FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: NEW DIMENSIONS HIGH SCHOOL

District Name: Osceola

Principal: Dr. Tina Cafiero

SAC Chair: Mr. Don Robert

Superintendent: Mrs. Melba Luciano

Date of School Board Approval: 10/10/2012

Last Modified on: 10/25/2012

Gerard Robinson, Commissioner
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

Dr. Mike Grego, Chancellor
K-12 Public Schools
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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	Dr. Tina Cafiero	D.Ed. - Educational Leadership, University of Central FL M.Ed. – Educational Leadership - University of Central FL FL Certifications: Educational Leadership (all levels), Consumer Science k-12, Occupational Specialist	14	14	Dr. Cafiero serves as the Director of Instruction and was one of the founding members of the school and has been an administrator at the school since it opened. All school performance record data falls within her oversight at NDHS. Most recently, New Dimensions has been an A school for two years, a B the year prior, and a D prior to that.
		Ph.D. Educational Leadership,			

| Principal | Dr. Jackie Grimm | Walden University, M.Ed. French, West Georgia University, FL Certifications: Educational leadership (all levels), French k-12 | 14 | 14 | Dr. Grimm serves as the Director of Operations and was also one of the founding members of the school. She has been an administrator at the school since it opened in 1998. Among other responsibilities, Dr. Grimm is oversees the school's operations and management. |

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.

	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)
No data submitted					

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	1. Regular meetings of new teachers with Director. Certification staus is closely monitored and regularly discussed to ensure all teachers stay in compliance and highly qualified.	Director	on-going	
2	2. New teachers are partnered with with veteran staff to facilitate their success at NDHS.	Theresa Barrett, Mentor Program Coordinator	on-going	
3	3. NDHS uses the Teacher-Teacher.com website to post job openings, to conduct applicant searches, and review résumés.	Director	on-going as needed	
4	4. Intensive Professional Development in a wide variety of areas, i.e.: Professional Ethics, Reading in the Content Areas, Policies and Procedures, ELL Instructional Strategies, Data Analysis, Common Core Standards, Marzano Evaluation System, Data Analysis, Professional Learning Communities	Administrators, LRS, Literacy Leadership and Common Core Leadership Teams	Ongoing, beginning Aug 13, 12	

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
One Reading Teacher is out-of-field for ESOL.	Teacher is taking 300 hours ESOL requirements.

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
20	15.0%(3)	10.0%(2)	35.0%(7)	40.0%(8)	50.0%(10)	95.0%(19)	15.0%(3)	0.0%(0)	15.0%(3)

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
Theresa Barrett	Jennifer Gottfried, Zulma Arguelles	New to NDHS	IPDP development, Lesson plan review, Certification requirement orientation and review, annual assessment program orientation, language arts curriculum planning and development, NDHS Policies and procedures
Scott Pettengill	Kevin Huber, Blaine Bess	New to NDHS	IPDP development, Lesson plan review, Certification requirement orientation and review, annual assessment program orientation, language arts curriculum planning and development, NDHS Policies and procedures
Ralph Barett	Benjamin Bartlett	New to NDHS	IPDP development, Lesson plan review, Certification requirement orientation and review, annual assessment program orientation, language arts curriculum planning and development, NDHS Policies and procedures

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

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

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Dr. Cafiero - School Administrator
Dr. Grimm - School Administrator
Phyllis Hill - ESE Coordinator
Renee Leach - Reading Teacher
Theresa Barrett - LRS

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

The RTI team will meet and review the data provided to us by our departmental Professional Learning Communities. School wide data will be analyzed as well as attention being given to the problem areas presented by the Dept. PLCs. Based on analyzed data and discussions among various departments and PLCs, the RTI will make decisions and put in place instructional strategies and interventions to address needs that are determined.

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 will work with the Professional Learning Communities for the Assessed Academic areas to determine areas of weakness and struggling students. Data will be analyzed and progress will be monitored with problem solving techniques. Suggestions for change will be made and procedures developed for a plan of implementation.

MTSS Implementation

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

science, writing, and behavior.

> FCAT Data, ongoing progress monitoring of school-wide assessments, individual teacher data analysis and progress monitoring, school discipline reports
>
> All state data and Homeroom data will be submitted by the various content area homeroom PLCs and a school wide data bsed is developed. Assessments will be given in the state assessed areas on going through out the year. This data will be analyzed by the content area PLCs and areas of concern presented to the RTI Team.

Describe the plan to train staff on MTSS.

> During the summer of 2012, a team of NDHS administrators and teachers attended the four day state CCCSS training. The two teachers that attended worked together during the summer and met with administrators to prepare the orientation to the CCSS for the NDHS staff. The staff was divided into Common Core Clusters to meet in PLCs through out the school year. An orientation meeting was conducted during preplanning to introduce CCSS. A follow-up session was also held to allow for common planning by clusters for the implementation.

Describe the plan to support MTSS.

> Monthly CCSS cluster meetings will be held for common planning. In addition the CCSS Leads will conduct professional development during the school year to continue working on the implementation of CCSS with the entire staff.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

> Dr. Cafiero - Director
> Theresa Barrett - LRS
> Michelle Alford - Language Arts
> Vicki Raymond - Language Arts
> Amanda Hirschauer - Math
> Renee Burns - Reading Specialist

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

> The LLT meets monthly and looks at the literacy goals of the school. The team then established a plan of professional development and activities to provide in support of the literacy goals of the school.

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

> The LLT will continue to foster the reading and literacy goals of the school. Professional development will include delving into the lesson study process. Examples of some of the other professional development offered by the LLT for this school year will include Marzano's Academic Vocabulary, and the Reading Minute, Assessment Strategies, and support of the CCSS.
>
> The LLT will continue to organize the school-wide read aloud choosing a book and activities related to our yearly theme. The LLT will also be hosting a parent evening in conjunction with the SAC to provide parents with strategies for supporting literacy in the home.

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.

Reading is our struggling area. Therefore, reading has been an area that has high emphasis at NDHS. All teachers are expected to participate in the reading process. Literacy professional development is provided to all content area teachers. The LLT works hard to ensure that Professional development is provided in instructional reading strategies so that all staff is involved in the teaching of reading. School-wide we attempt to infuse literacy skills into all cintent area by using the Marzano Vocabulary Program. All teachers use the six stepp process of building critical content specific vocabulary.

NDHS also has a lesson plan template that has 8 components that incorporate all area of the FLCIM. Within the frame of the lesson plan, teachers must provide the following: Guiding Question, lesson objective, FL Sunshine Standards being addressed, Instructional Focus Activity, Tutorial and Enrichment activities, Assessment, ESE/ESOL Strategies, and Literacy Strategies. These strategies are looked for during classroom walk throughs and observations by administrators.

*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?

We are a project based school which incorporates applied projects in all content areas. Inter-disciplinary thematic units are also encouraged so that students experience the relevancy of what they are learning and its connection to the world and content outside one particular class. Bi-annual project fairs are held where student work is displayed for parents and the community to see.

In addition the school chooses a school-wide theme that all teachers incorporate into the lessons and their projects. This year's theme is "Relevancy". All projects are conducted so that the students see the connections to the real world and the connections between their vocational, performing arts, and physical education classes with their academic core classes.

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?

The school offers students elective courses in the performing arts, business, technology, and career study. Many of these courses focus on job skills and offer students internships. In addition it is recommended that all incoming 9th grade students take our Career Research and our Voluntary Public Service courses so that they have opportunity to explore their interests and strengths and find careers and organizations in the community that match.

Every year, after FCAT testing, students and parents participate in a course selection process that exposes them to next year's curriculum to inform their course selection. Parents are invited to participate in the process and final course selection is sent home for parent's signature.

In addition, all seniors are required to complete an indepth Senior Research Project, in which they will delve into a career interest and research it comprehensively. They will then present and oral presentation to a panel of local business leaders.

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

This year NDHS continues to have a designated Senior Liasion who works to address the needs of our potential graduates. A group of teachers along with dministrators work with our seniors to determine post-secondary needs. SAT and ACT test taking strategies are given, along with college application and scholarship application completion. We also bring in speakers and representatives from colleges, university and trade schools to speak with our students about post secondary options. The school also will offer senior parent nights to present the college process and financial aid information to parents. We will also continue to work with Valencia Community College in building our Dual Enrollment program on campus and by having students attend the VCC campuses. NDHS will also maintain its scholarship database for students to access for all scholarship information that the school receives. Each year we hold two senior parent nights to make sure we are providing seniors and their parents with critical information for transitioning onto post-secondary institutions. Juniors are strongly encouraged to attend as well.

This group of teachers and administrator will use the High School Feedback Report to analyze the post-secondary readiness and entrance data for NDHS and tailor the program according to needs and trends determined.

In addition, NDHS continued to add rigorous courses to the curriculum offering. We have 8 AP courses and continue with Dual Enrollment courses to be taught on our campus. Students are encouraged to take these rigorous classes. We will also continue our partnership with Valencia Community College and offer the CPT on our campus annually.

We have also added the College Readiness Reading and Math courses to our offerings. Students are placed into the courses based on their PERT scores. Those students' scores domonstrating that they need additional support to become college ready are placed into the classes.

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:	The percentage of student earning a level 3 on the Reading FCAT will increase by 5% points
2012 Current Level of Performance:	2013 Expected Level of Performance:
Current FCAT Reading data of students scoring at a level 3 on the 2012 FCAT Reading is: Grade 9: 38%, Grade 10: 35%	The students scoring in Achievement Level 3 will be 43% for ninth grade and 40% for tenth grade.

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 background Knowledge	Marzano's Vocabulary 6 Step Program	Administration, LRS	Observations, lesson plans	FCAT results, EOC results
2	Several new teachers on staff	Analysis of school-wide data	Administration	IPDPs, Lesson plans, CIM Binders	FCAT results, Growth Plan results
3	Uncertainty with new CCSS	Provide CCSS Professional Development	CCSS Leadership Team	lesson plans, observations	FCAT and EOC Results
4	Increase in the number of students that tested in the 10th grade that did not meet level 3 or better	Placement all level 1 and 2 students into Intensive Reading course	Administration	progress monitoring assessments and activities during school year, Reading PLC meeting discussions and data analysis	Homeroom progress monitoring assessments, FAIR assessments
5	Increase in the number of students that tested in the 10th grade that did not meet level 3 or better	Placement all level 1 and 2 students into Intensive Reading course	Administration, Mrs. Barrett - Mentor Coordinator	Observation, Meeting with mentor	Mentor documents, FCAT reading, FAIR assessment
6	Lack of incorporation of nonfiction texts across the content areas.	Infusion of Common Core Literacy Standards across the content areas / Achieve3000	Administration Learning Resource Specialist Common Core Leads	Observations, lesson plans, Common Core Clusters	Test Results, data from Achieve 3000
7	Teacher unfamiliarity with CCSS	Professional development on CCSS	CCSS Leadership Team, Administration, Instructional staff	Observations, lesson plans, inservice logs	FCAT Results
8	Teacher uncertainty on raising the rigor of all classes	Professional development on Marzano's Observation System and the Deliberate Practice Growth	Administration, LRS	Observations, inservice logs, lesson plans	State assessments, growth plan results

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:	

2012 Current Level of Performance:	2013 Expected Level of Performance:

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 CCSS are new and many staff members are unfamiliar with proper implementation	Professional development on the CCSS	CCSS Leadership Team	Observations, inservice logs, lesson plans	State Assessments
2	Increasing rigor in class lessons and understanding of observation framework	Book study using Marzano's Art and Science of Teaching	LRS, administration	Book study participation, observation, lesson plans, assessments	FCAT results
3	Students in levels 3 and higher are not placed in intensive reading classes	Infusion of CCSS for ELA into all content areas	CCSS Leadership Team	Observations, lesson plans	FCAT Results

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:	NDHS will increase the number of students scoring above proficiency by 5% points.

2012 Current Level of Performance:	2013 Expected Level of Performance:
The percentage of students scoring in the 4th and 5th achievement levels are: 9th grade - 14%, 10th grade - 22%	9th grade - 19% and 10th grade - 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	Students may not be challenged enough in regular classes	Students will be placed into Advanced Placement Classes	Administration, AP Teachers	Full selection of rigorous courses available	AP Exams
2	The CCSS are new and many staff members may be unfamiliar with proper implementation	Professional development on the CCSS	CCSS Leadership Team	Observations, Inservice logs, lesson plans	State Assessments
3	Students' motivation to participate in a rigorous environment.	Department PLC will participate in a book study and action research focused on increasing rigor in the classroom.	Language Arts Teachers, all staff will participate in book study	Progress monitoring for higher order thinking skills, AP test scores	Classroom assessments, homeroom assessments, and AP tests
4	Teacher uncertainty on raising the rigor of all classes and all instructional lessons	Implementation of Marzano's Six Step Vocabulary process school wide	Administration	Increased percentages of level 4 and 5 on FCAT, increased participation and scores in AP program	FCAT, AP tests
5					
	Teacher uncertainty on raising the rigor of all	Professional development on Marzano's Observation	Administration, LRS	Observations, inservice logs, lesson plans	State assessments,

| 6 | classes and all instructional lessons | System and the Deliberate Practice Growth Plans | | | growth plan results |

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:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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
No Data Submitted				

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:	NDHS will increase the number of students making learning gains by 5% points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
70% of NDHS students made learning gains in reading	80% will make learning gains in reading on the 2013 FCAT 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	Students may lack Background Knowledge	Marzano's Vobaulary 6 Step Program	Administration	Observations, lesson plans	FCAT results
2	High percentage of students in levels 1 and 2 in reading	Cintinue to provide services of a Reading Specialist	Administration	Reading Specialist in place with all level 1 and 2 students placed in class	FCAT results, FAIR data
3	Lack of consistency in analyzing data for adjusting instructional plans across all content areas.	Continue to provide staff professional development in data analysis and the RTI Problem solving process	administration, RTI Team	Review of Growth Plans set by teachers	Growth Plan, FCAT Results
4	LAck of skills/knowledge by some staff in the area of literacy instruction/strategies	Continue to provide professional development in literacy strategies for all content area teachers	Administration and the LLT	increased learning gains, teacher IPDP goals met	FCAT results and IPDPs
	Lack of background	MArzano's Academic	Theresa Barrett	Staff participation in PD	FCAT results

5	knowledge of students for material in state assessed areas.	Vocabulary Professional development		and observation in classrooms	
6	Content area teachers lack knowledge of using reading strategies in their classroom.	RTI team and LLT will work to provide professional development and model strategies for teaching reading in the content area.	LLT	Observations of instructional strategies being used in classroom, review of lesson plans	FCAT results
7	Teachers not asking higher order questions to increase rigor	Professional Development will be carried out to develop an environment of critical thinking, problem solving and analysis in the classroom through the implementation of CCSS.	LLT, administration CCSS Team, LRS	classroom walkthroughs, formal observations	assessments with higher order questions, FCAT results
8	Students behind in progress or lacking needed skills	Students can take advantage of extended learning opportunities through the use of the PLATO learning lab as a fifth period or during the summer	administration	Student placement into courses onthe lab	classgrades, FCAT results

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:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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
No Data Submitted				

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:	NDHS will increase the number of students in the lowest quartile making learning gains by 5% points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
84% of lowest quartile made learning gains	89% of the lowest quartile will make learning gains

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	Percentage of students in levels 1 and 2 in reading	Continue utilizing the services of a Reading Specialist on staff	Administration	Reading Specialist in place with all level 1 and 2 students placed in class	FCAT results, FAIR data
2	LAck of skills/knowledge by some staff in the area of literacy instruction/strategies	Continue to provide professional development in literacy strategies for all content area teachers	Administration and the LLT	progress monitoring of formative assessments, review teacher IPDP goals, walkthroughs and observations in classrooms	FCAT results and IPDPs
3	Students' skill level in state assessed areas are lacking.	Use of PLATO lab for extra remediation. or summer credit recovery	Administration, PLATO lab facilitator	enrollment into remediation programs	FCAT results, final grades
4	Students' skill level in state assessed areas are lacking.	Use of Teen Biz with struggling Students	Reading teachers	students scheduled into lab to use Teen Biz Program	FCAT results
5	Students' skill level in state assessed areas are lacking.	FAIR testing of all level 1 and 2 students	Reading teachers	schedule students to be FAIR tested and the Reading PLC will analyze data to make instructional changes	FAIR results, FCAT results
6	Students' skill level in state assessed areas are lacking.	Placement of all level 1 and 2 students into Intensive Reading classes	Administration, reading teachers	Progress monitoring using reading homeroom benchmark assessments	Pre and Post test assessments, FCAT results
7	Students' skill level in state assessed areas are lacking.	Continued us of a Literacy Specialist to work with the level 1 and 2	Administrator	Observation, scheduling of students into classes with reading teacher	FCAT results, FAIR results
8					
9	Students' skill level in state assessed areas are lacking.	Implementaion of CCSS	CCSS Team, Administration	lesson plans, observations	FCAT results

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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 #
	NDHS will increase the percentage points of students scoring level 3 or hgher by 3. 5A :

Baseline data 2010-2011	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:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	All subgroups will increase the number of students scoring level 3 or higher by 3% points
2012 Current Level of Performance:	2013 Expected Level of Performance:
Grade 9 scoring level 3 or higher: White - 53%, B - 42%, Amer. Ind - 83%, Asian - 0%, Multi Rac. - 67%, Pac Isl. - 100% Grade 10 scoring level 3 or higher: White - 67%, B - 74%, Amer. Ind - 60%, Asian - 80%, Multi	Grade 9 scoring level 3 or higher: White - 56%, B - 45%, Amer. Ind - 86%, Asian - 3%, Multi Rac. - 70%, Pac Isl. - 100% Grade 10 scoring level 3 or higher: White - 70%, B - 77%, Amer. Ind - 63%, Asian - 83%, Multi

Rac. - 50%, Pac Isl. - 100% | Rac. - 53%, Pac Isl. - 100%

	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	Five new staff members (out of a total insructional staff of 20) that have not had ESOL training	Require all new staff to complete ESOL traing during this school year	new teachers and administrator	providing profssional development schedules for ESOL training	teachers' PD records
2	Teacher uncertainty on raising the rigor of all classes and all instructional lessons	Implement Marzano's Vocabulary Process	Administration	Increased percentages of level and 5 on FCAT, increased participation and scores in AP program	FCAT, AP tests
3	Uncertainty with CCSS Implementation	Professional development in the implementation of CCSS	CCSS Team	Pre and post tests, observations, lesson plans	Pre and post tests, FCAT reading, EOC results

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:	There will be an increase in ELL students meeting proficiency by 10 percentage points
2012 Current Level of Performance:	2013 Expected Level of Performance:
21% of our ELL students scored Level 3 or higher on 9th Grade Reading FCAT, and 75% of our Ell 10th graders	Grade 9 ELL meeting proficiency: 31% Grade 10 ELL meeting proficiency: 85%

	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	New teachers not ESOL certified/compliant yet	All staff will take the required ESOL training required by their certification area.	Dr. Cafiero, Mrs. Barrett - LRS/Mentor Program Director	lesson plans, observations	FCAT Reading 2013
2	ELL strategies not being used in classes	All staff will take the required ESOL training required by their certification area.	Dr. Cafiero, Mrs. Barrett - LRS/Mentor Program Director	lesson plans, observations	FCAT Reading 2013

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:	There will be an increase by 5% points for SWD scoring level 3 or above in each grade level on the FCAT Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
43% of 9th grade SWD scored at or above level 3 on FCAT Reading, 70% of 10th grade SWD scored at or above level 3 on FCAT Reading	9th Grade SWD making level 3 or beter will be 48% and 10th Grade SWD making level 3 or beter will be 75%

	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	73% of student population is qualified for free and reduced lunch	Building background knowledge by using the MArzano Vocabulary Strategies	Administration, LRS	Observation, reviewing lesson plans	State assessments
2	Lack of background knowledge in SWD	Marzano's Vobaulary 6 Step Program	Administration, LRS	Observations, lesson plans	2013 FCAT
3	The CCSS are new and many staff members are unfamiliar with proper implementation	Professional development on the CCSS implementation	CCSS Leadership Team	Observations, inservice logs, lesson plans	2013 FCAT

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:	NDHS will increase the number of economically disadvantaged students meeting proficiency by 10% points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
49% of grade 9 Economically Disadvantaged students met proficiency 67% of grade 10 Economically Disadvantaged students met proficiency	59% of grade 9 Economically Disadvantaged students will meet proficiency, while 77% of grade 10 Economically Disadvantaged students will meet proficiency

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	LAck of participation by economically disadvantaged students in rigorous courses	placement of economically disadvantaged students in AP and DE courses	administration	thoughtful scheduleassignement for economicaly disadvantaged student	AP and DE results, course schedules
2	Large population of economically disadvantages students	Placement of level 1 and 2 students in Intensive reading	Administration, reading teachers	formative assessments given through out year, CIM progress monitoring and ongoing data analysis	FCAT results
3	Lack of background knowledge of students for material in state assessed areas.	MArzano's Academic Vocabulary Professional development	Theresa Barrett	Staff participation in PD and observation in classrooms, lists of essential vocabulary words compiled for each department	FCAT results
4	73% of student population is qualified for free and reduced lunch	Building background knowledge by using the MArzano Vocabulary Strategies	Administration, LRS	Observation, reviewing lesson plans	State assessments

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

Marzano Observation/Evaluation Tool	All	Administration, LRS	All instructional Staff	Pre-planning and ongoing through out school year	observations in classrooms, planning conferences with staff	Administration
Orientation to the CCSS implementation	All	CCSS Leadership Team	All instructional Staff	Pre-planning and ongoing through out school year	observations in classrooms, lesson plans, inservice logs	Administration and CCSS Team
Marzano's Art and Science of Teaching Book Study	All	LRS, Administration	All instructional Staff	Monthly Book Study	observations in classrooms, lesson plans, inservice logs	Administration, LRS
Literacy Strategies to use Across the Content Areas	All	Literacy Leadership Team	All instructional Staff	October 2012	observations in classrooms, lesson plans, inservice logs	Administration, LLT
ESOL Training	Those still needing compliance	District PD Program	Those still needing compliance	On going as needed	PD logs, lesson plans, observations	Administration, LRS
Using Academic Vocabulary	All	LRS	All instructional staff	Oct. 2012	observations in classrooms, lesson plans, inservice logs	Administration, LRS

Reading 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 Reading Goals

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:	Increase the number of students taking the CELLA by 5 percentage points

2012 Current Percent of Students Proficient in listening/speaking:

88% (15 out of 17) of our students taking the CELLA were proficient in Listening and Speaking

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 English Language seaking opportunities at home	Teachers using ESOL strategies with LEP students	LRS, Administration	Review lesson plans, classroom observations	CELLA 2013
2	Lack of English Language speaking opportunities at home	Use of Engrade system to keep parents informed of student progress	All staff	Engrade Logs	CELLA 2013

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:	50% of ELL students will meet Reading proficiency in the 2013 CELLA

2012 Current Percent of Students Proficient in reading:

35% of ELL students were proficient in reading and 35% were rated as High Intermediate, while 29% scored at Low intermediate. No student scored at the beginning level.

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	ELL students lacking vocabulary and background knowledge in core classes	Marzano's Vobaulary 6 Step Program	Administration, LRS	Observations, lesson plans	CELLA 2013

Students write in English at grade level in a manner similar to non-ELL students.

3. Students scoring proficient in writing. CELLA Goal #3:	90% of NDHS ELL students will meet proficiency in Writing on the 2013 CELLA

2012 Current Percent of Students Proficient in writing:

82% of NDHS Ell students met proficiency in Writing on the 2012 CELLA

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 English Language seaking opportunities at home	Teachers using ESOL strategies with LEP students	LRS, Administration	Review lesson plans, classroom observations	CELLA 2013

2	ELL students struggling with the writing process	NDHS Writing Blitz	All Staff	Data analysis of practice tests	FCAT Writing, CELLA
3	ELL students struggling with the writing process	Infusion of Common Core Literacy Standards across the content areas / Achieve3000	All Staff	Review lesson plans, classroom observations	CELLA 2013

CELLA 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 CELLA Goals

Florida Alternate Assessment High School Mathematics Goals

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

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

1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1:	No students at NDHS take the Alternate Assessment
2012 Current Level of Performance:	2013 Expected Level of Performance:
na	na

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
No Data Submitted				

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:	No students at NDHS take an alternate assessment
2012 Current Level of Performance:	2013 Expected Level of Performance:
na	na

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
No Data Submitted				

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:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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
No Data Submitted				

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:	Increase the percentage points of students scoring level three by 5 percentage points
2012 Current Level of Performance:	2013 Expected Level of Performance:
57% of all students taking the Algebra 1 EOC scores in level 3	62% of students will score 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	Lack of background Knowledge	Marzano's Vocabulary 6 Step Program	Administration, LRS	Observations, lesson plans	FCAT results, EOC results
2	Several new teachers on staff	Analysis of school-wide data	Administration	IPDPs, Lesson plans, CIM Binders	FCAT results, Growth Plan results
3	Uncertainty with new CCSS	Provide CCSS Professional Development	CCSS Leadership Team	lesson plans, observations	FCAT and EOC Results
4	Lack of multi-step solving abilities	Cross-curricular Cross-curricular instruction Computer assisted instruction Flash cards Peer tutoring Break down word problems Highlighting & underlining	MAth teachers, Administration, LRS	Observations, lesson plans, teacher assessments	EOC results
5	Lack of multi-step solving abilities	Implementation of the CCSS	MAth Teachers, Administration, LRS	Observations, lesson plans, teacher assessments	EOC results

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:	Increase those scoring level 4 or higher by 10% points

2012 Current Level of Performance:	2013 Expected Level of Performance:
13% of all students taking the Alg 1 EOC scored level 4 or higher.	23% will score 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	Students may not be challenged enough in regular classes	Students will be placed into Advanced Placement Classes	Administration, AP Teachers	Full selection of rigorous courses available	AP Exams
2	The CCSS are new and many staff members may be unfamiliar with proper implementation	Professional development on the CCSS	CCSS Leadership Team	Observations, Inservice logs, lesson plans	State Assessments
3	Lack of multi-step solving abilities	Implementation of the CCSS MAth	Teachers, Administration, LRS	Observations, lesson plans	teacher assessments EOC results
4	Motivation of students to rise to rigorous work	Implementation of the CCSS	Teachers, Administration, LRS	lesson plans, observations	EOC results
5	Motivation of students to rise to rigorous work	Professional Development: Book Study, Marzano"s Art and Science of Teaching	Administration, LRS	lesson plans, observations, professional development participation	EOC Results

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 #
	By 2016-17, 100% of all students taking the Algebra 1 EOC will pass with a level three or higher. 3A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	68% pass	75% pass	80% pass	85% pass	90% pass	

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:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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
No Data Submitted				

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:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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
No Data Submitted				

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:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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	73% of student population is qualified for free and reduced lunch	Building background knowledge by using the MArzano Vocabulary Strategies	Administration, LRS	Observation, reviewing lesson plans	State 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 subgroup:	
3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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
No Data Submitted				

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:	80% of students taking the Geometry EOC will score in achievement level 3 or higher.
2012 Current Level of Performance:	2013 Expected Level of Performance:
This year the Geometry EOC scores were divided into thirds, rather than achievement levels: 1st third - 30%, 2nd third - 48%, 3rd third - 22%.	80% of students taking the Geometry EOC will score in achievement level 3 or higher.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of background Knowledge	Marzano's Vocabulary 6 Step Program	Administration, LRS	Observations, lesson plans	FCAT results, EOC results
2	Several new teachers on staff	Analysis of school-wide data	Administration	IPDPs, Lesson plans, CIM Binders	FCAT results, Growth Plan results
3	Uncertainty with new CCSS	Provide CCSS Professional Development	CCSS Leadership Team	lesson plans, observations	FCAT and EOC Results
4	Lack of background Knowledge	Weekly enhancement of Geometric vocabulary terms through Marzano and Core Content Literacy Standards	Geometry Teacher/ Technical Studies Teacher	Vocabulary Quizzes	Mid-term exam, Geometry 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 group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	80% of students taking the Geometry EOC will score in achievement level 3 or higher.
2012 Current Level of Performance:	2013 Expected Level of Performance:
no data available	80% of students taking the Geometry EOC will score in achievement level 3 or higher.

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students may not be challenged enough in regular classes	Students will be placed into Advanced Placement Classes	Administration, AP Teachers	Full selection of rigorous courses available	AP Exams
2	The CCSS are new and many staff members may be unfamiliar with proper implementation	Professional development on the CCSS	CCSS Leadership Team	Observations, Inservice logs, lesson plans	State Assessments
3	Raising the rigor of instruction in classes for students scoring in upper levels	Professional development on Marzano Observation system and Deliberate Practice	LRS, Administration	Observations, test data, lesson plans	Geometry EOC
4	Raising the rigor of instruction in classes for students scoring in upper levels	Monthly book study: "The Art and Science of Teaching"	LRS, Administration	Observations, test data, lesson plans, activities associated with PD	Geometry EOC

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 # 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.

Geometry Goal #3B:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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
No Data Submitted				

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:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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
No Data Submitted				

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:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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	73% of student population is qualified for free and reduced lunch	Building background knowledge by using the MArzano Vocabulary Strategies	Administration, LRS	Observation, reviewing lesson plans	State 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 subgroup:	
3E. Economically Disadvantaged students not making satisfactory progress in Geometry. Geometry Goal #3E:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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
Literacy Strategies to use Across the Content Areas	All	Literacy Leadership Team	All instructional Staff	October 2012	observations in classrooms, lesson plans, inservice logs	Administration, LLT
Marzano Observation/Evaluation Tool	All	Administration, LRS	All instructional Staff	Pre-planning and ongoing through out school year	observations in classrooms, planning conferences with staff	Administration
Orientation to the CCSS implementation	All	CCSS Leadership Team	All instructional Staff	Pre-planning and ongoing through out school year	observations in classrooms, lesson plans, inservice logs	Administration and CCSS Team
Marzano's Art and Science of Teaching instructional Staff	All	LRS, Administration	All	Monthly Book Study	observations in classrooms, lesson plans, inservice logs	Administration, LRS
Using Academic Vocabulary	All	LRS	All instructional	Oct. 2012	observations in classrooms, lesson plans, inservice logs	Administration, LRS

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
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

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)).

<table>
<tr><td colspan="5">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:</td></tr>
<tr><td colspan="2">1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.

Science Goal #1:</td><td colspan="3">NA No students at NDHS take the Alternate Assessment.</td></tr>
<tr><td colspan="2">2012 Current Level of Performance:</td><td colspan="3">2013 Expected Level of Performance:</td></tr>
<tr><td colspan="2">NA</td><td colspan="3">NA</td></tr>
<tr><td colspan="5">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td colspan="5">No Data Submitted</td></tr>
</table>

<table>
<tr><td colspan="5">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:</td></tr>
<tr><td colspan="2">2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.

Science Goal #2:</td><td colspan="3"></td></tr>
<tr><td colspan="2">2012 Current Level of Performance:</td><td colspan="3">2013 Expected Level of Performance:</td></tr>
<tr><td colspan="2"></td><td colspan="3"></td></tr>
<tr><td colspan="5">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td colspan="5">No Data Submitted</td></tr>
</table>

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:	NDHS will have 75% of students scoring at level on the Biology EOC
2012 Current Level of Performance:	2013 Expected Level of Performance:
2012 test was only levels 1-3 and 85% of our students scored a level 2 or above.	75% of students scoring at level on the Biology 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	Lack of background Knowledge	Marzano's Vocabulary 6 Step Program	Administration, LRS	Observations, lesson plans	FCAT results, EOC results
2	Several new teachers on staff	Analysis of school-wide data	Administration	IPDPs, Lesson plans, CIM Binders	FCAT results, Growth Plan results
3	Uncertainty with new CCSS	Provide CCSS Professional Development	CCSS Leadership Team	lesson plans, observations	FCAT and EOC Results
4	Students have demonstrated a weakness in the Physical/Chemical section of the FCAT.	Homeroom program to focus on FCAT assessed benchmarks	Science teachers	progress monitoring with pre-post, and mid semester formative assessments	2011 FCAT results, post-test results
5	Students' lack of sufficient background knowledge in the tested areas	Marzano's Academic Vocabulary strategies, Marzano Evaluation System	Science Teachers	Quizdom assessments used regularly by science teachers,	Pre and post test results, FCAT results
6	Reading and Comprehension Deficiencies of Biology students	Mini Reading Comprehension Activities, Teen Biz, Use Reading Specialist for Support	All Science Teachers and Administration	Increases in benchmark scores and reading comprehension quizzes	Biology EOC, pre and post tests

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:	40% of students will score at achievement level 4
2012 Current Level of Performance:	2013 Expected Level of Performance:
na - state had not set achievement levels at this time	40% scoring level 4

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lacking confidence and experience with extended reading passages/questions on science EOC	Provide student motivational strategies and use repetition of extended word problems to build familiarity.	Science Teachers	Analyze test data of extended word problems	Biology EOC

| 2 | Students lacking confidence and experience with extended reading passages/questions on science EOC | practice tests and EOC type questioning to build confidence in the material | Science Teachers | Increases in benchmark scores and reviews | EOC, Benchmarks, Pre/post tests |

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
Marzano's Art and Science of Teaching Book Study	instructional Staff	LRS	School wide	Monthly	observations in classrooms, lesson plans, inservice logs	Administration, LRS
Marzano Academic Vocabulary	Science	LRS	School-wide	Oct. 2012	Observing peer implementation, lesson plans, observations	LRS Administration
Orientation to the CCSS implementation	All	CCSS Leadership Team	School wide	Pre-planning and ongoing through out school year	observations in classrooms, lesson plans, inservice logs	Administration and CCSS Team
Using Academic Vocabulary	All	LRS	All instructional staff	Oct. 2012	observations in classrooms, lesson plans, inservice logs	Administration, LRS

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

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:	Increase the number of students meeting proficiency in writing by 1% points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
99% of 10th graders met proficiency in Writing	100% of students will meet proficiency in writing

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	Students lacking knowledge of the writing process to include the areas now being assessed more strictly: syntax and conventions	NDHS Writing Program will implemented in January of 2013	Administration, LRS, and instructional staff	Pre and Post Writing tests and the practice writng tests given during the anual writing bliyz program	2013 Writing FCAT
2	Students lacking knowledge of the writing process to include the areas now being assessed more strictly: syntax and conventions	Language Arts teachers will focus on developing students' writing process, focusing on the correct use of syntax and conventions.	Administration, language Arts teacher	Classroom formative and summative writing assessments	2013 Writing FCAT, classroom assessments
3	Proper writing process not being exhibited across all content areas	All teachers will implement the writing process across all content areas with the implementation of the CCSS and through participation in professional development on the wrotong process.	All instructional staff	Pre and Post Writing tests and the practice writng tests given during the annual wrining blitz program	2013 Writing FCAT

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:	NDHS will increase the number of students scoring a level 4 by 40 percentage points
2012 Current Level of Performance:	2013 Expected Level of Performance:
43% of students score at level 4 or above	83% of students will score level 4 or higher on the FCAT Writing.

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
	Students lacking	Language Arts teachers	Administration,	Classroom formative	Writing FCAT,

1	knowledge of the writing process to include the areas now being assessed more strictly: syntax and conventions 2013	will focus on developing students' writing process, focusing on the correct use of syntax and conventions.	language Arts teacher	and summative writing assessments	classroom assessments
2	Students not exhibiting the writing process across all content areas	All teachers will implement the writing process acroos the content areas, implementation of CCSS, professional development in CCSS	All instuctional staff, CCSS Leadership team	Classroom formative and summative assessments	2013 Writing 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
NDHS FCAT Writing Program	All content areas	Administration, LRS	All instructional staff	December 2012	FCAT Writing Program	Administration, LRS
Orientation to CCSS	All content areas	CCSS Team	All instructional staff	Ongoing	Lesson Plans, observation, student writing essays during NDHS Writing Program	Administration, LRS
Book Study: The Art and Science of Teaching	All content areas	LRS	All instructional staff	Every month for 2012-13 school year	PD Activities	All instructional staff
Using Academic Vocabulary	All	LRS	All Instructional Staff	Oct 2012	Classroom Observations, walk throughs, lesson plans	Administration, LRS

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

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:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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 background Knowledge	Marzano's Vocabulary 6 Step Program	Administration, LRS	Observations, lesson plans	FCAT results, EOC results
2	Several new teachers on staff	Analysis of school-wide data	Administration	IPDPs, Lesson plans, CIM Binders	FCAT results, Growth Plan results
3	Uncertainty with new CCSS	Provide CCSS Professional Development	CCSS Leadership Team	lesson plans, observations	FCAT and EOC Results

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:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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
No Data Submitted				

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
Using Academic Vocabulary	All	LRS	All Instructional Staff	Oct 2012	Classroom Observations, walk throughs, lesson plans	Administration. LRS

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:	Increase the avaerage daily attendance rate by 2% points.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
The average daily attendance rate for the 2012 school year was 96%.	The daily average attendance rate will be 98%.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)

	na	na
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
	na	na

		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	Students and families lack of knowledge or understanding of the school's attendance policy	Presentation on the attendance policy during back toschool orientations, new section on attendance in student planner	Dr. Grimm	monitoring of daily attendance records	Average Daily Attendance reports from District
2	Lack of incentive on students part to come to school regularly	Exam exemption program	Dr. Grimm, staff	accurate record keeping of daily attendance in all classes	Attendance reports
3	Parental lack of knowledge of the impact of student attendance has on grades	Three day letters generated to parents after third absence and then a parent meeting with Dr. Grimm after 5th absence.	Dr. Grimm	monitoring of daily attendance records	A decrease in the number of 3 day letters and parent meetings
4	Decrease insubordination resulting in continued attendance infractions by the same students	RTI team will look at data to address issue	Administration, RTI team	reviewing the attendance data and responses to letters sent home	Average Daily Attendance

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						

Attendance 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 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:	Decrease the out of school suspension rate by 50%.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
na	na
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
0	0
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
12	6
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
7	3.5
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students may not	Continue to implement	Dr. Grimm,	Make student body	Decreased

1	understand what constitutes bullying among peers	the Stop Byllying Program	Bullying Prevention Team	aware of bullying and the ramifications for bullying others.	incidents of bullying.
2	Decrease insubordination resulting in continued discipline infractions by the same students	RTI team will look at data to address issue	RTI Team	Review discipline data, classroom behavioral incidents, student grades	Decreased suspension rate

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Bully Prevention	All Staff	Dr. Grimm	All staff	September 2012	Monitor the incidents of bullying	Dr. Grimm

Suspension 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 Suspension Goal(s)

Dropout Prevention Goal(s)

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

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Dropout Prevention	

Dropout Prevention Goal #1: *Please refer to the percentage of students who dropped out during the 2011-2012 school year.*	The percentage of students who dropped out was zero
2012 Current Dropout Rate:	2013 Expected Dropout Rate:
0%	0%
2012 Current Graduation Rate:	2013 Expected Graduation Rate:
data not available yet	95%

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	Students lacking motivation to meet graduation requirements	Senior Homeroom Program	Dr. Grimm, select senior homeroom teachers	students completing all homeroom activities geared toward meeting grad requirements, college applications, scholarships	graduation rate
2	Students behind in credits to meet their graduation date	PLATO Lab to allow students to catch up on credits durin the school day, after scool, and in summer.	Dr. Grimm	Placement of students into PLATO courses needed.	Course Completion

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						

Dropout Prevention 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 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.*	Increase the number of parents attending the monthly SAC meetings by adding 5 new parents.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
Five parents regularly attended	Ten parents will attend regularly

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	Communication	Combine the SAC meeting with an informational event or performance event to encourage parent participation.	Administration,SAC members	Planned events to coincide with the SAC meetings so that there is an event scheduled.	Monthly SAC attendance
2	Communication	Compile email address and phone bank so that emails and phone messages can be sent	Dr. Grimm	Email reminders and phone messages sent out monthly	Increased SAC attendance
3	Communication	Continue using the "School Announcement System" to send school wide emails and make phone calls home in both English and Spanish	Administration	Parent Climate survey	Survey results, parental participation and attendance in school events
4	Communication	Planners purchased for students to be able to record assignments, communication between parents and teachers	teachers, administrators	Parent Climate survey	Survey results, parental participation in school events

5	Communication	ENGRADE web-based grading system where parents can log on and monitor student academic progress and attendance.	Teachers, Administration	Observation of teacher use, parent climate survey	Survey results
6	Communication	Teacher and Staff will encourage parents and students to use school email system to better communicate with all	Teachers and Administration	Teachers receive parent and student communications.	Survey results

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
Planners purchased for students to be able to record assignments, communication between parents and teachers	Student Planner	SAC funds	$1,900.00
			Subtotal: $1,900.00
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: $1,900.00

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:				
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
No Data Submitted				

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						

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
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. CTE CTE Goal #1:	Increase the number of students qualifying for the Bright Futures Vocational Scholarship by 10%

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	Students not completing the courses for the completion to meet the scholarship requirements	Track students entering vocational programs and making sure they are scheduled into the required courses for completion	Administration, Vocational teachers	Credit checks to make sure of course placement	Number of students meeting the Vocational Bright Future Scholarship requirements

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						

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

No Data	No Data	No Data	$0.00
		Subtotal:	$0.00
		Grand Total:	$0.00

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
Parent Involvement	Planners purchased for students to be able to record assignments, communication between parents and teachers	Student Planner	SAC funds	$1,900.00
				Subtotal: $1,900.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
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
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
				Grand Total: $1,900.00

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 10/10/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✔ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Student Handbook Planner	$1,900.00

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

The SAC will continue to support all programs to enhance NDHS. During regular monthly meetings, special presentations will also be hosted such as college night, financial aid night, musical performances, and other special presentations. The SAC also supports the annual golf tournament. The SAC reviews and approves the SIP and the expenditures of school improvement funds.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Osceola School District
NEW DIMENSIONS HIGH SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	51%	82%	86%	44%	263	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	55%	89%			144	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?	50% (YES)	87% (YES)			137	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					544	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Osceola School District
NEW DIMENSIONS HIGH SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	45%	76%	94%	52%	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	54%	84%			138	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?	54% (YES)	84% (YES)			138	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					543	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested