

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: SEABREEZE HIGH SCHOOL

District Name: Volusia

Principal: Robert Wallace

SAC Chair: Scott Chappius

Superintendent: Margaret Smith

Date of School Board Approval: Pending School Board Action on December 11, 2012

Last Modified on: 10/19/2012

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

Dr. Mike Grego, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

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	Robert Wallace	BS – Health/Physical Education Drivers Education MS – Physical Education School Principal (all levels) Biology (grades 6-12) General Science (grades 5-9) Physical Education (grades k-8) Physical Education	9	17	2011-2012 -Grade Pending School, (R61%/69%; R67%/77%; R63%/53%)* 2010-2011- B School, AYP 87% (R62%/M88%; R59%/M82%; R48%/M72%)* 2009-2010- B School AYP 85% (R61%/M82%; R60%/M74%; R44%/M55%)* 2008-2009- B School AYP 85% (R57%/M82%; R57%/M80%; R46%/M64%)* 2007-2008- C School AYP 79% (R55%/M79% R56%/M76%; R46%/ M65)* Prior to 2007: Based on the Volusia County District evaluation system then in place, Mr. Wallace either met or exceeded the 12 competencies required for administrators.

		(grades 6-12) Drivers Education Endorsement)			*(%Proficient Reading/Math; %Learning Gains Reading/Math; %Lowest 25% Learning Gains Reading/Math)
Assis Principal	Jacalyn Jones	BA - English MS - Administration and Supervision Administation/Supervision (grades K-12) English (grades 6-12)	21	20	2011-2012 -Grade Pending School, (R61%/69%; R67%/77%; R63%/53%)* 2010-2011- B School, AYP 87% (R62%/M88%; R59%/M82%; R48%/ M72%)* 2009-2010- B School AYP 85% (R61%/M82%; R60%/M74%; R44%/M55%) * 2008-2009- B School AYP 85% (R57%/M82%; R57%/M80%; R46%/ M64%)* 2007-2008- C School AYP 79% (R55%/M79% R56%/M76%; R46%/ M65)* Prior to 2007: Based on the Volusia County District evaluation system then in place, Mrs. Jones either met or exceeded the 12 competencies required for administrators. *(%Proficient Reading/Math; %Learning Gains Reading/Math; %Lowest 25% Learning Gains Reading/Math)
Assis Principal	Lawrence Temple	BA - History MS- Educational Leadership Educational Leadership (all levels) History (grades 6-12) Middle Grades Endorsement	7	6	2011-2012 -Grade Pending School, (R61%/69%; R67%/77%; R63%/53%)* 2010-2011- B School, AYP 87% (R62%/M88%; R59%/M82%; R48%/ M72%)* 2009-2010- B School AYP 85% (R61%/M82%; R60%/M74%; R44%/M55%) * 2008-2009- B School AYP 85% (R57%/M82%; R57%/M80%; R46%/ M64%)* 2007-2008- C School AYP 79% (R55%/M79% R56%/M76%; R46%/ M65)* Prior to 2007: Based on the Volusia County District evaluation system then in place, Mr. Temple either met or exceeded the 12 competencies required for administrators. *(%Proficient Reading/Math; %Learning Gains Reading/Math; %Lowest 25% Learning Gains Reading/Math)
Assis Principal	Vera Reed	BS-Business Administration M Ed - Educational Leadership Educational Leadership (all levels) Varying Exceptionalities (grades k-12) Business Education (grades 6-12)	2	6	2011-2012 -Grade Pending School, (R61%/69%; R67%/77%; R63%/53%)* 2010-2011- B School, AYP 87% (R62%/M88%; R59%/M82%; R48%/ M72%)* 2009-2010- D School, AYP 72% ;R39% M70%; R48% M77%; R47% M73%; NO 2008-2009 -D School, AYP 69% ; R35%/M65%; R39%/M69%; R43%/58% 2007-2008- C School, AYP: 72% ; R39%/M70%; R48%/M77%; R47%/M73% Prior to 2007: Based on the Volusia County District evaluation system then in place, Mrs. Reed either met or exceeded the 12 competencies required for administrators. *(%Proficient Reading/Math; %Learning Gains Reading/Math; %Lowest 25% Learning Gains Reading/Math)
Assis Principal	Kathleen Gibbons	BA-Elementary Education M Ed - Administration Supervision Educational Leadership (all levels) Mathematics (grades 5-9) Elementary Education(grades 1-6) Early Childhood Education (nursery- Kindergarten)	6	16	2011-2012 -Grade Pending School, (R61%/69%; R67%/77%; R63%/53%)* 2010-2011- B School, AYP 87% (R62%/M88%; R59%/M82%; R48%/ M72%)* 2009-2010- B School, AYP 85% (R61%/M82%; R60%/M74%; R44%/M55%) * 2008-2009- B School, AYP 85% (R57%/M82%; R57%/M80%; R46%/ M64%)* 2007-2008- C School, AYP 79% (R55%/M79% R56%/M76%; R46%/ M65)* Prior to 2007: Based on the Volusia County District evaluation system then in place, Mrs. Gibbons either met or exceeded the 12 competencies required for administrators. *(%Proficient Reading/Math; %Learning Gains Reading/Math; %Lowest 25% Learning Gains Reading/Math)

INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Tikija Picott	BA - English Education English (grades 6-12) Reading Endorsement	16	5	2011-2012 -Grade Pending School, (R61%/69%; R67%/77%; R63%/53%)* 2010-2011- B School, AYP 87% (R62%/M88%; R59%/M82%; R48%/M72%)* 2009-2010- B School AYP 85% (R61%/M82%; R60%/M74%; R44%/M55%)* 2008-2009- B School AYP 85% (R57%/M82%; R57%/M80%; R46%/M64%)* 2007-2008- C School AYP 79% (R55%/M79% R56%/M76%; R46%/ M65)* *(%Proficient Reading/Math; %Learning Gains Reading/Math; %Lowest 25% Learning Gains Reading/Math)

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	Applicants for positions at Seabreeze High School are screened carefully prior to their hiring. Attention is paid to their certification, experience, interview impressions, reference checks, etc.	SHS Administrative Team	June 2013	
2	Interested teacher prospects are shown around campus in an effort to familiarize them with the environment, classrooms, and facilities that we utilize on a daily basis	SHS Administrative Team	June 2013	
3	Current teachers are given many leadership opportunities to serve on our School Advisory Council, on our Leadership Team, and as a representative to our Teacher Advisory Council.	Principal, Administrators, Department Chairs	June 2013	
4	Professional Development	SHS ADMINISTRATION	JUNE 2013	
5	Teachers interested in improving their skills in the classroom are given the approval to visit other classrooms of high performing and/or National Board teachers.	Principal, Administrators National Board Teachers	JUNE 2013	
6	Our Teacher of the Month and Principal's Recognition Awards showcase excellence in the classroom and "going above and beyond" on the part of our faculty and staff.	Principal	JUNE 2013	
7	All faculty members will complete the district wide staff development opportunities.	District Staff P.D. Contact	JUNE 2013	
8	PLC Activities	PLC'S	JUNE 2013	
9	Participation in District Job Fair and Recruitment Activities	SHS Administration	JUNE 2013	

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
4%(4)	Providing ESOL Modules for completion. Will take the appropriate certification test.

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
96	1.0%(1)	4.2%(4)	35.4%(34)	59.4%(57)	44.8%(43)	100.0%(96)	9.4%(9)	6.3%(6)	16.7%(16)

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
No data submitted			

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.

Principal: Provides a common vision for the use of data-based decision-making by promoting the Volusia Proficiency Model. Ensures that educators are implementing the district's Progress Monitoring Plan (PMP) accessible through the K-12 curriculum link of the webpage and the VCS Problem Solving/RtI model (i.e., Problem Identification, Analysis of Problem, Intervention Implementation and Response to Intervention) for those students who do not respond effectively to core instruction. For those students who do not respond positively to interventions beyond core, ensure that the school's Problem Solving Team (PST) is accessed as needed. Ensure adequate professional development is scheduled for faculty. School Psychologists will provide/facilitate training on skill building and understanding of the components of PS/RtI. Support the school's team in the completion of resource mapping (academic and behavioral) with focus on standard protocol interventions in order to enhance implementation of PS/RtI. Communicates with parents through school newsletters, relevant meetings, and the sharing of the parent link of the VCS Problem Solving/RtI website (under Psychological Services) in order to address the purpose of PS/RtI in meeting student needs and to address frequently asked parental questions. In addition, parents are provided information about PS/RtI at PST meetings.

Assistant Principal of Curriculum: Supports principal's vision for data-based instruction and intervention and directs coaches to provide specific support to targeted groups. Assists principal in conducting assessment of RtI skills of school staff, ensuring implementation of intervention support and documentation, ensuring adequate professional development to support RtI implementation, and communicating with parents regarding school-based RtI plans and activities.

ESE Assistant Principal: Participates in collection, interpretation, and analysis of data related to ESE students; facilitates development of intervention plans for ESE students; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation for ESE students; facilitates data-based decision making activities related to ESE students.

Assistant Principals for Testing, Discipline, and Data: Supports principal's vision for data-based instruction and intervention and directs coaches to provide specific support to targeted groups. Assists principal in conducting assessment of RtI skills of school staff, ensuring implementation of intervention support and documentation, ensuring adequate professional development to support RtI implementation, and communicating with parents regarding school-based RtI plans and activities. Each AP provides data and analysis related to their area: testing, discipline, and data.

School Psychologist: Assists schools in interpreting individual, class-wide, grade-level and school-wide data in order to develop appropriate targeted interventions linked to the academic or emotional/behavioral problem. Ensure that on-going progress monitoring is in place in the area of intervention to most appropriately determine the student's response to intervention. Provides professional development to staff on PS/RtI.

Select General Education Teachers: Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching. Encompasses Problem Solving/RtI practices when addressing the needs of ESE students with a focus on potential reintegration into General Education based on data.

Reading Coach: Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

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 school based MTSS leadership team identifies school based resources (both materials and personnel) to determine the continuum of academic and behavioral supports available to students at the individual school site. Academic and behavioral data are considered in order to determine priorities and functions of other existing teams (e.g., Problem Solving Teams, Behavior Leadership Teams, and Professional Learning Communities). The Problem Solving process (i.e., Problem Identification, Analysis of Problem, Intervention Implementation and Response to Intervention) is used as the way of work of all teams and not just for individual student concerns. Adherence to the Problem Solving process ensures that individual, class-wide, and school-wide issues are addressed systematically with data; that interventions (supports) are tiered to the targeted problems; and that a plan is in place to monitor progress. The school-based MTSS leadership team meets regularly throughout the school year in order to address the academic and behavioral needs that develop throughout the year, as well as to monitor outcomes of supports and interventions.

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 school improvement plan is data driven and focuses on areas of school- based need for both specific content areas as well as specific student populations. Similarly, MTSS is a data-driven framework that seeks to find solutions/resources matched in intensity to student need in academic and behavioral areas. The MTSS framework follows the district's four-step problem solving process, with RtI as an integral component of the process. As a result, the school improvement plan is based on a strategic analysis of data, and identified resources (as identified by the MTSS school based leadership team) are matched to the needs of the students/schools. Building the SIP within the context of MTSS results in the school determining the areas of most significant need and, as importantly, enables the school to develop a plan that can be addressed based on existing resources.

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.

Pinnacle Gradebook provides evidence of performance in core instruction across content areas. In addition, information gleaned from FAIR assessments, DRAs, OPM probes, interim assessments and FCAT provide valuable information regarding reading performance for both individuals and groups of students. Interim assessments and FCAT also provide critical information regarding student performance in the areas of mathematics, science, and writing. Pinnacle Insight reports provide further information regarding performance by both individual and groups of students (disaggregated by specific groups) in order to inform instruction and intervention. Behavioral expectations are communicated by the school to all students and parents. Those students who do not obtain proficiency in behavioral expectations are provided supports and interventions matched to student need. Office discipline data are maintained and monitored by the school site. Tier 2 and tier 3 supports/interventions and the response to these interventions are entered into the electronic PST system. Summary reports within the system are available to MTSS school-based leadership (i.e. the Principal, PST Chair, and school End of year: FAIR, FCAT, DA/SINI Assessments, Volusia Writes, District End of Course Exams

Frequency of Data Days: twice a month for data analysis among Leadership Team and Professional Learning Communities;

Teachers and Students participate in Data Chats and Goal Setting every month.

Describe the plan to train staff on MTSS.

The district Coordinator of MTSS in conjunction with the Deputy Superintendent for Instructional Services will be providing schools with relevant training materials on MTSS. In addition to an overview of MTSS that will be available to all schools, the foundational principles of MTSS and resources will be embedded within other resources and trainings (e.g., Deliberate Practice and Common Core State Standards Training).

Describe the plan to support MTSS.

School-based support for MTSS will be provided by the District MTSS Leadership Team. In turn, the school-based MTSS Leadership team will disseminate relevant MTSS information to teachers and parents. Data-based meetings throughout the school year will identify those students in need of academic and/or behavioral supports. Furthermore, based on this data-based decision making, supports will be implemented and monitored. School-specific reports, such as those available in Pinnacle Insight, will facilitate the development of a data-based MTSS framework. This data, in conjunction with identified school-based tiered resources, will ensure that a Multi-Tiered System of Supports is an overarching framework that guides the work of the school.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Principal: Provides a common vision for the use of data-based decision-making by promoting the Volusia Proficiency Model. Ensures that educators are implementing the district's Progress Monitoring Plan (PMP) accessible through the K-12 curriculum link of the webpage and the VCS Problem Solving/RtI model (i.e., Problem Identification, Analysis of Problem, Intervention Implementation and Response to Intervention) for those students who do not respond effectively to core instruction. For those students who do not respond positively to interventions beyond core, ensure that the school's Problem Solving Team (PST) is accessed as needed. Ensure adequate professional development is scheduled for faculty. School Psychologists will provide/facilitate training on skill building and understanding of the components of PS/RtI. Support the school's team in the completion of resource mapping (academic and behavioral) with focus on standard protocol interventions in order to enhance implementation of PS/RtI. Communicates with parents through school newsletters, relevant meetings, and the sharing of the parent link of the VCS Problem Solving/RtI website (under Psychological Services) in order to address the purpose of PS/RtI in meeting student needs and to address frequently asked parental questions. In addition, parents are provided information about PS/RtI at PST meetings.

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ESE Assistant Principal: Participates in collection, interpretation, and analysis of data related to ESE students; facilitates development of intervention plans for ESE students; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation for ESE students; facilitates data-based decision making activities related to ESE students.

Assistant Principals for Testing, Discipline, and Data: Supports principal's vision for data-based instruction and intervention and directs coaches to provide specific support to targeted groups. Assists principal in conducting assessment of RtI skills of school staff, ensuring implementation of intervention support and documentation, ensuring adequate professional development to support RtI implementation, and communicating with parents regarding school-based RtI plans and activities. Each AP provides data and analysis related to their area: testing, discipline, and data.

School Psychologist: Assists schools in interpreting individual, class-wide, grade-level and school-wide data in order to develop appropriate targeted interventions linked to the academic or emotional/behavioral problem. Ensure that on-going progress monitoring is in place in the area of intervention to most appropriately determine the student's response to intervention. Provides professional development to staff on PS/RtI.

Select General Education Teachers: Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching. Encompasses Problem Solving/RtI practices when addressing the needs of ESE students with a focus on potential reintegration into General Education based on data.

Reading Coach: Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

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

The team meets every two week to engage in the following activities:
Review universal screening data and classroom walkthrough data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk, or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development, resources, and interventions. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation. In addition, LLT determines trends and information that need to be shared with Department Chairs and the upcoming agenda for the next week of Professional Learning Community meetings.

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

The LLT will monitor the effectiveness of reading interventions taking place and provide coaching and/or staff development to reading teachers and to core and non-core teachers on the systematic use of student-owned literacy strategies.

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.

Every secondary school has the support of a Reading Coach to ensure that all teachers receive professional development related to current reading research and instructional pedagogy. All classroom teachers integrate Common Core Literacy Standards into their content-specific curriculum to support their students' critical reading and writing skills.

*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?

The school offers students elective courses in art, business, technology, and career study. Many of these courses focus on job skills and offer students internships. A daily focus of the school is for teachers and students to ask each other, "why are we learning this?" to ensure that instruction is always relevant. Teachers are also provided reading materials and "bell ringers" that are based on current events.

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 art, business, technology, and career study. Many of these courses focus on job skills and offer students internships. Every year, after FCAT testing, students and parents participate in a course selection fair that exposes them to next year's curriculum to inform their course selection. After the course selection fair, students meet one-on-one with a counselor to decide what classes will be taken. Parents are invited to these meetings and final course selection is sent home for parent's signature.

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](#)

High Schools Only: A variety of strategies have been implemented to prepare high school students for post secondary education and employment. Specific programs and or initiatives that are used at the school and district level:
or initiatives that are used at the school and district level:

- Dual Enrollment • IB
- Early College • College Expo
- Career Academies • College Tours
- High School Showcase • College Rep Visits
- AVID • Making College Count Programs
- Career and Technical Education Classes • Making High School Count Programs
- Advanced Placement Opportunities

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:	Students achieving proficiency (FCAT Level 3) in reading will increase by 2%
2012 Current Level of Performance:	2013 Expected Level of Performance:
26.% (206)	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	Change in teaching staff in the 9th and 10th Language Arts classes	Create a support structure for each new teacher.	Reading Coach District PAR Teachers		Assessment Data
2	Address lack of awareness of testing data and graduation requirements in 9th and 10th grade.	Conduct individualized data analysis meetings with 9th and 10th grade teachers and students. Administrative/Guidance counselor classroom visits addressing graduation requirements.	Guidance Counselors Administrative Staff	Analyze of assessment results before and after the use of the strategy.	FCAT results
3	Address lack of awareness and implementation of reading strategies that can be used in all curriculum areas	Conduct professional development that focuses on reading strategies that can be used across the curriculum to assist struggling readers and increase student achievement in reading	Administrative Staff Reading Coach Eng/Lang Arts Teachers	Observations	VSET Observations

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	Increase percentage of students scoring at current level by 3% at each grade level.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (10)	53%

Problem-Solving Process to Increase Student Achievement

	Person or	Process Used to
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Not all instruction has been consistently aligned to the NGSSS access points	Implement Access courses in all core academic areas, as well as Standards-Referenced Grading	Administration ESE Team	Check usage and implementation, as well as student progress data using Unique Reports Administrative observation tools	Unique Reports FAA Scores
2	Difficulty of finding high-quality lessons for students with cognitive disabilities that also address varying complexity levels	District training for teachers on the implementation of Unique Learning System for Access courses Follow-up coaching provided by program specialists	Administration ESE Team	Check usage and implementation, as well as student progress data using Unique Reports Administrative observation tools	Unique Reports FAA Scores
3	There is a need for more collaboration time amongst teachers of students with cognitive disabilities	Participation of Access course teachers in District's monthly Virtual PLC using webinar platform	Administration ESE Team	District follow-up survey Check student progress data using Unique Reports	Unique Reports Survey

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:	Increase percent of students scoring at current level by 3% at each grade level.
2012 Current Level of Performance:	2013 Expected Level of Performance:
35% (277)	38% (301)

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	Increase in the duration and difficulty of the 9th grade test.	Staff Development to address the new format of the 9th and 10th grade with updates to inform teachers of the new FCAT 2.0 changes.	Reading Coach Lang Arts Teachers	Analyze FCAT data	FCAT results
2	To maintain 35% combined achievement for Levels 4 and 5 (10th grade)	Continue FCAT connect activities within the 10th grade Lang Arts curriculum	Lang Arts teachers Reading Coach Media Specialist	Analyze FCAT data Formative assessment checkpoints	FCAT results
3	Teachers are not familiar enough with literacy strategies to accomplish the rigor required by the Common Core State Standards	Train teachers to use High-Impact Literacy Strategies taht support achieving the Anchor Literacy Standards	Administration Reading Coach	Ongoing monitoring through VSET observations	FAIR data 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:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading.	Students scoring at or above Level 7 on FAA in reading will increase by 2%.
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Reading Goal #2b:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
15% (3)		17%			
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	Difficulty of finding high-quality lessons for students with cognitive disabilities that also address varying complexity levels	District training for teachers on the implementation of Unique Learning System for Access courses Follow-up coaching provided by program specialists	Administration ESE Team	Check usage and implementation, as well as student progress data using Unique Reports Administrative observation tools	Unique Reports FAA Scores
2	There is a need for more collaboration time amongst teachers of students with cognitive disabilities	Participation of Access course teachers in District's monthly Virtual PLC using webinar platform Evaluation of the student's need to access more rigorous courses and change placement if necessary	Administration ESE Team	District follow-up survey Check student progress data using Unique Reports	Unique Reports Survey

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:		Students making Learning Gains in reading will increase by 3%.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
67%(457)of students made learning gains in Reading		70% of students will make learning gains in Reading			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Rate of mobility (29%)	Invite new parents unfamiliar with FCAT to an informational meeting reviewing graduation requirements, format of test, testing dates, and common Q and A.	Reading Coach Administrative Staff	Parent Survey Analyze FCAT ddata	FCAT data
2	Reading is not being reinforced across the curriculum	Encourage core teachers to enroll in FOR-PD reading staff development as a certificate renewal option	Administrative Staff	Review staff development enrollment in comparison to staff roster	Staff Development inservice hour log
	Lack of additional resources to support	Offer NHS peer tutoring weekly. In addition	NHS Adviser	Teacher Communication with tutoring program	Student Grades

3	student learning	explore funding to obtain Empower 3000 for all 10th grade students.		Student Survey
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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:	Students making learning gains on FAA in reading will increase by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (10)	52%

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	Not all instruction has been consistently aligned to the NGSSS access points	Implement Access courses in all core academic areas, as well as Standards-Referenced Grading	Administration ESE Team	Check usage and implementation, as well as student progress data using Unique Reports Administrative observation tools	Unique Reports FAA Scores
2	There is a need for more collaboration time amongst teachers of students with cognitive disabilities	Participation of Access course teachers in District's monthly Virtual PLC using webinar platform	Administration ESE Team	District follow-up survey Check student progress data using Unique Reports	Unique Reports Survey
3	Difficulty of finding high-quality lessons for students with cognitive disabilities that also address varying complexity levels	District training for teachers on the implementation of Unique Learning System for Access courses Follow-up coaching provided by program specialists	Administration ESE Team	Check usage and implementation, as well as student progress data using Unique Reports Administrative observation tools	Unique Reports FAA Scores

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	Percentage of students in lowest 25% making learning gains will increase by 2%
2012 Current Level of Performance:	2013 Expected Level of Performance:
58% (113) students in the lowest 25% made learning gains in reading	60%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Communication of data to	Continue with year 2 of	Reading Coach	various assessments (on-	FCAT results

1	teachers with students in the lowest quartile	the Reading PLC with all Reading teachers.		line and paper) individualized progress monitoring	FAIR FCAT Explorer FOCUS Empower 3000 Read 180
2	Identifying common characteristics of a lower quartile student	Visual tracking system representing various characteristics (FCAT PROFILES)	Reading Coach Administration	on-going monitoring of strategies and successes	FCAT results
3	Wide-range of abilities grouped for intensive reading instruction	Appropriately scheduled intensive reading classes based on text-reading efficiency and grade level	Reading Coach Administration	teachers monitoring individual student learning gains	FCAT results FAIR Read 180
4	No common collaboration time during school day	Schedule sessions for staff development for reading department. Build common planning time into master schedule (2012)	Reading Coach Administration	analyze data and significance of common planning	Survey

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 # In 2012-2013, we will reduce the achievement gap by meeting the AMO target (69% proficient) or through Safe Harbor (66% proficient). 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	62%	69%	72%	75%	78%	

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:	In 2012, each subgroup will reduce the achievement gap by meeting the AMO target or through Safe Harbor.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White 66% Black 28% Hispanic 63% Asian N/A American Indian N/A	White 69% Black 35% Hispanic 67% Asian N/A American Indian N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Communication of data to teachers with students identified as not proficient in reading	Staff development for teachers to identify their students that are not proficient in reading	Administration Reading Coach	various assessments (on-line and paper) individualized progress monitoring	Reading Coach FCAT results FAIR FCAT Explorer Empower 3000

					Read 180
2	Identifying common characteristics of a lower quartile student	Visual tracking system representing various characteristics (FCAT PROFILES)	Administration Literacy Team	on-going monitoring of strategies and successes	FCAT Results
3	Lack of current technology to enhance lessons in the Reading classrooms	Assign document cameras in all Reading classrooms	Media Specialists MIS	Teacher and student survey - future teacher demand for document camera (usage)	FCAT Results
4	Hispanic: We have a growing number of Hispanic students that receive services in our ESOL program	Ensure that all teachers receive professional development related to effective instructional strategies in reading for ELL Students. Follow up and coaching will be provided.	Reading Coach and Administrators	Ongoing monitoring of formative assessments and teacher observation by administration	District Assessments and 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 subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	In 2012-2013, the achievement gap for ELL students will be reduced by meeting the AMO target or through Safe Harbor.
2012 Current Level of Performance:	2013 Expected Level of Performance:
7% Scoring Satisfactory in 2012	16 % Making Satisfactory Progress (Safe Harbor 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	Challenges working with students who come ELL backgrounds with significant gaps in vocabulary.	Provide high-quality vocabulary instruction throughout the day. Teach essential content words in depth. Use instructional time to address the meanings of common words, phrases, and expressions not yet learned	Administration	Ongoing monitoring of formative assessments and teacher observation by administration	District Assessments and 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 subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	In 2012-2013, the achievement gap for SWD students will be reduced by meeting the AMO target or through Safe Harbor.
2012 Current Level of Performance:	2013 Expected Level of Performance:
32% proficient in 2012	39% proficient in 2013 (Safe Harbor Expected Level of Performance)

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	The amount of time spent on reading instruction in a "one-period per day" course is not adequate to meet the needs of our lowest 25% ESE students.	The Read 180 program will be continued for tier one students. Students will be identified through their FCAT and other assessments and will be registered in this two-period Intensive Reading class with a trained Read 180 teacher.	Reading Coach; Assistant Principal for ESE.	Track students growth through the Read 180 program which provides a wealth of data relative to student achievement through the program.	FCAT Results and FAIR Assessments
2	Students who are not achieving proficiency in reading are not properly identifiable to core teachers	Identify these students and then provide the teachers of these students additional resources.	Curriculum Administrator Reading Coach	Ongoing monitoring of formative assessment and teacher observation by principal	FCAT Results and FAIR Assessment; Academic Achievement

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:	In 2012-2013, the achievement gap for SWD students will be reduced by meeting the AMO target or through Safe Harbor.
2012 Current Level of Performance:	2013 Expected Level of Performance:
SWD: 51% proficient	SWD: 56% proficient

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	Challenges of working with students who come from low SES backgrounds	Ensure that all teachers receive professional development related to effective instructional strategies in reading.	Assistant Principal for Curriculum; Reading Coach	Ongoing monitoring of formative assessment and teacher observation by principal	Attendance rate
2	High absentee rate of identified students	Classroom teachers will help to monitor student attendance using the new Pinnacle grade/attendance software., which is crucial to academic achievement in school. They will report students who are struggling in their classes due to attendance issues to the guidance counselors who will work with school social services personnel to address areas of concern.	Data processing administrator	Ongoing monitoring of formative assessment and teacher observation by principal	FCAT Results and FAIR Assessment; Academic Achievement

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						

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.		The percentage of students scoring proficient in Listening/Speaking on CELLA will increase by 2%.			
CELLA Goal #1:					
2012 Current Percent of Students Proficient in listening/speaking:					
42% (5)					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool

			Monitoring	Strategy	
1	Providing comprehensible instruction to English Language Learners	Data on ELL students language proficiency and achievement levels should be used for differentiated instruction	Classroom Teacher	Ongoing monitoring of formative assessments and teacher observations by principal	CELLA, IPT, FCAT, District Assessments
2	Providing comprehensible instruction to English Language Learners	Ensure that teachers use English Language Proficiency Standards for English Language Learners	Administrator	Ongoing monitoring of formative assessments and teacher observations by principal	CELLA, IPT, FCAT, District Assessments
3	We current do not meet the criteria to have a full time ELL unit	Classroom Instructor receives support from the ELL administrator	Classroom Teacher amd Administrator	Ongoing monitoring of formative assessments and teacher observations by principal	CELLA, IPT, FCAT, District Assessments, classroom observation, curriculum based assessment, VSET Evaluation

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:

The percentage of students scoring proficient in Reading on CELLA will increase by 2%.

2012 Current Percent of Students Proficient in reading:

8% (1)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Providing comprehensible instruction to English Language Learners	Data on ELL students language proficiency and achievement levels should be used for differentiated instruction	Classroom Teach	Ongoing monitoring of formative assessments and teacher observations by principal	CELLA, IPT, FCAT, District Assessments
2	Providing comprehensible instruction to English Language Learners	Ensure that teachers use English Language Proficiency Standards for English Language Learners	Administrator	Ongoing monitoring of formative assessments and teacher observations by principal	CELLA, IPT, FCAT, District Assessments
3	Providing comprehensible instruction to English Language Learners	Ensure that teachers receive professional development related to effective instructional practices for teaching ELLs.	Administrator	Ongoing monitoring of formative assessments and teacher observations by principal	CELLA, IPT, FCAT, District Assessments

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

3. Students scoring proficient in writing.

CELLA Goal #3:

The percentage of students scoring proficient in Writing on CELLA will increase by 2%.

2012 Current Percent of Students Proficient in writing:

0 %

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	Providing comprehensible instruction to English Language Learners	Data on ELL students language proficiency and achievement levels should be used for differentiated instruction	Administrator	Ongoing monitoring of formative assessments and teacher observations by principal	CELLA, IPT, FCAT, District Assessments
2	Providing comprehensible instruction to English Language Learners	Ensure that teachers use English Language Proficiency Standards for English Language Learners	Administrator	Ongoing monitoring of formative assessments and teacher observations by principal	CELLA, IPT, FCAT, District Assessments
3	Providing comprehensible instruction to English Language Learners	Ensure that teachers receive professional development related to effective instructional practices for teaching ELLs.	Administrator	Ongoing monitoring of formative assessments and teacher observations by principal	CELLA, IPT, FCAT, District Assessments

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

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:	
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	Not all instruction has been consistently aligned to the NGSSS access points	Implement Equals Math in all Access courses, as well as Standards-Referenced Grading	Administration ESE Team	Equals Curriculum-based assessments Check usage and implementation, as well as student progress data using Unique Reports Administrative observation tools	Unique Reports FAA Scores
2	Difficulty of finding high-quality lessons for students with cognitive disabilities that also address varying complexity levels	District training for teachers on the implementation of Unique Learning System for Access courses Follow-up coaching provided by program specialists	Administration ESE Team	Check usage and implementation, as well as student progress data using Unique Reports Administrative observation tools	Unique Reports FAA Scores
3	There is a need for more collaboration time amongst teachers of students with cognitive disabilities	Participation of Access course teachers in District's monthly Virtual PLC using webinar platform	Administration ESE Team	District follow-up survey Check student progress data using Unique Reports	Unique Reports Survey

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:	Students scoring at or above Level 7 on FAA in math will increase by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0 %	2 %

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Difficulty of finding high-quality lessons for students with cognitive disabilities that also address varying complexity levels	District training for teachers on the implementation of Unique Learning System for Access courses Follow-up coaching provided by program specialists	Administration ESE Team	Check usage and implementation, as well as student progress data using Unique Reports Administrative observation tools	Unique Reports FAA Scores
2	There is a need for more collaboration time amongst teachers of students with cognitive disabilities	Participation of Access course teachers in District's monthly Virtual PLC using webinar platform Evaluation of the student's need to access more rigorous courses and change placement if necessary Discussion of application of skills and knowledge at a higher level and in various settings	Administration ESE Team	District follow-up survey Check student progress data using Unique Reports	Unique Reports Survey

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:	Students making learning gains on FAA in math will increase by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
55% (11)	57%

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	Not all instruction has been consistently aligned to the NGSSS access points	Implement Access courses in all core academic areas, as well as Standards-Referenced Grading	Administration ESE Team	Check usage and implementation, as well as student progress data using Unique Reports Administrative observation tools	Unique Reports FAA Scores
2	There is a need for more collaboration time amongst teachers of students with cognitive disabilities	Participation of Access course teachers in District's monthly Virtual PLC using webinar platform	Administration ESE Team	District follow-up survey Check student progress data using Unique Reports	Unique Reports Survey
3	Difficulty of finding high-quality lessons for students with cognitive disabilities that also address varying complexity levels	District training for teachers on the implementation of Unique Learning System for Access courses	Administration ESE Team	Check usage and implementation, as well as student progress data using Unique Reports	Unique Reports FAA Scores

Follow-up coaching provided by program specialists

Administrative observation tools

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:	Students achieving proficiency (FCAT Level 3) in math will increase by 2%
2012 Current Level of Performance:	2013 Expected Level of Performance:
53% (187)	55%

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 be unfamiliar with online testing formats	Utilize Pearson online resources for formative, summative and remediation assignments	Algebra Teachers	Create reports and monitor student progress and achievement	Algebra EOC Results
2	Teachers may not understand the significance of monitoring student progress and data collected from DA formative assessments to affect instruction in the classroom	Utilize district DA formative assessments	Algebra Teachers	Data Chats to analyze results with Curriculum AP and testing TOA	Algebra EOC Results
3	Students may not have awareness of their own progress towards proficiency in Algebra EOC tested benchmarks	Utilize Florida Achieves (FOCUS) assessments online as additional formative assignments to prepare students for benchmark and DA assessments	Algebra Teachers and Media Specialist	Reporting and monitoring student progress	FOCUS Reporting
4	Students need additional support and instruction to become proficient in Algebra	Refer students to after-school tutoring for remediation and additional instruction with Algebra measurement topics and benchmarks	Algebra Teachers, Media Specialists, NHS Advisor, and NHS peer student tutors	Teacher and student attendance and feedback	FOCUS Reporting and Attendance Logs
5	Students need additional practice and instruction in preparation for the Algebra EOC	Organize a Algebra EOC spring SLAM to prepare for the EOC	Media Specialist, NHS Advisor, Algebra teachers, and peer student tutors	Teacher and student attendance and feedback	Attendance Logs
6	Teachers are not yet familiar with the Common Core State Standards in math	Provide professional development on embedding the 8 Standards for Mathematical Practices into daily instruction as appropriate Implement new math Curriculum Maps, which have these standards incorporated	Administration Math Department Chair	Ongoing monitoring of formative assessments and teacher observations by administrators	VSET Evaluation

7	Teachers lack time and focus to devote to professional dialogue about teaching practices	Form a mathematics PLC to collaborate and find common assessments, strategies and remediation that enable student success	Administration	Participation in professional development, coupled with follow-up observations Teacher reflections	VSET observation
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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 percent of students scoring at current level by 3% at each grade level.
2012 Current Level of Performance:	2013 Expected Level of Performance:
16% (55)	19%

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 be unfamiliar with online testing formats	Utilize Pearson online resources for formative, summative and remediation assignments	Algebra Teachers	Create reports and monitor student progress and achievement	Algebra EOC Results
2	Teachers may not understand the significance of monitoring student progress and data collected from DA formative assessments to affect instruction in the classroom	Utilize DA formative assessments	Algebra Teachers	Data Chats to analyze results with Curriculum AP and Testing TOA	Algebra EOC Results
3	Students may not have awareness of their own progress towards proficiency in Algebra EOC tested benchmarks	Utilize Florida Achieves (FOCUS) assessments online as additional formative assignments to prepare students for benchmark and DA assessments	Algebra Teachers and Media Specialist	Reporting and monitoring student progress	FOCUS Reporting
4	Teachers are not yet familiar with the Common Core State Standards in math	Provide professional development on embedding the 8 Standards for Mathematical Practices into daily instruction as appropriate Implement new math Curriculum Maps, which have these standards incorporated	Administration Math Department Chair	Ongoing monitoring of formative assessments and teacher observations by administration	VSET Evaluation
5	Teachers lack time and focus to devote to professional dialogue about teaching practices	Form a math PLC to collaborate and find common assessments, strategies, and remediation that enable student success	Administration	Participation in professional development, coupled with follow-up observations Teacher reflections	VSET Observations

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%.

DATE NO AVAILABLE

3A :

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:

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
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:

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				

End of Algebra EOC Goals

Geometry End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:		N/A		
2012 Current Level of Performance:		2013 Expected Level of Performance:		
N/A		N/A		
Problem-Solving Process to Increase Student Achievement				

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of time and focus to devote to professional dialogue about teaching practices	Form a math PLC to create common assessments, grading, and progression timelines by incorporating the county curriculum map	Administration	Participation in professional development, student achievement on formative assessments, and teacher reflections	VSET observations
2	Students are unfamiliar with online testing strategies and need additional practice	Utilize Pearson online access to create common formative, summative, and remediation strategies	Geometry Teachers	Pearson online reporting	EOC Results
3	Teachers may not understand the significance of monitoring student progress and data collected from DA formative assessments to effect instruction in the classroom	Utilize district DA and formative assessments to monitor student progress	Geometry Teachers, Curriculum AP, and testing TOA	ScanTron online reporting	EOC Results
4	Students may not have awareness of their own progress towards proficiency in Algebra EOC tested benchmarks	Utilize Florida Achieves (FOCUS) lessons into the curriculum to allow students to monitor their proficiency by measurement topic and benchmarks tested on the EOC (charting)	Geometry Teachers and Media Specialist	FOCUS online reporting	Chart and EOC Results
5	Students need additional support and instruction to become proficient in Algebra	Refer students to after-school tutoring for geometry remediation	Geometry Teachers, Media Specialist, NHS Advisor, and NHS student peer tutors	Teacher/Student feedback and attendance logs	Attendance Logs
6	Students need additional practice and instruction in preparation for the Geometry EOC	Organize a Geometry SLAM to review for EOC	Geometry Teachers, Media Specialist, NHS Advisor, and NHS student peer tutors	Teacher/Student feedback and attendance logs	Attendance Logs and EOC results
7					

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:

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
	Students may be	Utilize Pearson online	Algebra Teachers	Create reports and	Algebra EOC

1	unfamiliar with online testing formats	resources for formative, summative and remediation assignments		monitor student progress and achievement	Results
2	Teachers may not understand the significance of monitoring student progress and data collected from DA formative assessments to affect instruction in the classroom	Utilize district DA formative assessments	Algebra Teachers	Data Chats to analyze results with Curriculum AP and testing TOA	Algebra EOC Results
3	Students may not have awareness of their own progress towards proficiency in Algebra EOC tested standards	Utilize Florida Achieves (FOCUS) assessments online as additional formative assignments to prepare students for benchmark and DA assessments	Algebra Teachers and Media Specialist	Reporting and monitoring student progress	FOCUS Reporting
4	Teachers are not yet familiar with the Common Core State Standards in math	Provide professional development on embedding the 8 Standards for Mathematical Practices into daily instruction as appropriate Implement new math Curriculum Maps, which have these standards incorporated	Administration Math Department Chair	Ongoing monitoring of formative assessments and teacher observations by administrators	VSET Evaluation
5	Teachers lack time and focus to devote to professional dialogue about teaching practices	Form a mathematics PLS to collaborate and find common assessments, strategies and remediation that enable student success	Administration	Participation in professional development, coupled with follow-up observations	VSET Observations

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 # N/A			
Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following 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:
<input type="text"/>	<input type="text"/>

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
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:

3E. Economically Disadvantaged students not making satisfactory progress in Geometry. Geometry Goal #3E:	
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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				

End of Geometry EOC Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

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

End of Mathematics Goals

Florida Alternate Assessment High School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1:	Students scoring at or Levels 4,5,and 6 on FAA in science will increase by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (3)	35%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not all instruction has been consistently aligned to the NGSSS access points	Implement Access courses in all core academic areas, as well as Standards-Referenced Grading	Administration ESE Team	Check usage and implementation, as well as student progress data using Unique Reports Administrative observation tools	Unique Reports FAA Scores
2	Not all instruction has been consistently aligned to the NGSSS access points Lack of targeted curriculum for science	ASAP Science (Accessing Science through the Access Points)	Administration ESE Team	ASAP Science Curriculum-based assessments	ASAP Science Curriculum-based assessments FAA
3	Scheduling issues do not always permit collaboration between Gen Ed and ESE teachers	Collaboration between Gen Ed teachers and the Access Science teachers, including materials and facilities sharing	Administration Gen Ed and ESE Teacher Teams	Teacher Response to Administrative Query	VSET Evidence in Domain 4

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Florida Alternate Assessment: Students scoring at or above Level 7 in science. Science Goal #2:	Students scoring at or above Level 7 on FAA in science will increase by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
11% (1)	13%

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
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1	Difficulty of finding high-quality lessons for students with cognitive disabilities that also address varying complexity levels	District training for teachers on the implementation of Unique Learning System for Access courses Follow-up coaching provided by program specialists	Administration ESE Team	Check usage and implementation, as well as student progress data using ASAP Science Curriculum-based assessments and Unique Reports Administrative observation tools	ASAP Science Curriculum-based assessments Unique Reports FAA Scores
2	There is a need for more collaboration time amongst teachers of students with cognitive disabilities	Participation of Access course teachers in District's monthly Virtual PLC using webinar platform Evaluation of the student's need to access more rigorous courses and change placement if necessary Discussion of application of skills and knowledge at a higher level and in various settings	Administration ESE Team	District follow-up survey Check student progress data using ASAP Science Curriculum-based assessments and Unique Reports	ASAP Science Curriculum-based assessments Unique Reports Survey

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:		75% of students will pass the Biology EOC			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
No Data - 1st Year of Biology EOC		75% passing 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	New state EOC requirement for 2012 and the essential benchmarks.	Provide all Biology teachers with EOC specification guide and professional development sessions.	AP Curriculum Biology teachers	Teacher feedback EOC student results	Biology Interim Assessment (8 weeks formative) DA Assessments (formative) EOC (summative)
2	Adoption of new textbook (print) and digital (non-print) resources.	Support and provide professional development for print and digital resources.	Media Specialist USA District	Usage of formative/summative assessment data.	Mcdougell littell (Classzone.com)
	Follow an instructional	Create and follow an	Administration	Teacher Survey.	EOC test results

3	timeline that will ensure all essential EOC benchmarks are sequenced correctly prior to test administration.	instructional testing calendar. Correlate chapters to essential EOC benchmarks. Follow county curriculum guide.	District Teachers (Biology)	Student Preparedness. Adherence to timelines.	(summative) Biology Interim Assessments (8 weeks - formative) Focus Assessments (Formative) DA Assessments (Formative)
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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:				
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
No Data Submitted						

Science Budget:

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

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

End of Science Goals

Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	Increase the percentage of students scoring 3 and higher by 3%
2012 Current Level of Performance:	2013 Expected Level of Performance:
91% (375)	An increase to 94% of our students scoring 3 and 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	Time for collaboration as a follow up to professional development	Develop content area writing strategies to increase student's higher level writing skills.	Assistant Principal for Curriculum	Content area teachers will assess student's progress on the Writing Prompts and will develop department-based lesson plans to target areas of weakness.	FCAT Writing Prompts
2	Language Arts teachers are not yet familiar enough with the state changes in scoring of FCAT Writing responses.	Use the state-provided CD of 2012 students' FCAT Writing responses for professional development Implement writing strategies provided through district training which focus on the change in state writing expectations.	Instructional Coaches Language Arts Department Chair Administration	Monitor Volusia Writes scores	Volusia Writes FCAT Writing

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:	Students scoring at or above Level 7 on FAA in writing will increase by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
43% (3)	45%

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	Not all instruction has been consistently aligned to the NGSSS access points	Implement Access courses in all core academic areas, as well as Standards-Referenced Grading	Administration ESE Team	Check usage and implementation, as well as student progress data using Unique Reports Administrative observation tools	Unique Reports FAA Scores
2	Difficulty of finding high-quality lessons for students with cognitive disabilities that also address varying complexity levels	District training for teachers on the implementation of Unique Learning System for Access courses Follow-up coaching provided by program specialists	Administration ESE Team	Check usage and implementation, as well as student progress data using Unique Reports Administrative observation tools	Unique Reports FAA Scores
3	There is a need for more collaboration time amongst teachers of students with cognitive disabilities	Participation of Access course teachers in District's monthly Virtual PLC using webinar platform	Administration ESE Team	District follow-up survey Check student progress data using Unique Reports	Unique Reports Survey

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						

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount

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

End of Writing Goals

U.S. History End-of-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 U.S. History. U.S. History Goal #1:	DATA NOT AVAILABLE
2012 Current Level of Performance:	2013 Expected Level of Performance:
DATA NOT AVAILABLE	DATA NOT AVAILABLE

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 knowledge about American History EOC Lack of knowledge of CCSS standards and literacy strategies to incorporate into social studies instruction	Participate in Creation of District Formative Assessments for American History EOC Participate in District Professional Development and Webinars to explain support materials, such as item specifications, test reviews Participate in training on incorporating CCSS Literacy Standards in Social Studies Lessons (such as close reading)	Administration Social Studies PLCs Social Studies Department Chair	Monitor usage and implementation through: Teacher Formative Assessment Document-Based Question Assessments Participation in Professional Development	Document-Based Question Assessments American History EOC field test results VSET Evaluation

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:	DATA NOT AVAILABLE
2012 Current Level of Performance:	2013 Expected Level of Performance:
DATA NOT AVAILABLE	DATA NOT AVAILABLE

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	Some students are reluctant to participate, and it can be hard to determine what individual students know on a daily basis.	Increase Level of Student Questioning To Focus on Cognitive Complexity of Learning Targets for instruction and assessment Infusion of technology and collaboration among students	Administration Social Studies PLCs Social Studies Department Chair	Observation and monitoring through evaluations Teacher Data	VSET Evaluation Domain 3

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

U.S. History Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
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:		Decrease the number of students with excessive tardies and absences by 5%			
2012 Current Attendance Rate:		2013 Expected Attendance Rate:			
Attendance rate is 94.28%		Attendance rate will be 95% or higher.			
2012 Current Number of Students with Excessive Absences (10 or more)		2013 Expected Number of Students with Excessive Absences (10 or more)			
617 students with excessive absences		No more than 586 students will have excessive absences.			
2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
1,117 have excessive tardies		No more than 1,061 students will have excessive tardies.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	A percentage of our stakeholders are not utilizing the tools available to monitor student attendance and tardies.	Teachers will continue to use the online Pinnacle Grade and Attendance Book. Parents will be encouraged to use the attendance features to better monitor the attendance of their children in school.	Assistant Principal for Curriculum; Assistant Principal for Data Processing.	Student attendance will be monitored each grading period to determine the effect of the Pinnacle software.	Attendance reports.
2	Excessive tardies and absences result in poor classroom performance	Faculty has committed to using a graded bell ringer activity to encourage students to arrive to class on time. Eliminating tardies will result in an increase in student achievement.	Classroom Teachers Administration	Discipline and attendance reports Teacher Surveys	Attendance reports
	Students do not recognize the	Encourage faculty to use interpersonal skill to	Assistant Principal for Attendance.	Administrative staff will monitor teacher	Attendance reports

3	connection between attendance and achievement.	<p>make connections with students that will result in better attendance</p> <p>Faculty will maintain parent contact logs</p> <p>We will have an Attendance Awareness Moment at all faculty meetings.</p> <p>PA announcement concerning the importance of attendance weekly.</p> <p>Faculty spotlight for teachers using best practices in their classroom.</p> <p>Recognize students who maintain excellent attendance.</p>	contact logs, discipline and attendance reports.
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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:	Reduce the number of in school and out school suspensions by 5%
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
699 In-School Suspensions	660 In-School Suspensions
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
293 Students Suspended In School	291 Students Suspended In School
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
234 Out-of-school Suspensions	264 Out-of-School Suspensions
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
155 Students Suspended Out-of-School	176 Students Suspended Out-of-School

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 fail to serve less severe forms of discipline such as detentions, which lead to in-school and out-of-school suspensions.	Faculty has committed to a using a graded bell ringer activity to encourage students to arrive to class on time. Eliminating tardies will lead to less overall discipline issues.	Classroom teachers Administration	Monitoring attendance and discipline reports Faculty Survey	Attendance and Discipline Data
	Students new to our school are not aware of school rules and expectations.	Orientation for the entire school concerning behavior expectations and general school information. The administrative staff will visit each classroom during the first 2 weeks of school. They will	Classroom Teachers Administration	Monitoring attendance and discipline reports	Attendance and Discipline Data

2		<p>present the expectations and goals directly to the students.</p> <p>Create a school orientation video that can be copied as a CD and given to all new students who enter SHS after the first week of school.</p>			
3	A small percentage of students do not feel a connection with the faculty and staff of Seabreeze High School.	<p>Encourage faculty and staff to use interpersonal skills to ensure that all students feel a connection with SHS.</p> <p>Offer "The Tough Kid Toolbox" Workshop for our faculty.</p> <p>Create an alternative behavior incentive program for students who have had discipline referrals.</p>	Students Resource faculty and staff.	review and monitor discipline reports	Attendance and Discipline reports.

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						

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: <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>	The percentage of students who drop out of school will decrease in the 2013 school year by 0.4%. The graduation rate will increase by 1%.
2012 Current Dropout Rate:	2013 Expected Dropout Rate:
dropout rate is 0.5 %(8 students)	0.1% no more than 2 students
2012 Current Graduation Rate:	2013 Expected Graduation Rate:
92.1% graduation Rate (425)	93.1% or higher graduation rate.

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 are not aware of their options after high school	Schedule visit form colleges, invite DSC for on-site admissions, offer the ASVAB test on site, encourage career speakers in select classes and offer the PERT testing on campus	Guidance and Administration	Climate Survey results for students and parents	Drop Out Rate
2	Students do not understand high school graduation and college entrance requirements	Senior guidance counselors will conduct class visitations with senior Language Arts classes to work with seniors.	Guidance and Administration	Climate Survey results for students and parents	Graduation Rate
3	Lack of motivational figures to encourage goal setting and education.	Utilize Business Partners for Career Expo to encourage importance of education and staying in school.	Business Partner Coordinator, Guidance, Teachers, Reading Coach, Administrators	Enrollment report	Dropout rate report

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:	
<p>1. Parent Involvement</p> <p>Parent Involvement Goal #1:</p> <p><i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i></p>	Maintain 5 star school status through continue parent involvement at all school events and parent conferences.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
Refer to 5 star school data	Maintain 5 star school status

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	There tends to be a drop in participation level of parents at the High School level.	Continue activities through the 5 star process	5 star team	5 star monitoring tools	5 star process
2	Parents are concerned about how best to prepare thier child for post secondary education.	Plan and implement parent information sessions to share strategies for placement at Post Secondary Education In addition Connect Ed messages, Newsletter items and postings on our website will be used to share information.	LLT RTI Team SAC	Attendance rosters from scheduled events.	School Climate Survey's Evaluations of planned events.
3	High mobility rate	The school will strive to maintain community/business partnerships, family involvement, active volunteers, student community service, and School Advisory Council through ongoing effective communication to ensure that parents are provided opportunities to meet regularly with the school to participate in decisions relating to the education of their children. Refer to PIP	Administration	Climate Survey April 2011	5-Star status for 2011 school year

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 I nvolvement Budget:

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

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:				
1. STEM STEM Goal #1:		Teachers will produce 2 new project-based STEM Lessons (choose the appropriate grade level or subject areas for your school).		
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:		In 2012-2013, at least 3 of our 4 academies will receive a Gold rating. CTE Goal #2: In 2012-2013, the number of students participating in Industry Certification Exams will increase 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	Lack of knowledge of specific programs Time	Participate in school-based academy visits. Write integrated curriculum projects. Participate in Academy Director PLCs	Administration Academy Director	Career Academy Wiki	Academy Evaluation
2	So program-rich that it is difficult to provide adequate support to all Lack of knowledge of specific programs Time	Utilize Industry Certification Exam data to support program area teachers in areas of need Participate in CTE Program PLCs Participate in virtual training provided by CTE department	Administration	Monitor participation in CTE Program PLCs	Industry Certification Exams

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

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input checked="" type="checkbox"/> Priority	<input checked="" type="checkbox"/> Focus	<input checked="" type="checkbox"/> Prevent	<input checked="" type="checkbox"/> NA
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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 10/19/2012)

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
These funds will be used to support our SIP goals.	\$1,800.00

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

The primary function of the School Advisory Council is to assist with the development and monitoring of the School Improvement Plan. A portion of our first meeting in August is devoted to a discussion of the data which was generated by the state Department of Education dealing with School Grades Trends, Adequate Yearly Progress and FCAT Performance levels. Members are encouraged to

study the data and to provide feedback as to ideas that they have which may be incorporated into the upcoming School Improvement Plan. These ideas are used in the decision-making process as to its inclusion in the Plan. Our October meeting consists of an in-depth review of the plan, a period for discussion and questions (i.e. public input), and a vote to accept the plan for submission to the Volusia County School Board. The remaining meetings this year will include departmental and school-wide requests for School Improvement funding which are tied into the plan, a presentation by our Leadership Team and Department Chairs as to programs being initiated or continued this year which support the plan. Our March meeting typically includes the results of the mid-year review and an update on the progress of the plan. The SAC takes a close look at the school budgetting process at our May meeting.

AYP DATA

Adequate Yearly Progress (AYP) Trend Data 2011-2012
 Adequate Yearly Progress (AYP) Trend Data 2010-2011
 Adequate Yearly Progress (AYP) Trend Data 2009-2010

SCHOOL GRADE DATA

No Data Found

Volusia School District SEABREEZE HIGH SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	62%	88%	86%	54%	290	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	59%	82%			141	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?	48% (NO)	72% (YES)			120	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					561	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Volusia School District SEABREEZE HIGH SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	61%	82%	86%	50%	279	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	60%	74%			134	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?	44% (NO)	55% (YES)			99	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					522	
Percent Tested = 98%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested