	Progress Monitoring	Brigance Testing, ULS assessment

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:	Throughout the 2012-2013 school-year, Matanzas High school will increase the percentage of students scoring Level 3 in Algebra I by 5%
2012 Current Level of Performance:	2013 Expected Level of Performance:
56% [240] of students scored Level 3 in Algebra	61% or more of students will score Level 3 in Algebra

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		Student placement in higher math courses	Differentiating instruction for all students to be successful in content area	Math department	Lesson plans	Administrative observation
2		Mastery of content within one year	Pacing students with preferred spiraling curriculum	Math department	Student outcomes on assessments and CC analysis	Progress monitoring and EOC
3		Historically low math achievers required to pass EOC for course credit	Implement testing strategies and provide tutoring for students with historically low math achievement	John Shelby	Data Mining	Performance Matters

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:	Throughout the 2012-2013 school-year, Matanzas High school will increase the percentage of students scoring Levels 4 or 5 in Algebra I by 2%
2012 Current Level of Performance:	2013 Expected Level of Performance:
The 2012 performance for students scoring Level 4 or 5 was 18% [77]	The 2013 expected performance for students scoring Level 4 or 5 will increase to 20%

<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	Student motivation to achieve high levels on EOC, which requires pass/fail status	Increase motivation for high performance on EOCs	Math department	Data mining	Performance Matters
2	Placement of students in appropriate math course (standard vs. honors)	Identifying high achievers in previous year's math courses	John Shelby	Data mining	Performance Matters

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Algebra Goal # Over a six year time frame, Matanzas High School will reduce the achievement gap in mathematics by 50%, equivalent to 88% 3A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	76%	91%	92%	93%	94%	

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:

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. Algebra Goal #3B:	Throughout the 2012-2013 school year, Matanzas High school will increase overall achievement in all subgroups by 3% A subgroup is identified, and provided instruction with culturally designed assessments

2012 Current Level of Performance:	2013 Expected Level of Performance:
The 2012 performance of students scoring Levels 1 and 2: White: 23 % [74] Black: 45% [40] Hispanic: 12% [6] Asian: N/A American Indian: N/A	The 2013 expected level of students scoring Levels 1 and 2: White: 20% Black: 42% Hispanic: 9% Asian: N/A American Indian: 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	White: Historically low SES population and students with disabilities. Black: Historically low SES population and low achievement on math testing. Hispanic: Historically low achievement on math testing. Asian: N/A American Indian: N/A	Proper identification of students by subgroups	Math teachers	Progress monitoring	Performance Matters

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:	
3C. English Language Learners (ELL) not making satisfactory progress in Algebra. Algebra Goal #3C:	Throughout the 2012-2013 school-year, Matanzas High school will increase overall achievement by 8%
2012 Current Level of Performance:	2013 Expected Level of Performance:
The 2012 ELL student performance in Level 1 or 2 was 1 33%	The 2013 ELL performance in Levels 1 and 2 will decrease to 25% or less

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	Significant change in ELL population for 2012-2013 school year	Establish baseline testing, proper monitor progress	Jan Lemus	Progress Monitoring	Performance Matters
2	Availability of ESOL teacher for support	Consultation time	Jan Lemus	ESOL student logs	Administrative observations

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:	
3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra. Algebra Goal #3D:	Throughout the 2012-2013 school-year, Matanzas High school will increase overall achievement by 7%
2012 Current Level of Performance:	2013 Expected Level of Performance:
The 2012 SWD performance in Level 1 or 2 was 55% [33]	The 2013 SWD performance in Levels 1 and 2 will decrease to 48%

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Monitoring student support based on their IEP goals	Effective monitoring of IEP's	ESE teacher and support facilitator	Analyzing support provided for ESE students	Support facilitation logs
2	Historically low achievement with a lack of testing strategies in math assessments	Increase overall confidence in test taking strategies.	Sylvia Ziegler, Ebru Snodgrass, Kim Halliday	IEP monitoring	IEP

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:	
3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:	Throughout the 2012-2013 school-year, Matanzas High school will increase achievement for ED students by 3%
2012 Current Level of Performance:	2013 Expected Level of Performance:
The 2012 ED population performance in Level 1 or 2 was 24% [65]	The 2013 ED performance in Level 1 or 2 will decrease to 21%

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 motivation for high achievement in mathematics	Implement motivational strategies for test taking	Math Department	Lesson plans	Administrative observations
2	Historically low scoring on math assessments	Identifying subgroup success through item analysis	Math Department, John Shelby	Data mining	Performance Matters
3	Difficulty interpreting direct instruction	Differentiate instruction	Math Department	Lesson plans	Administrative observations

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:	Throughout the 2012-2013 school-year, Matanzas High school will establish an excellent baseline for scores in the Geometry EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	Students will score 70% proficiency or higher on the Geometry EOC

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	Student placement in higher math courses	Differentiating instruction for all students to be successful in content area	Math Department	Lesson plans	Administrative observation
2	Mastery of content within one year	Pacing students with preferred spiraling curriculum	Math Department	Student outcomes on assessments	Progress monitoring, EOC
3	Historically low math achievers required to pass EOC for course credit	Implement testing strategies and provide tutoring for students with historically low math achievement	John Shelby	Data mining	Performance Matters

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:	Throughout the 2012-2013 school-year, Matanzas High school will establish high expectations for students participating in the Geometry EOC
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	The 2013 estimated performance for students scoring Levels 4 and 5 will be 35%

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	Student motivation to achieve high levels on EOC, which requires pass/fail status	Increase motivation for high performance on EOCs	Math Department	Data mining	Performance Matters
2	Placement of students in appropriate math course (standard vs. honors)	Identifying high achievers in previous year's math courses	John Shelby	Data mining	Performance Matters

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target					
3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Geometry Goal # Over a six year period, Matanzas High School will reduce the achievement gap in mathematics by 50% as determined by the 2012-2013 student data 3A :				
Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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:	
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.	Matanzas High School will continue to focus on ethnic subgroups and maintain a significantly higher success rate for all ethnic groups compared to the state mean scores

Geometry Goal #3B:	Once the state determines scoring, MHS will analyze our data and determine a path for success
2012 Current Level of Performance:	2013 Expected Level of Performance:
The following data is a reflection of students scoring in the lower third: White: 8% (25) Black: 4% (13) Hispanic: 3% (9) Asian: 0% American Indian: 0%	Outcomes in Levels 1 and 2 are estimated: White: 25% Black: 20% Hispanic: 25% Asian: N/A American Indian: 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	White: Historically low SES population and students with disabilities. Black: Historically low SES population and low achievement on math testing. Hispanic: Historically low achievement on math testing. Asian: N/A American Indian: N/A	Proper identification of students by subgroups	Classroom teachers	Progress monitoring	Performance Matters

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:	
3C. English Language Learners (ELL) not making satisfactory progress in Geometry. Geometry Goal #3C:	Throughout the 2012-2013 school-year, Matanzas High school will establish a baseline score for ELL students not making satisfactory progress on the Geometry EOC no greater than 20%
2012 Current Level of Performance:	2013 Expected Level of Performance:
MHS 2012 performance for ELL students scoring in the lower third was 0%	MHS 2013 performance for ELL students not making satisfactory progress will be less than 20%

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	Significant change in ELL population for 2012-2013 school year	Establish base line testing, proper monitor progress	Jan Lemus	Data Mining	Performance Matters
2	Availability of the ESOL teacher for support	Increase consultation time	Jan Lemus	Progress Monitoring	Performance Matters and EOC

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:	
3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry. Geometry Goal #3D:	Throughout the 2012-2013 school-year, Matanzas High school will establish a baseline score for SWD in Levels 1 and 2 taking the Geometry EOC no greater than 30%
2012 Current Level of Performance:	2013 Expected Level of Performance:

MHS 2012 performance for SWD students scoring in the lower third was 0%	MHS 2013 performance for SWD students not making satisfactory progress will be 30%

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	Monitoring student support based on their IEP goals	Effective monitoring of IEP's	IEP consult teacher and Math teachers	Analyzing support facilitation for IEP's in mathematics	Support facilitation logs
2	Historically low achievement with a lack of testing strategies in math assessments	Increase overall confidence in test taking strategies	Sylvia Ziegler, Ebru Snodgrass, Kim Halliday	IEP monitoring	IEP

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:

3E. Economically Disadvantaged students not making satisfactory progress in Geometry. Geometry Goal #3E:	Throughout the 2012-2013 school-year, Matanzas High school will establish a baseline score for ED students in Levels 1 and 2 taking the Geometry EOC no greater than 30%
2012 Current Level of Performance:	2013 Expected Level of Performance:
MHS 2012 performance for ED students scoring in the lower third was 33%	MHS 2013 performance for ED students scoring not making satisfactory progress will be 30%

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 motivation for high achievement in mathematics	Implement motivational strategies for test taking	Math department	Lesson plans	Administrative observation
2	Historically low scoring on math assessments	Identifying subgroup success through item analysis	Math department and John Shelby	Date mining	Performance Matters
3	Difficulty interpreting direct instruction	Differentiated instruction	Math department	Lesson plans	Administrative observation

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
ULS Curriculum	ESE 9-12	District ESE Department	FAA teachers	September 28, 2012	Continuous monitoring of lesson plans and implementation	Bob Nocella and Kim Halliday
Algebra EOC	Algebra 9-10	Allison Winfree	Algebra teachers	Continuous	Analysis of Progress Monitoring results	John Shelby

					and pacing strategies	
Geometry EOC	Geometry 9-12	Lanny Englander	Geometry teachers	Ongoing	Analysis of Progress Monitoring results and pacing strategies	John Shelby

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
EOC Calculators	Calculators used specifically for EOC test and approved by FDOE	Math Department	$105.00
			Subtotal: $105.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $105.00

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:	Throughout the 2012-2013 school-year, Matanzas High school will establish a baseline of 67% of students scoring levels 4-6
2012 Current Level of Performance:	2013 Expected Level of Performance:
No students scored within Levels 4-6, 0%	The 2013 expected level of performance will be 67% [2]
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	Appropriate placement for students in access learning classes facilitated by ULS curriculum	Proper interpretation of student IEP's	Kim Halliday and ESE teachers	Ongoing evaluation of student IEP's	IEP
	Unfamiliarity of FAA	Training for FAA	Amy Hansen,	Administrative	IEP and

2	testing within ESE department	assessment and strategies for instruction of Life Skills utilizing ULS curriculum	John Shelby, and Kim Halliday	Observation	curriculum maps
3	New ULS curriculum implemented for all Life Skills students	Professional development in order to properly implement ULS curriculum	Kim Halliday, ESE Teachers, and District ESE Department	Progress Monitoring	Brigance Testing, ULS assessment

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. Science Goal #2:	Throughout the 2012-2013 school-year, Matanzas High school will decrease by 17%
2012 Current Level of Performance:	2013 Expected Level of Performance:
The 2012 level of performance was 50% [1]	The 2013 expected level of performance will be 33% [1]

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	Appropriate placement for students in access learning classes facilitated by ULS curriculum	Proper interpretation of student IEP's	Kim Halliday and ESE teachers	Ongoing evaluation of student IEP's	IEP
2	Unfamiliarity of FAA testing within ESE department	Training for FAA assessment and strategies for instruction of Life Skills utilizing ULS curriculum	Amy Hansen, John Shelby, Kim Halliday	Administrative Observation	IEP and Curriculum Maps
3	New ULS curriculum implemented for all Life Skills students	Professional development in order to properly implement ULS curriculum	Kim Halliday, ESE Teachers, and District ESE Department	Progress Monitoring	Brigance Testing, ULS assessment

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:	Throughout the 2012-2013 school-year, Matanzas High school will establish a baseline of 40% proficiency
2012 Current Level of Performance:	2013 Expected Level of Performance:
MHS 2012 performance for students scoring in the middle third was 33% [234]	The 2013 estimated performance for students scoring Level 3 will be 40%

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 prior content knowledge due a gap in learning	Establish a baseline knowledge measure	Biology teachers	Progress monitoring	Performance Matters.
2	Lower achievement in reading	Implement reading strategies	Biology teachers and Mella Baxter	Progress monitoring	Performance Matters
3	Interpreting graphic items in scientific organization content	Focus on charts, graphs, and textual/pictorial images for direct instruction	Biology teachers	Administrative Observation	Administrative Team, Lesson Plans

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:	Throughout the 2012-2013 school-year, Matanzas High school will establish a baseline of 30% for students scoring Level 4 or 5 on the Biology EOC
2012 Current Level of Performance:	2013 Expected Level of Performance:
MHS 2012 performance for students scoring in the upper third was 49% [350]	The 2013 estimated performance for students scoring Levels 4 and 5 will be 28%

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 prior content knowledge	Establish a baseline knowledge measure	Biology teachers	Progress monitoring	Performance Matters
2	Interpreting graphic items in scientific organization content	Focus on charts, graphs, and textual/pictorial images for direct instruction	Biology teachers	Administrative observations	Administrative Team
3	Lacking use of appropriate testing strategies	Push in of teacher trainer with student lesson plans	Louise Wolfe	Data analysis	EOC

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
ULS Curriculum	ESE 9-12	District ESE staff	MHS FAA teachers	September 28, 2012	Continuous monitoring of lesson plans and implementation	Robert Nocella and Kim Halliday
Biology EOC meetings	Biology 9-10	John Shelby	Biology Teachers	Ongoing	Data Analysis of Progress Monitoring	Kim Saltmarsh

| Collegial Conversation Teams | Science 9-12 | Kim Saltmarsh and Jodi Mulvihill | Science Department | Monthly Meetings | Pacing Strategies and Curriculum Mapping for Multiple End of Course Exams from the state and district | Ken Seybold |

Science Budget:

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

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:	Throughout the 2012-2013 school-year, Matanzas High school will increase overall achievement in writing to Level 4 or above as a baseline of 70%
2012 Current Level of Performance:	2013 Expected Level of Performance:
2012 students were 85% [339] achieve Level 3 or higher	Students will increase by 3% [352] in achieving a 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	The first anticipated barrier is teachers understanding of the new FCAT writing expectations for student scoring	Provide all teachers with anchor sets provided by FL DOE and PD	Kara Minn	Student increase in 10th grade writing scores	Write Scores
	The second anticipated	Continued and	Language Arts	Monthly writing prompt	FCAT Writing

2	barrier is student awareness of increased rigor on the FCAT Writing test	systematic evaluations of 10th grade writing through out academic year	Department	with a 60 minute timeline	rubric

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:	Throughout the 2012-2013 school-year, Matanzas High school will increase overall achievement in writing to Level 4 or above as a baseline of 66%
2012 Current Level of Performance:	2013 Expected Level of Performance:
2012 students scoring Level 4 or higher in FAA Writing was 66% [2]	2013 expected Level in writing will be 66% [3] scoring a 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	A anticipated barrier for ESE students would be differentiated instruction within their classroom setting	Professional development in differentiated instruction within the field of writing, while meeting the needs of these specific ESE students	Administrative Team	Evaluate lesson plans and differentiated instruction according to the new teacher evaluation tool	Teacher evaluation tool
2	An additional barrier is accurately identifying students needs within the field of writing	Professional development within the area of data analysis and rubric training for the writing tests within the field of ESE	Administration Team	Follow up from professional development, as well as demonstrated use of rubric within lesson plans and assessments with in the classroom	Classroom walkthroughs, utilizing the new Teacher evaluation tool

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
FCAT Writing	9th and 10th Grade Language Arts	Flagler County Schools	9th and 10th Grade Language Arts	September 27, 2012	Analyze Write Scores	Angela Reed
Florida Writing Symposium	10th Grade Language Arts	UCF English Department and FL Writing Department staff	Mandy Kraverotis	September 21, 2012	Analyze FCAT Writing Scores	Angela Reed
Ongoing Professional Development based upon the needs from data analysis	10th Grade Language Arts	Angela Reed	10th Grade Language Arts	As needed	Continuous Needs Assessment	Angela Reed

Writing Budget:

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

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:	Throughout the 2012-2013 school-year, Matanzas High school will have 40% of their eligible students scoring in the middle third of the U.S. History EOC
2012 Current Level of Performance:	2013 Expected Level of Performance:
No data exists	In 2013 40% [140] of students will score in the middle third (Level 2)

	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	Unknown areas of focus and pacing to prepare students for the U.S. History EOC	U.S. History teachers will meet at a district-wide summit to discuss curriculum pacing and focus for student preparation for EOC	Kara Minn	Analyze US History EOC scores	EOC
2	Lack of progress monitoring data in current computer based assessment tool	Seek computer based assessments for progress monitoring	John Shelby	Overall implementation of computer based testing	Administrative observation
	Previous history of lower achievement in	Implement Essential Six reading strategies for	Kara Minn and Mella Baxter	Student data analysis	FAIR

3	reading for students enrolled in US History/CARPD	increased reading achievement in alignment with the US History text			

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:	Throughout the 2012-2013 school-year, Matanzas High school will have 35% of their eligible students scoring in the upper third of the U.S. History EOC
2012 Current Level of Performance:	2013 Expected Level of Performance:
No data exists	In 2013 40% [140] students will score in the upper third (Level 3)

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	Unknown areas of focus and pacing to prepare students for the U.S. History EOC	U.S. History teachers will meet at a district-wide summit to discuss curriculum pacing and focus for student preparation for EOC	Kara Minn	Analyze U.S. History EOC scores	Skyward and teacher data
2	2.2. Lack of progress monitoring data in current computer based assessment tool	Seek computer based assessments for progress monitoring	John Shelby	Overall implementation of computer based testing	Administrator observation
3	Previous history of lower achievement in reading for students enrolled in US History/CARPD	Implement Essential Six reading strategies for increased reading achievement in alignment with US History text	Kara Minn and Mella Baxter	Student data analysis	FAIR

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
CARPD Training	US and World History 10th and 11th Grade	Mella Baxter	Jeremy Schaeffer and John White	December 2012	Evidence of CARPD strategies in lesson plans and implemented in the classroom	Kara Minn
District EOC Summit	US History 11th Grade	Kara Minn and John Shelby	District Social Students teachers	June and August 2012	Evidence of EOC test item specifications in lesson plans	Kara Minn

U.S. History Budget:

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

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:	Throughout the 2012-2013 school-year, Matanzas High school will: (a) Increase the overall attendance rate (b) Reduce the number of student with excessive absences (c) Reduce the number of students with excessive tardies
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
The 2012 daily attendance rate was 94.7% [1445]	The expected rate of attendance for 2013 is 95%, an increase of .3%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
The 2012 number of students with excessive absences was 13% [209]	The expected number of students with excessive absences will be 11%
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
The 2012 number of students with excessive tardies was .2% [3]	The expected number of students with excessive tardies will be less than 1% [2]
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
	Continued issues with	Monitored daily	Guidance	Student Study Team as	Skyward and

1	student truancy. Though the truancy rate is minimal, it significantly impacts the overall attendance rate	attendance and automatic contact with parents for student absentees. As needed, continue mandatory Student Study Team meetings with parents for students with excessive absence	Counselors, Kellie Dorries, and Clarice Dias	needed for truancy and data analysis	district attendance policy
2	Implementing negative consequences for non-attendance	Removal of privileges to attend Homecoming dance, Grad Bash and Prom (no more than 5 unexcused absences per semester)	Jodi Mulvihill	Evaluation of attendance records	Skyward
3	Incorrect withdrawals and "Did Not Enroll" for students who transfer in as Freshman from middle school	Student tracking based on paper copies of attendance rosters in all classes during the first week of school.	Kathy Ryan	Data Analysis for improper withdrawals during the summer	Skyward
4	Continued lack of concern for unexcused tardies by the student body	Focus on single school culture to increase awareness of tardies and the negative consequences for students	Deans	Analyze student tardy rate each nine weeks	Skyward

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
Truancy	9-12	District Student Services Director	Attendance clerks and Adminstrators	August 14, 2012	Weekly attendance reports and SST's	Kelli Dorries

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Daily attendance tracking	Attendance Clerk	General Fund	$14,074.00
			Subtotal: $14,074.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount

No Data	No Data	No Data	$0.00
		Subtotal:	$0.00
		Grand Total: $14,074.00	

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:	Throughout the 2012-2013 school-year, Matanzas High school will reduce the overall In-School and Out-of-School Suspension rate by 5% [27] for the 2012-2013 school year This decrease will occur due to an overall decrease in referrals for dress code and electronic device violations.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
The 2012 ISS rate totaled 298 occurrences	The 2012-13 ISS occurrence rate will be 282
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
The 2012 student percentage who received an ISS was a total of 14% [228]	The 2012-13 number of students will be 13% [216]
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
The 2012 OSS rate totaled 238 occurrences	The 2012-13 OSS occurrence rate will be 227
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
The 2012 student percentage who received an ISS was a total of 9% [149]	The 2012-13 number of students will be 8% [138]

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	Significant change to the dress code requiring students to wear uniforms	The first two days of school will be days of "forgiveness' while instructing students of the proper attire required for school uniforms	Dr. Chris Pryor and Dean's Office	Analysis of student data on ISS offenses for dress code violations in the second month of the school year instead of the first month.	Skyward
2	Teacher enforcement of the uniform policy may increase the referral rates at the beginning of the year	The school has designated $1000 to purchase school uniforms for those in need and will also create a "closet" for uniforms through local donations.	Dr. Chris Pryor and Dean's Office	Analysis of student data on ISS offenses for dress code violations in the second month of the school year instead of the first month.	Skyward

		In addition, we will have Positive Behavior Support for students who maintain proper dress code for a full nine weeks			
3	Continued misuse of electronic devices	Use of student planners and posters around the building, informing students of school policy	Dean's office	Data mining	Skyward
4	Continued excess counts of tardies	Use of warning bells to decrease tardies and students will receive planners with detailed information	Dean's office	Data mining	Skyward

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
New teacher orientation	9-12	Administrative Team	All first year teachers at Matanzas	August 13, 2012	Follow up with mentors	Administrative Team

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Positive Behavior Support	Various school spirit awards	SAC and external donations	$800.00
			Subtotal: $800.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $800.00

End of Suspension Goal(s)

Dropout Prevention 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. Dropout Prevention Dropout Prevention Goal #1: *Please refer to the percentage of students who dropped out during the 2011-2012 school year.*	The drop out rate indicated is determined by examining the withdrawal codes for the district. The only code which is deemed applicable for the actual "drop-out" code is W-5, which stands for a student's voluntary withdrawal from high school. The graduation rate for the 2012 school year will not be determined till sometime in the late fall. Based on the fact that students who either work to complete an Option 1 Diploma or finish their high school education in our adult education facility, will not be counted as part of our graduating class. It is likely that our graduation rate will not improve. We will provide multiple opportunities for student to stay at Matanzas High School and graduate with a standard diploma, but in some cases, either academic ability or environmental circumstances, make an Option 1 Diploma or a diploma from Adult Ed a student's only viable option.
2012 Current Dropout Rate:	2013 Expected Dropout Rate:
1.5%	1.0% (to be determined)
2012 Current Graduation Rate:	2013 Expected Graduation Rate:
84.3% (for year 2009)	84% (to be determined)

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	Increased retention in core curricular classes (FCAT and EOC course) due to student familiar on student standardized testing	Provide test taking intervention with historically low test scores	Administrative Team	Evidence of test taking strategies in lesson plans	Administrative Walkthroughs
2	Increased behavioral interventions with unsuccessful results	Alternative placement at Princess Place or Everest Alternative as needed	Deans Office and Robert Nocella	Continued monitoring of academic and behavioral records	Skyward
3	Identifying and tracking at risk students	Analyze data to identify at risk students, consider alternative placement at Princess Place.	Sarah Ashman, Dean's Office, and Robert Nocella	Bi-weekly grade and progress analysis	Skyward and Odyssey

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
Data Analysis	9-12	Bob Nocella	Kellie Doucette, Deans, and Princess Place team	Ongoing	Quarterly report of at-risk students	Robert Nocella

Dropout Prevention Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Facilitate online instruction through Princess Place alternative setting	2 teachers focusing on credit recovery	General Fund	$86,512.00
Utilizing data analysis and testing priorities for credit recovery and Dropout Prevention Specialist	1 teacher	General Fund	$46,763.00
			Subtotal: $133,275.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Odyssey Program for students	Credit Recovery System	General Fund	$18,000.00
			Subtotal: $18,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $151,275.00

End of Dropout Prevention Goal(s)

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.*	Parental involvement at Matanzas High School is a critical component to our overall success. We enjoy active participation in a variety of venues, most notably those involving extra-curricular activities. We have had somewhat more limited success in terms of getting parents to attend more academically oriented functions, but that too is gradually improving. Our biggest successes involve the following areas: 1. Freshmen orientation this August involved roughly 500 parents, which enabled the families of our new students to become familiar with our various programs. 2. The college fair that took place last fall and is being held again this October had over 100 colleges and universities in attendance and allowed parents and students to have a multitude of representatives present in one venue. This was also attended by hundreds of parents and students. 3. Our curriculum night which takes place every year in September (this year on the 13th) continues to pack the

building and teachers indicate that they generally have between 25-30% of their students' families in attendance. 4. The guidance department holds a series of financial aid sessions for parents of college bound seniors both in the fall and the spring in an effort to help parents with the various forms and requirements of applying for financial aid.

2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
Freshmen orientation - 30%; Curriculum night - 27% Financial Aid - 10%; College Fair 15%	We hope to improve attendance by 5% across the spectrum of activities

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Potential lack of awareness or inconvenient time	Increased use of "call master" telephone program; Increased use of postings on the school's website	Principal	Surveys and sign in sheets at events	Number of positive responses
2	Lack of communication between teachers and parents	Use of Skyward to have mass communication with parents and familiarizing parents with teacher websites	John Shelby and Jodi Mulvihill	Web usage evaluation	Skyward

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						

Parent Involvement Budget:

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

No Data	No Data	No Data	$0.00
			Subtotal: $0.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

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:	Throughout the 2012-2013 school-year, Matanzas High school will increase the recruitment of incoming 9th graders In addition, MHS will improve the master schedule for STEM Academy students, improve field trip opportunities, and utilize Princess Place as a component of the STEM Academy
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 response from interested 8th graders	Increase follow up with middle school teachers	Melissa Fox	2013-14 enrollment for upcoming freshman class	Skyward
2	Limited guidance counseling staff	Add a guidance position	Chris Pryor	Decrease course roster changes	Skyward
3	Transportation funding	Utilize funding for STEM Academy	Robert Nocella	Increase the number of filed trips for "real world experiences"	Data analysis from transportation

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
Integrate project-based learning into curriculum	9-12	STEM teachers	All STEM core content teachers	October 2012	Lesson Plan evidence	Robert Nocella

STEM Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
STEM Coordinator	Leader and facilitator for STEM Academy	General Fund	$41,813.00
			Subtotal: $41,813.00
			Grand Total: $41,813.00

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:	Throughout the 2012-2013 school-year, Matanzas High school will increase enrollment and align course selections with an updated targeted occupational list

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 curriculum materials that follow the scope and sequence of mastery for specific CTE exams	Purchase more materials for CTE programs	Robert Nocella	Student success on CTE exams in each course	Lesson Plans and CTE 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
Comparison of curriculum to "real world experiences"	9-12	CTE teachers	CTE teachers	Ongoing	Evidence in lesson plans	Robert Nocella

CTE Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
CTE Teachers	Facilitate Instruction for students pursuing certification in high school	General Fund	$265,643.00
			Subtotal: $265,643.00
			Grand Total: $265,643.00

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	Textbooks	Multiple Novel sets and test applicable series for reading comprehension	General Fund	$17,924.31
CELLA	Textbooks for grammar	English Language Learner literature texts	General Fund	$1,367.00
Attendance	Daily attendance tracking	Attendance Clerk	General Fund	$14,074.00
Suspension	Positive Behavior Support	Various school spirit awards	SAC and external donations	$800.00
Dropout Prevention	Facilitate online instruction through Princess Place alternative setting	2 teachers focusing on credit recovery	General Fund	$86,512.00
Dropout Prevention	Utilizing data analysis and testing priorities for credit recovery and Dropout Prevention Specialist	1 teacher	General Fund	$46,763.00
				Subtotal: $167,440.31

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	EOC Calculators	Calculators used specifically for EOC test and approved by FDOE	Math Department	$105.00
Dropout Prevention	Odyssey Program for students	Credit Recovery System	General Fund	$18,000.00
				Subtotal: $18,105.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
STEM	STEM Coordinator	Leader and facilitator for STEM Academy	General Fund	$41,813.00
CTE	CTE Teachers	Facilitate Instruction for students pursuing certification in high school	General Fund	$265,643.00
				Subtotal: $307,456.00
				Grand Total: $493,001.31

Differentiated Accountability

School-level Differentiated Accountability Compliance

Priority	Focus	Prevent	NA

Are you a reward school: Yes No

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

No Attachment (Uploaded on 10/3/2012)

School Advisory Council

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
Approved usage for Positive Behavior Support and Student Academic Assistance through tutoring. Funds are unknown and to be dispersed to schools at a later date.	$7,500.00

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

Decide on the allocation of SAC funding for the purpose of student academic and behavioral achievement. Provide support to the local school and students through parent and community leaders.

If the school receives an "A" from the state, then SAC must approve the allocation of funding from the state as agreed upon by the Faculty and Staff of Matanzas High School.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Flagler School District
MATANZAS HIGH SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	54%	82%	86%	45%	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	53%	77%			130	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?	49% (NO)	68% (YES)			117	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					524	
Percent Tested = 97%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Flagler School District
MATANZAS HIGH SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	52%	78%	89%	46%	265	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	52%	70%			122	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)	48% (NO)			88	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					485	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested