FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: ATLANTIC HIGH SCHOOL

District Name: Volusia

Principal: Teresa Marcks

SAC Chair: James Clements

Superintendent: Dr. Margaret Smith

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

Last Modified on: 10/22/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Assis Principal	Paul Nehrig	Ed.S. Educational Leadership M.A. English Education B.A. English Certifications: Educational Leadership (all levels) English Education (6-12)	3	9	2012 - School Grade TBD, AYP (41% R/51% M; 51% R/42% M; 59% R/28% M)* 2011 - School Grade D, AYP 69% (47% R/72% M; 51% R/71% M; 45% R/61% M)* 2010 - B School, AYP 72% (38% R/66% M; 45% R/71% M; 42% R/64% M)* 2009 - B School, AYP 85% (64% R/87% M; 58% R/82% M; 46% R/71% M)* 2008 - A School, AYP 100% (69% R/88% M; 67% R/82% M; 48% R/69% M)* 2007 - B School, AYP 74% (61% R/85% M; 58% R/76% M; 42% R/59% M)* 2006 - B School, AYP 82% (61% R/86% M; 57% R/79% M; 45% R/NA% M)* 2005 - A School, AYP 73% (59% R/85% M; 57% R/81% M; 50% R/NA% M)* *(Proficient Reading/Math; Learning Gains R/M; Lowest 25% R/M)
		BA Sociology M Ed Administration			2012 - School Grade TBD, AYP (41% R/51% M; 51% R/42% M; 59% R/28% M)* 2011 - School Grade B , AYP 79% (43% R/69%M; 50%R/68%M; 47%R/68%M)

Position	Name	Certifications/Degrees			Performance Record
Assis Principal	Brian Zinck	Certifications: Administrative/Supervision (grades 1-6) Educational Leadership (all levels) Elementary Education (grades 1-6) Mathematics (grades 5-9)	7	18	2010 - School Grade B, AYP 67% (47% R/71% M; 52% R/70% M; 45% R/58% M)* 2009 - C School, AYP 67% (42% R/71% M; 50% R/74% M;53% R/64% M)* 2008 - C School, AYP 72% (39% R/69% M; 54% R/77% M; 54% R/73% M)* 2007-Communinty Learning Center East, AYP 85% (no data available) 2006 – C School, AYP 67% (33% R/62% M; 45% R/71% M; 53% R/NA% M)* 2005 - D School, AYP 53% (34% R/64% M; 42% R/68% M; 46% R/NA% M)* *(Proficient Reading/Math; Learning Gains R/M; Lowest 25% R/M)
Assis Principal	LaTonya Elmore	BS Elementary Education MS Educational Leadership Certifications: Elementary Education 1 - 6, English 5 - 9, Educational Leadership (all levels)	7	9	2012 - School Grade TBD, AYP (41% R/51% M; 51% R/42% M; 59% R/28% M)* 2011 - A School, AYP 92% (75% R/73% M; 66% R/69% M; 69% R/73% M)* 2010 - A School, AYP 74% (73% R/70% M; 61% R/68% M; 54% R/62% M)* 2009 - D School, AYP 69% (39% R/70% M; 48% R/77% M; 47% R/73% M)* 2008 - C School, AYP 72% (39% R/70% M; 48% R/77% M; 47% R/73% M)* 2007 - D School, AYP 72% (37% R/67% M; 47% R/69% M; 41% R/ 64% M)* 2006 - C School, AYP 74% (29% R/60% M; 42% R/69% M; 47% R) 2005 - C School, AYP 70% (33% R/61% M; 45% R/67% M; 50% R) *(Proficient Reading/Math; Learning Gains R/M; Lowest 25% R/M)
Principal	Teresa Marcks	BS Exceptional Student Education; Specialization in Specific Learning Disabilities MA Educational Leadership Certifications: Specific Learning Disabilities K-12 Educational Leadership K-12 School Principal	1	14	2012 - DeBary Elementary School, A school, AYP (71% R/ 71% M; 70% R/ 80% M; 69% R/ 69% M)* 2011 - DES - A school, AYP 95% (82% R/ 90% M; 69% R/ 74% M; 61% R/ 72% M)* 2010 - NSBHS - A school, AYP 87% (53% R/ 74% M; 53% R/ 74% M; 43% R/ 65% M)* 2009 – NSBHS - B School, AYP 79% (50% R/ 73% M; 51% R/ 75% M; 42% R/ 68% M)* 2008 – NSBHS - A School, AYP 72% (49% R/ 73% M; 55% R/ 81% M; 50% R/ 78% M) * 2007 – SES - A School, AYP 85% (62% R/55% M; 72% R/ 55% M; 81% R/ 63% M) * 2006 – GMS - A School, AYP 87% (63% R/63% M; 64% R/66% M; 70% R/ NA M) * 2005 – GMS - C School, AYP 93% (58% R/ 60% M; 53% R / 62% M ; 61% R / NA - M) * 2004 – GMS - B School, AYP 83% (60% R/ 61% M; 64% R/ 68% M; 66% R / NA- M)* 2003 – GMS - A School, AYP NA (59% R/ 61% M; 66% R/ 66% M; 72% R/NA - M) * 2002 – GMS - A School, AYP NA (61% R/ 63% M; 64% R/ 69% M; 74% R/ NA M) * 2001 – GMS - B School, AYP NA (50%+ R/ 65%+ M; NA R/NA M; NA R/NA M) * 2000 – PRHS - C School, AYP NA (19% R/ 46% M; NA R/NA M; NA R/NA M) * *(Proficient Reading/Math; Learning Gains R/M; Lowest 25% R/M)
Assis Principal	Efrain Alejandro	Masters of Science/Administration and Supervision	4	6	2012 - School Grade TBD, AYP (41% R/51% M; 51% R/42% M; 59% R/28% M)* 2011 School Grade D AYP 72% (33% R/69% M; 40% R/70% M; 40% R/62% M)* 2010 B School, AYP 72% (38% R/66% M; 45% R/71% M; 42% R/64% M)* 2009 B School, AYP 85%(51% R/74% M; 57% R/80% M; 46% R/64% M)* 2008 B School, AYP 79% (55% R/79% M; 56% R/76% M; 46% R/65% M)* *(Proficient Reading/Math; Learning Gains R/M; Lowest 25% R/M)

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 Coach	Veronica Garrett	BA English Reading Endorsement ESOL Endorsement	19	2	2012 - School Grade TBD, AYP (41% R/51% M; 51% R/42% M; 59% R/28% M)* 2011 - School Grade D, AYP 69% (47% R/72% M; 51% R/71% M; 45% R/61% M)*

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. New teacher programs including individualized professional development, mentors, and peer classroom visits	Assistant Principal for Curriculum	June 2013	
2	2. Leadership opportunities (Curriculum Leaders, School Advisory Council, Academy Directors, AVID, Summer Construction Team, and PLCs)	All Administrators	June 2013	
3	3. Professional Development	Principal, Assistant Principal for Curriculum, Reading Coach	June 2013	
4	4. Teacher Recognition Program	All Administrators	June 2013	
5	5. Networking with Community and Business Partners	Assist. Principal and Activities Director	June 2013	
6	6. Promotion of Atlantic High School through brochures, web-based newsletter, and community advertisements	Principal and Activities Director	June 2013	
7	7. PLC Activities	PLC	June 2013	
8	8. Participation in District Job Fair and Recruitment Activities	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
1.4% (1 out of 74)	Providing access to certification test information in Social Studies and English.

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
74	4.1%(3)	8.1%(6)	28.4%(21)	59.5%(44)	50.0%(37)	97.3%(72)	12.2%(9)	4.1%(3)	6.8%(5)

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
Ursala VanMeter	Adam Lippold	Adam is a first year teacher being mentored by a highly effective teacher, as well as a district-assigned Peer Assistance and Review (PAR) Teacher.	Coaching, observations, collaborative lesson planning, Empowering Educator Excellence Program (E3)
Kent Booher	Joshua Scott	Joshua is a first year teacher being mentored by a highly effective teacher, as well as a district-assigned Peer Assistance and Review (PAR) Teacher.	Coaching, observations, collaborative lesson planning, Empowering Educator Excellence Program (E3)
Bonnie Fenwick	Keisha Wallace	Keisha is a first year teacher being mentored by a highly effective teacher, as well as a district-assigned Peer Assistance and Review (PAR) Teacher.	Coaching, observations, collaborative lesson planning, Empowering Educator Excellence Program (E3)

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

Under Title I Part A our school works with outside agencies that provide specific services to targeted children and their families. These organizations team with our school to provide specific services to students, parents, and staff, including all special needs groups. It is the expectation of those involved in these partnerships that the activities and services will benefit the students by providing the children served with the support, tools, and materials they need to be ready to learn as they move down the appropriate path to graduation.

Programs supported by Title I at Atlantic High School include:
• Family Center coordinator who facilitates our annual parent informational night
• Advancement Via Individual Determination (AVID) through a .5 unit allocation
• Supplemental Tutoring before or after school
• Monthly Parenting programs offered through AVID classes

Title I, Part C- Migrant

The District Migrant Education Program Coordinator, Migrant Advocates and Migrant Recruiters work together to provide services and support to the migrant students and their parents. The MEP Coordinator works with Title I and other programs

to ensure student needs are met. The Migrant Education Program provides the following:
• Academic Assistance through credit accrual/recovery, tutoring, and summer school
• Translation Services for parent/teacher conferences
• Parental support through parent/kid activity nights and workshops on school success
• Migrant Parent Advisory Council (MPAC)
• Medical Assistance through referrals to outside community agencies
• Food Assistance through referrals to food assistance programs

Title I, Part D

The district receives funds to support the N & D programs to accelerate the rate of student achievement and close the achievement gaps for students in these programs. Services are coordinated with district DJJ and Neglected programs. Students are transitioned from DJJ centers back into the district schools with a transition plan to ensure academic and social success.

Title II

The district receives federal funds to provide access to Professional Development activities for public and private school teachers and principals in the core subject areas to ensure quality instruction and student success.

Title III

The District ESOL Coordinator and staff provide ongoing support and Professional Development to teachers to ensure instructional best practices are utilized. Teachers consistently progress monitor the ELL students to identify specific needs, target interventions/enrichments to ensure the appropriate pathway toward graduation.

Title X- Homeless

The school works closely with Pam Woods, Title X Coordinator, to ensure that homeless students have the materials and support they need to successfully participate in the school program.

Supplemental Academic Instruction (SAI)

The district provides remedial and supplemental instructional resources to students who fail to meet performance levels. Atlantic High School utilizes these resources though the following:
• Credit Retrieval through APEX after school
• Extended Media Center hours before and after school and during lunch
• Referrals to Volusia Virtual School for enrichment or credit retrieval

Violence Prevention Programs

The school offers the following non-violence and anti-drug programs:
• Student mentoring program
• Crisis training program
• Suicide prevention program
• Teens against violence by Domestic Abuse Counsel through Personal Fitness classes
• Awareness Week, sponsored by the Student Government Association, GSA

Nutrition Programs

Atlantic High School offers a variety of nutrition programs including:
• Free and Reduced Meal Plan
• Wellness Policy School Plan
• Nutrition and Wellness classes
• Personal Fitness classes

Housing Programs

N/A

Head Start

The District, in conjunction with the Head Start agency serving the community, coordinates efforts to promote continuity of services and effective transitions for children and their families. These include:
• Providing the opportunity for ongoing channels of communication with Head Start to facilitate coordination of programs and for shared expectations for children's learning and development as the children transition to elementary school.
• Assisting in the development of a systematic procedure for transferring, with parental consent, Head Start program records, for each participating child to the school in which such child will enroll.
• Collaborating and participating in joint Professional Development, including transition-related training for school staff and

Head Start staff when feasible.
• Coordinating the services being provided by Head Start with services in elementary schools.
• Providing to the Head Start agency local public school policies, kindergarten registration and other relevant information to ease the transition of children and families from Head Start.

Adult Education

N/A

Career and Technical Education

There are three career academies at Atlantic High School.
ALAG - Academy of Law and Government
CAPA - Communications and Performing Arts Academy
HEMS - Horticultural, Environmental, and Marine Science Academy

Job Training

Atlantic High School offers students career awareness opportunities through Jr. Achievement programs, job shadowing opportunities, guest speakers from business and industry, and field trips to business and industry locations.

Our school offers students Career and Technical Education Programs and Career Academies that prepare students for work and post secondary education. Each program offers students the opportunity to earn Industry Certification in their specific career cluster. Volusia County's career academies have been recognized nationally for excellence. The Ford Fund named Volusia County Schools as a Career Academy Innovative Community at the Leadership Level. Volusia is the third district in the country to receive such recognition.

Atlantic also runs two school based enterprises. Sharkbucks Cafe is open in the mornings and Shark Cove Cafe is open during lunch. Our ESE students in the modified program are involved in both of these enterprises. They can apply for several different job roles and rotate through those roles throughout the year learning how to fill out job applications, interview, manage inventory, create menus, make various coffee drinks and food items, run a cash register, serve/take orders, and create a customer friendly environment.

Our students with multiple handicaps participate in weekly trips to a variety of local business where they participate in Community Based Instruction (CBI). This helps them prepare to enter the work force when they exit high school.

Other

N/A

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal, Assistant Principals, Curriculum Leaders, Guidance, School Psychologist, PST Chair, Reading Coach, District Support Reading teacher, School Social Worker.

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, FSAs, SSAs, District 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 Psychologist).

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, Curriculum Assistant Principal, Reading Coach, District Reading Support Teacher, Curriculum Leaders/Representatives, Guidance, Media Specialist

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, LLT is a data-driven framework that seeks to find solutions/resources matched in intensity to student need in academic areas. The LLT follows the district's CCSS implementation plan. As a result, the school improvement plan is based on a strategic analysis of data, and identified resources are matched to the needs of our students and school.

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

The school based LLT identifies school based resources (both materials and personnel) to determine the continuum of literacy supports available to students at our school. The LLT meets bi-weekly on Mondays during lunch for 40 minutes. The LLT Co-

Chairs provide an agenda and facilitate the meeting. LLT member responsibilities include: attend all meetings to review data, share literacy strategies presented with their PLC, assist with development of classroom implementation strategies, and supervise and support school-wide Literacy initiatives (ie School Wide Literacy Fair, Book Fair, Lunch Bunch Reading Group Book Club, and Return to Reading Challenge).

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

School-wide Literacy Initiative:

The School-wide Literacy Initiative's main focus is to support reading and writing in every classroom. This year's focus will be on implementation of CCSS. Literacy council members will be responsible for introducing strategies to their departments and/or PLC's. Members will help support the faculty with initiating the Common Core Ten Guiding Principles into each classroom's curriculum. The LLT has always been dedicated to providing a variety of literacy building events throughout the school year. These would be offered both during school and after school to encourage parent involvement. The LLT will sponsor 4 school-wide literacy events: a Book Fair each 9 week term, a school wide literacy fair in January, and two year-long projects: The 'Lunch Bunch' reading group, and a Return to Reading Challenge. Each initiative helps to support reading and writing in every classroom.

Public School Choice

Supplemental Educational Services (SES) Notification
View uploaded file (Uploaded on 10/1/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

NA

*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 student 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. Our Literacy Leadership Team holds activities throughout the year that bring connections from literacy in the real world to everyday application for our students.

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?

Atlantic High School offers students elective courses in art, business, technology, and career study. Many of these courses focus on job skills and offer student 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.

Each of our Academies offers four year plans that help guide the students in their career planning including post-secondary education.

Postsecondary Transition

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

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

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

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:
22% (108)	24% (136)

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 needing extra time and support to gain proficiency	Concentrated Shark Interventions (CSI) period during school day for reteaching, retesting, and individualized interventions	Principal, AP for Curriculum, PLCs	Review of formative & summative assessments, student grades, results on End of Course Exams	FCAT, End of Course Exams
2	Opportunities to train new teachers Funding for follow up coaching	Teachers will receive training in practices that promote high student engagement; receive follow up support and coaching.	Coaching Staff Administrator Teachers	Ongoing monitoring of formative and summative assessment data VSET observations and conferences Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data	Reading assessment data, FAIR data, FCAT results, EOC results
3	A number of students low SES, ELL, other ethnic minority, and students with disabilities impacted by multiple barriers are moderate to high risk	Identified students through FAIR and SRI tests will receive additional reading instruction using scientifically research based reading strategies	Academic Coach Administrator Teachers	Ongoing monitoring of reading formative and summative assessment data Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data	Reading assessment data, SRI data, FAIR data, FCAT results
4	Teachers who do not teach Language Arts are not familiar enough with literacy strategies necessary to accomplish the rigor required by Common Core State Standards	Train teachers to use High-Impact Literacy Strategies that support achieving the Anchor Literacy Standards	Administrative Staff Reading Coach	Ongoing monitoring through VSET observations Teacher records of reflections on literacy strategy use	FAIR data, FCAT results
	Closing the achievement	Intensive Reading/Read	Reading Coach,	Regular PLC collaboration	FCAT

| 5 | gap that exists for many of our students. | 180 program. | Guidance | of Reading teachers using RtI model to assess student progress | |

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:	Students scoring at or Levels 4,5,and 6 on FAA in reading will increase by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
44% (8)	46% (8)

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	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:
19% (94)	22% (124)

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Funding for materials Time	SAC to support faculty/initiatives to	AHS SAC	Increased achievement among AP/Honors	AP/Honors grade distributions, AP

1	Volunteers	increase student/program progress and success		students in rigorous coursework	Exam pass rates (3 or higher)
2	Adequate time for teachers to review data, plan differentiated instruction, and deliver the instruction within the school day.	Teams (with the support of the coaching staff) will meet weekly in Professional Learning Communities to work collaboratively in collecting and analyzing data in order to plan effective differentiated instruction and enrichment.	Coaching Staff Administrator Teachers	Ongoing monitoring of formative and summative assessment data Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students	Reading assessment data, FAIR data, Math assessment data, Science assessment data, FCAT results
3	More rigorous instruction is needed, with more opportunities for higher-level thinking skills.	Professional development on Charlotte Danielson's Framework 3b: Using Questioning and Discussion Techniques (Domain 1)	Curriculum Team	Ratio of higher-level questions to lower-level questions will be assessed during walk-throughs and coaching provided to those with a low percentage of higher-level questions.	Walk-throughs

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	Students scoring at or above Level 7 on FAA in reading will increase by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
11% (2)	13% (3)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	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
	Not all instruction has	Implement Access	Administration	Check usage and	Unique Reports

			ESE Team	implementation, as well as student progress data using Unique Reports	FAA Scores
3	been consistently aligned to the NGSSS access points	courses in all core academic areas, as well as Standards-Referenced Grading		Administrative observation tools	

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:	Percentage of students making Learning Gains in reading will increase by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
52% (224)	57% (322)

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 needing extra time and support to gain proficiency	Concentrated Shark Interventions (CSI) period during school day for reteaching, retesting, and individualized interventions Intervention pull-out program for identified students to meet with designated content-area tutor during elective/PE class time as needed	Principal, Curriculum AP, PLCs	Review of formative & summative assessments, student grades, results on End of Course Exams	FCAT
2	Students with large gaps in reading achievement.	Intensive assistance in reading will be provided by Intensive Reading teachers, assisted by the evaluation and monitoring of the administrative team.	Reading Coach, ESE Lead Team, Administrators Reading Teachers	FAIR assessments will be analyzed three times each year.	FAIR assessments FCAT Explorer
3	Teachers using data from available resources and progress monitoring assessments to target instruction in classroom	Provide school based training on Pinnacle Gradebook and Insight reports	Department Chairs Reading Coach Administrators	Monitor District Interim Assessments	FCAT 2.0 FAIR assessments End of course exams
4	Adequate time for teachers to review data, plan differentiated instruction, and deliver the instruction within the school day.	Teams (with the support of the coaching staff) will meet weekly in Professional Learning Communities to work collaboratively in collecting and analyzing data in order to plan effective differentiated instruction and enrichment.	Coaching Staff Administrator Teachers	Ongoing monitoring of formative and summative assessment data Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students	Reading assessment data, FAIR data, Science assessment 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:

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:
18% (3)	20% ( )

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	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 in Reading will increase by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
56% (67)	58%

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 needing extra time and support to gain proficiency	Concentrated Shark Interventions (CSI) period during school day for reteaching, retesting, and individualized interventions

Intervention pull-out program for identified students to meet with designated content-area | Principal, AP for Curriculum, PLCs | Review of formative & summative assessments, student grades, results on End of Course Exams | FCAT |

		tutor during elective/PE class time as needed			
2	Overcoming the achievement gap for LQ students.	Read 180 and Intensive Reading classes for students in the lowest quartile. Ensure Literacy Focus Lessons throughout content areas, incorporated by teachers in each unit of study	Reading Coach, Guidance Staff, and Assistant Principal for data (prepares Master Schedule) Faculty and Administration	The Reading teachers are part of a PLC that does RtI for all reading students. They chart data based on specific lessons and adjust with differentiation as needed. Lesson/Unit Plans reviewed by administration, teachers coached and supported by LLT, Reading Coach, student progress evidenced through DA/FAIR progress monitoring	Data from reading class assessments, FAIR, FCAT FCAT
3	LQ students needing individualized support and motivation to succeed	Project H.E.A.T (Helping Everyone Achieve Together). A mentoring program for a select group of lower quartile ESE students.	Lead teacher in ESE department and ESE Administrator.	Bi-montly surveys completed by students, montly data chats with mentor and mentee and program monitoring by lead teacher.	Data gathered from survey, quarter grades from students, FAIR and FCAT data
4					

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 (50% proficient) or through Safe Harbor (47% proficient) 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	45	50	55	60	65	

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 2012-2013, 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: 50% Black/African American: 17% Hispanic: 46% Asian: N/A American Indian: N/A	White: 54% Black/African American: 36% Hispanic: 54% 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
	Students needing extra time and support to gain proficiency	Concentrated Shark Interventions (CSI) period during school day for reteaching, retesting, and individualized	Principal, AP for Curriculum, PLCs	Review of formative & summative assessments, student grades, results on End of Course Exams	FCAT

1		interventions Intervention pull-out program for identified students to meet with designated content-area tutor during elective/PE class time as needed			
2	Students needing individualized support and motivation to succeed	Project H.E.A.T (Helping Everyone Achieve Together). A mentoring program for a select group of lower quartile ESE students.	Lead teacher in ESE department (L. Williams) and ESE Administrator	Bi-monthly surveys completed by students, monthly data chats with mentor and mentee and program monitoring by lead teacher.	Data gathered from survey, quarter grades, FAIR and FCAT data.
3		Ensure that all teachers receive professional development related to effective instructional strategies in reading for all 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

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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 subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	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
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:	
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:
SWD: 23%	SWD: 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

		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1		Students needing extra time and support to gain proficiency	Concentrated Shark Interventions (CSI) period during school day for reteaching, retesting, and individualized interventions Intervention pull-out program for identified students to meet with designated content-area tutor during elective/PE class time as needed	Principal, AP for Curriculum, PLCs	Review of formative & summative assessments, student grades, results on End of Course Exams	FCAT, EOC
2		Students with disabilities staying engaged in the learning process.	Project H.E.A.T (Helping Everyone Achieve Together). A mentoring program for a select group of lower quartile ESE students.	Lead teacher in ESE department (E. Stewart) and ESE Administrator.	Bi-monthly surveys completed by students, monthly data chats with mentor and mentee and program monitoring by lead teacher.	Data gathered from survey, quarter grades from students, FAIR and FCAT data.
3		Students with disabilities needing additional support in accessing text across content areas	Ensure Literacy Focus Lessons throughout content areas, incorporated by teachers in each unit of study	All faculty and all administrators	Lesson/Unit Plans reviewed by administration, teachers coached and supported by LLT, Reading & Academic Coach, student progress evidenced through DA/FAIR progress monitoring	FCAT

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	In 2012-2013, the achievement gap for ED students will be reduced by meeting the AMO target or through Safe Harbor.
2012 Current Level of Performance:	2013 Expected Level of Performance:
ED: 34%	44%

<table><tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr></table>

		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1		Students needing extra time and support to gain proficiency	Concentrated Shark Interventions (CSI) period during school day for reteaching, retesting, and individualized interventions Intervention pull-out program for identified students to meet with designated content-area tutor during elective/PE class time as needed	Principal, AP for Curriculum, PLCs	Review of formative & summative assessments, student grades, results on End of Course Exams	FCAT, EOC Results
2		Challenges of working with students who do not have exposure to high-level academic vocabulary in their homes	Implementation of a school-wide literacy system that emphasizes a unified, systematic approach to the teaching of vocabulary using research-based strategies	Administration Reading Coach Literacy Leadership Team	Classroom Walkthrough Literacy Leadership Team Meetings	VSET Observations 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
PD topic = Learn how to analyze and interpret reading data to drive classroom instruction.	Reading 9-12	Reading Coach	Reading Teachers	Initial training September 1st, implementation within 30 days, and structured coaching and mentoring within 60 days as follow-up.	Reports on students' academic progress pulled from Performance Matters following reading assessments.	Reading Coach
Ruby Payne 'A Framework for Understanding Poverty'	School-wide	Principal Curriculum AP ESE AP Reading Coach	School-wide	Faculty meetings - 5th Tuesday	Survey Deliberate Practice Plans	VSET Administrators
High impact literacy strategies that support achieving the Anchor Literacy Standards (CCSS)	9-12 All	Reading Coach Administrators District Curriculum Specialists	School-wide	Early Release Wednesday Professional Development (8/28, 9/26, 10/10, 10/24, 11/14, 12/5, 1/23, 2/6) Directed PLC Faculty meetings - 3rd Tuesday of each month	VSET Administrator Walk-throughs DP Reading Coach District Support Reading Teacher	Reading Coach District Support Reading Teacher Administration ATeam

Reading Budget:

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

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	The percentage of students scoring proficient in Listening/Speaking on CELLA will increase by 2%.

2012 Current Percent of Students Proficient in listening/speaking:
88% (7)

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	Administration MTSS Team Lead	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	Administration MTSS Team Lead	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.	Administration MTSS Team Lead	Ongoing monitoring of formative assessments and teacher observations by principal	CELLA, IPT, FCAT, District Assessments

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:
75% (6)

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 Academic Coach	Ongoing monitoring of formative assessments and teacher observations by administration	CELLA, IPT, FCAT, District Assessments
	Providing	Ensure that teachers	Administrator	Ongoing monitoring of	CELLA, IPT,

| 2 | comprehensible instruction to English Language Learners | use English Language Proficiency Standards for English Language Learners | Team Lead | formative assessments and teacher observations by administration | 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 Academic Coach | Ongoing monitoring of formative assessments and teacher observations by administration | 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:

13% (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	Administrator Academic Coach	Ongoing monitoring of formative assessments and teacher observations by administration	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 Academic Coach	Ongoing monitoring of formative assessments and teacher observations by administration	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 Academic Coach	Ongoing monitoring of formative assessments and teacher observations by administration	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

End of CELLA Goals

Florida Alternate Assessment High School Mathematics Goals

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

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

1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1:	Students scoring at levels 4,5,or 6 in mathematics will increase by 2%
2012 Current Level of Performance:	2013 Expected Level of Performance:
21% (4)	23% (4)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	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 Multi-VE TOA	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 Multi-VE TOA	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 Multi-VE TOA	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 in mathematics will increase by 2%
2012 Current Level of Performance:	2013 Expected Level of Performance:
11% (2)	13% (3)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	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 Strategy	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 in mathematics on FAA will increase by 2%
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (5)	30% (6)

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	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

	complexity levels	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 scoring at Achievement Level 3 in Algebra will increase by 2%
2012 Current Level of Performance:	2013 Expected Level of Performance:
36% (67)	38% (101)

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 needing extra time and support to gain proficiency	Concentrated Shark Interventions (CSI) period during school day for reteaching, retesting, and individualized interventions	Principal, AP for Curriculum, PLCs	Review of formative & summative assessments, student grades, results on End of Course Exams	FCAT, End of Course Exams
2	Opportunities to train new teachers Funding for follow up coaching	Teachers will receive training in practices that promote high student engagement; receive follow up support and coaching.	Coaching Staff Administrator Teachers	Ongoing monitoring of formative and summative assessment data VSET observations and conferences Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data	Reading assessment data, FAIR data, FCAT results, EOC results
3	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, Deliberate Practice Plans
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	Administration Math Department Chair	Ongoing monitoring of formative assessments and teacher observations by administrators	VSET Evaluation

		Implement new math Curriculum Maps, which have these standards incorporated			

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:	Students scoring at or above Achievement Level 4 in Algebra will increase by 1%
2012 Current Level of Performance:	2013 Expected Level of Performance:
2% (4)	3% (6)

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Adequate time for teachers to review data, plan differentiated instruction, and deliver the instruction within the school day.	Teams (with the support of the coaching staff) will meet weekly in Professional Learning Communities to work collaboratively in collecting and analyzing data in order to plan effective differentiated instruction and enrichment.	Coaching Staff Administrator Teachers	Ongoing monitoring of formative and summative assessment data Teacher reflections	Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students VSET observation

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Algebra Goal # In 2012-2013, we will reduce the achievement gap by meeting the AMO target (50% proficient) or through Safe Harbor (56% proficient). 3A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	51	50	55	60	65	

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:	In 2012-2013, 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 & Black/African American subgroups not reported because the AMO target was met. Hispanic N/A Asian N/A American Indian N/A	Hispanic N/A 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	Students needing extra time and support to gain proficiency	Concentrated Shark Interventions (CSI) period during school day for reteaching, retesting, and individualized interventions Intervention pull-out program for identified students to meet with designated content-area tutor during elective/PE class time as needed	Principal, AP for Curriculum, PLCs	Review of formative & summative assessments, student grades, results on End of Course Exams	FSA/SSA results, EOC results
2		Ensure that all teachers receive professional development related to effective instructional strategies in reading for all Students. Follow up and coaching will be provided	District Curriculum Specialist, Administration	Walk-throughs and follow-up conferences/coaching, monitoring of formative assessment data and student grades	FSA/SSA results, EOC results

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3C. English Language Learners (ELL) not making satisfactory progress in Algebra. Algebra Goal #3C:	In 2012-2013, the achievement gap for ELL students will be reduced by meeting the AMO targets or through Safe Harbor.
2012 Current Level of Performance:	2013 Expected Level of Performance:
ELL: N/A	ELL: 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	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	Instructional Coaches Administration	Ongoing monitoring of formative assessments and teacher observation by administration.	FSA/SSA results, district assessments & EOC results

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra. Algebra Goal #3D:	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: 31%			SWD: 37%	

	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 needing extra time and support to gain proficiency	Concentrated Shark Interventions (CSI) period during school day for reteaching, retesting, and individualized interventions Intervention pull-out program for identified students to meet with designated content-area tutor during elective/PE class time as needed	Principal, AP for Curriculum, PLCs	Review of formative & summative assessments, student grades, results on End of Course Exams	FCAT, EOC
2	Students with disabilities staying engaged in the learning process	Project H.E.A.T. (Helping Everyone Achieve Together). A mentoring program for lower quartile ESE students.	Lead teacher in ESE department and ESE administrator.	Bi-monthly surveys completed by students, monthly data chats with mentor and mentee and program monitoring by lead teacher.	Survey results, quarterly grades, EOC results

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:	In 2012-2013, the achievement gap for ED students will be reduced by meeting the AMO target or through Safe Harbor.
2012 Current Level of Performance:	2013 Expected Level of Performance:
ED: 44%	ED: 50%

	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 needing extra time and support to gain proficiency	Concentrated Shark Interventions (CSI) period during school day for reteaching, retesting, and individualized interventions Intervention pull-out program for identified students to meet with designated content-area tutor during elective/PE class time as needed	Principal, AP for Curriculum, PLCs	Review of formative & summative assessments, student grades, results on End of Course Exams	FCAT, EOC Results

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	Students needing extra time and support to gain proficiency	Concentrated Shark Interventions (CSI) period during school day for reteaching, retesting, and individualized interventions	Principal, AP for Curriculum, PLCs	Review of formative & summative assessments, student grades, results on End of Course Exams	FCAT, End of Course Exams
2	Opportunities to train new teachers Funding for follow up coaching	Teachers will receive training in practices that promote high student engagement; receive follow up support and coaching.	Coaching Staff Administrator Teachers	Ongoing monitoring of formative and summative assessment data VSET observations and conferences Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data	Reading assessment data, FAIR data, FCAT results, EOC results
3	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, Deliberate Practice Plans

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

N/A		N/A		

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	More rigorous instruction is needed, with more opportunities for higher-level thinking skills.	Professional development on Charlotte Danielson's Framework 3b: Using Questioning and Discussion Techniques (Domain 1)	Curriculum Team	Ratio of higher-level questions to lower-level questions will be assessed during walk-throughs and coaching provided to those with a low percentage of higher-level questions.	Walk-throughs
2	Adequate time for teachers to review data, plan differentiated instruction, and deliver the instruction within the school day.	Teams (with the support of the coaching staff) will meet weekly in Professional Learning Communities to work collaboratively in collecting and analyzing data in order to plan effective differentiated instruction and enrichment.	Coaching Staff Administrator Teachers	Ongoing monitoring of formative and summative assessment data Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students	FSA/SSA results, classroom formative and summative data, EOC results

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Geometry Goal # N/A 3A :

Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry. Geometry Goal #3B:	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
	Students needing extra time and support to gain proficiency	Concentrated Shark Interventions (CSI) period during school day for reteaching, retesting, and individualized	Principal, AP for Curriculum, PLCs	Review of formative & summative assessments, student grades, results on End of Course Exams	FSA/SSA results, EOC results

1		interventions Intervention pull-out program for identified students to meet with designated content-area tutor during elective/PE class time as needed			
2		Ensure that all teachers receive professional development related to effective instructional strategies in reading for all Students. Follow up and coaching will be provided	District Curriculum Specialist, Administration	Walk-throughs and follow-up conferences/coaching, monitoring of formative assessment data and student grades	FSA/SSA results, EOC results

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3C. English Language Learners (ELL) not making satisfactory progress in Geometry. Geometry Goal #3C:	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	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	Instructional Coaches Administration	Ongoing monitoring of formative assessments and teacher observation by administration.	FSA/SSA results, District assessments and EOC results

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry. Geometry Goal #3D:	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	Students needing extra time and support to gain proficiency	Concentrated Shark Interventions (CSI) period during school day for reteaching, retesting, and individualized interventions Intervention pull-out program for identified students to meet with designated content-area tutor during elective/PE class time as needed	Principal, AP for Curriculum, PLCs	Review of formative & summative assessments, student grades, results on End of Course Exams	FSA/SSA results, EOC resulst
2	Students needing individualized support and motivation to succeed	Project H.E.A.T (Helping Everyone Achieve Together). A mentoring program for a select group of lower quartile ESE students.	Lead teacher in ESE department (L. Williams) and ESE Administrator	Bi-monthly surveys completed by students, monthly data chats with mentor and mentee and program monitoring by lead teacher.	Data gathered from survey, quarter grades, FAIR and FCAT data.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3E. Economically Disadvantaged students not making satisfactory progress in Geometry. Geometry Goal #3E:	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	Students needing extra time and support to gain proficiency	Concentrated Shark Interventions (CSI) period during school day for reteaching, retesting, and individualized interventions Intervention pull-out program for identified students to meet with designated content-area tutor during elective/PE class time as needed	Principal, AP for Curriculum, PLCs	Review of formative & summative assessments, student grades, results on End of Course Exams	FSA/SSA results, EOC results

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Ruby Payne 'A Framework for Understanding Poverty'	School-wide	Principal Curriculum AP ESE AP Reading Coach	School-wide	Faculty meetings - 5th Tuesday	Survey Deliberate Practice Plans	VSET Administrators
Focus on analyzing and interpreting data to drive classroom instruction	Algebra 1	District Curriculum Specialist, Department Chairs, Reading Coach	Algebra 1 PLC	PLC Tuesday meetings, planning period coaching sessions	District specialist support, FSA/SSA data reports, Pinnacle reports monitored by Department Chairs and Administration	VSET administrator, Curriculum AP, Principal
Mathematics instructional strategies that support achieving Common Core Standards for Mathematical Practice	Algebra 1	District Curriculum Specialist, Department Chairs, Administrators	Algebra 1 PLC	PLC Tuesday meetings, 5th Tuesday Faculty Meetings, planning period coaching sessions	District specialist support, administrative walk-throughs and conferences, follow-up with Deliberate Practice Plan monitoring	VSET administrator, Curriculum AP, Principal

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:	The percentage of students scoring at Levels 4, 5, and 6 in science will increase by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (4)	52% (7)

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 Gen Ed and ESE Teacher Teams	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 in science will increase by 2%
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	2% (3)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	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	Administration ESE Team	Check usage and implementation, as well as student progress data using ASAP Science Curriculum-based assessments and Unique Reports Administrative	ASAP Science Curriculum-based assessments Unique Reports FAA Scores

			specialists		observation tools	

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:	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 knowledge of CCSS standards and literacy strategies to incorporate into science instruction	Participate in professional development on the 5E Instructional Model Participate in training on incorporating CCSS Literacy and Mathematics Standards in Science Lessons (such as close reading)	Administration Science PLCs Science Department Chair	Monitor usage and implementation through: ISN (Interactive Student Notebooks) or Cornell Note-taking Formal Lab Reports (2 per quarter)	Formal Lab Reports
2	Maintaining fidelity to the curriculum map and keeping pace with other science teachers in the district	Data Analysis using Biology District Interims and use results to adjust curriculum and/or re-teach Meet with district science office to review data	District Science Specialist Administration Science PLCs Science Department Chair	Monitor Biology district interim assessment results	Biology district interim assessments FSA & SSA Data Biology EOC
	Some students are reluctant to participate, and it can	Implement 75 Formative Assessment Strategies as a	Administration Science PLCs	Monitor usage and implementation of Clickers	VSET Evaluation Domain 3

3	be hard to determine what individual students know on a daily basis.	Science Department Increase Level of Student Questioning To Focus on Cognitive Complexity of Learning Targets for instruction and assessment Participate in all Project IBIS workshops to allow opportunity for real-life application and extension of skills	Science Department Chair	Teacher Data	Biology EOC

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

2. Students scoring at or above Achievement Levels 4 and 5 in Biology. Biology Goal #2:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Some students are reluctant to participate, and it can be hard to determine what individual students know on a daily basis.	Implement 75 Formative Assessment Strategies as a Science Department Increase Level of Student Questioning To Focus on Cognitive Complexity of Learning Targets for instruction and assessment Participate in all Project IBIS workshops to allow opportunity for real-life application and extension of skills	Administration Science PLCs Science Department Chair	Monitor usage and implementation of Clickers Teacher Data	VSET Evaluation Domain 3 Biology EOC

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

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

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

Ruby Payne 'A Framework for Understanding Poverty'	School-wide	Curriculum AP ESE AP Reading Coach	School-wide	Faculty meetings - 5th Tuesday	Survey Deliberate Practice Plans	VSET Administrators
Focus on analyzing and interpreting reading data to drive classroom instruction.	Biology	District Curriculum Specialist, Department Chair, Reading Coach	Biology PLC			

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:	Students scoring 3 or higher in writing will increase 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
80% (188) level 3 or higher	81% (218)
Problem-Solving Process to Increase Student Achievement	

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

1	N/A	All students will participate in the Volusia Writes Initiative. Students write three prompts a year in Language Arts courses based on specific prompts. The FCAT writing rubric is used to assess these writing samples.	All Language Arts teachers	PLC analysis of Volusia writes prompts and trend data	Volusia Writes data and FCAT Writing data
2	N/A	Content-area teachers participating in school-wide writing initiative, providing students multiple opportunities for authentic writing experiences in relation to content-area subject matter.	Content-area teachers (Social Studies, Science, Mathematics)	Teacher evaluation of student ability to write effectively across multiple content areas	Volusia Writes data and FCAT Writing data
3	Teachers outside of Language Arts do not often provide practice for students to write about their content areas	Administer Volusia Writes schedule with fidelity in all curriculum areas Provide support and coaching to teachers on scoring	Classroom Teachers Administration Instructional Coaches	Monitor growth of Volusia Writes scores	Volusia Writes data FCAT Writing scores

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	Students scoring at 4 or higher in writing will increase by 2%
2012 Current Level of Performance:	2013 Expected Level of Performance:
40% (4)	42% (4)

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

	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	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
High impact literacy strategies that support achieving the Anchor Literacy Standards (CCSS)	9-12 All	Reading Coach Administrators District Curriculum Specialists	School-wide	Early Release Wednesday Professional Development (8/28, 9/26, 10/10, 10/24, 11/14, 12/5, 1/23, 2/6) Directed PLC Faculty meetings - 3rd Tuesday of each month	VSET Administrator Walk-throughs Deliberate Practice Plans District Support	District Support, Administration, Department Chairs

Writing Budget:

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

End of Writing Goals

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in U.S. History.	N/A

	U.S. History Goal #1:				

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 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:	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	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:	The number of absences and tardies will decrease by 10% with a 1% increase in attendance rate.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
94.85	95.85
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)

	356		320	

2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
720	648

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	Lower Quartile, SWD students with pattern of unexcused absences or tardies	Project H.E.A.T (Helping Everyone Achieve Together). A mentoring program for a select group of lower quartile ESE students.	Lead teacher in ESE department (E. Stewart) and ESE Administrator.	Bi-monthly surveys completed by students, monthly data chats with mentor and mentee and program monitoring by lead teacher.	Data gathered from survey, quarter grades from students, FAIR and FCAT data.
2	N/A	Monthly attendance monitoring and parent contact.	Assistant Principal for Data & Scheduling.	Parent/ guardian notification of absences & tardies. Bi-monthly attendance reports will be generated. Students with 5, 10, or 15 days absences will be contacted. PST / IEP Attendance Meetings Attendance Contracts with student and parent/ guardian For those missing 15 or more, a referral to the social worker will be made.	Attendance rates
3	Students lacking motivation to arrive to school/class on time	Campus-wide tardy 'sweep' program: teachers lock & close classroom doors when tardy bell sounds, students not in class are swept to a central location and supervised for the class period. Students swept receive progressive disciplinary consequences and parent/guardian contact is made. Students with pattern of tardies are referred to PST.	Assistant Principal for Student Services, Adminstrative team	Numbers of students swept, campus-wide tardy rates, PST meeting records	Tardy rates

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:	The in-school suspension rate will decrease by 5%, and the out-of-school suspension rate will decrease by 10%.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
500	475
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
186	177
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions

395	356
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
216	195

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	Project H.E.A.T (Helping Everyone Achieve Together). A mentoring program for a select group of lower quartile ESE students.	Lead teacher in ESE department (E. Stewart) and ESE Administrator.	Bi-monthly surveys completed by students, monthly data chats with mentor and mentee and program monitoring by lead teacher.	Data gathered from survey, quarter grades from students, FAIR and FCAT data.
2	N/A	RtI-B / PST process	PST Chair, AP for Student Services	Interventions provided to students receiving multiple disciplinary referrals, review of student discipline data	Suspension & discipline referral data

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

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

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

Dropout Prevention Goal(s)

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

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Dropout Prevention Dropout Prevention Goal #1: *Please refer to the percentage of students who dropped out during the 2011-2012 school year.*	The percentage of students dropping out of school will decrease by 0.09% and the graduation rate will increase by 0.2%.
2012 Current Dropout Rate:	2013 Expected Dropout Rate:
0.84%	0.75%
2012 Current Graduation Rate:	2013 Expected Graduation Rate:
86.8%	87%

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	Project H.E.A.T (Helping Everyone Achieve Together). A mentoring program for a select group of lower quartile ESE students.	Lead teacher in ESE department (E. Stewart) and ESE Administrator.	Bi-monthly surveys completed by students, monthly data chats with mentor and mentee and program monitoring by lead teacher.	Data gathered from survey, quarter grades from students, FAIR and FCAT data.
2	Students failing one or more courses, or over-age for grade level, are more likely to drop out	Full APEX program, including 8th period option, allows students to recover lost credits and remain on track to graduate	APEX teacher, Guidance Staff, APs for Curriculum & Data	Review of student records to assess progress in earning credits and promotion to grade level	APEX student credit & GPA data

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

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

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

Dropout Prevention Budget:

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

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	To increase family participation in Family Night by 10% and achieve 5-Star School status.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
100 families participated in Family Night in 2012.	110 families attending family night, and Atlantic meeting all the requirements to achieve 5-Star School status.
Problem-Solving Process to Increase Student Achievement	
			Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Parents need timely educational and parenting information.	Parent Resource Center	Parent Resource Center Coordinator	Parent Sign In sheets at the resource center.	Monthly review of parent usage.
2	N/A	Family Night	Literacy Council Chair/ Parent Resource Center Coordinator	Parent sign in sheets	Increased involvement of parents in Family Night
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 2012	5-Star School status for 2012 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 Involvement Budget:

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

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	Teachers will produce 2 new project-based STEM Lessons in 11th grade.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of time to develop high-quality lessons that integrate all areas of STEM	Utilize STEM Modules created by the STEM Cadre, which are aligned to the Common Core ELA and Mathematical Practices	District STEM TOA Administration Science Department Chair Math Department Chair	Monitor usage and implementation data of STEM modules	Usage data

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Robotic Legos: Introduction and ways to integrate	Physics & Algebra 2	Lego Trainer / District STEM Coach	All science teachers Algebra 2 teachers	September 2012 January 1013	District STEM Coach will continue to work with and develop strategies and use through PLC	District STEM Coach Science Department Chair Math Department Chair

STEM Budget:

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

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 2 of our 3 academies will receive a Bronze or higher rating.

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

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)

Advanced Placement Goal:

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. Advanced Placement Goal Advanced Placement Goal #1:	To improve course grades and AP Exam scores of Advanced Placement students
2012 Current level:	2013 Expected level:
35% level 3 - 5 on AP Exam	40% level 3 - 5 on AP Exam

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 parents lacking needed information to understand requirements for success in AP and to make informed decisions regarding course selection	Parent AP night/registration events AP Compact between student/parent/teacher for clear understanding of roles and responsibilities Teacher notification to administration of students earning grades below 'C' prior to interim and end of quarter Interventions for students below 'C'	AP teachers AP Coordinator SAC sub-committee	Students earning grades 'C' or higher each quarter Reports from SAC subcommittee indicating student progress AP Exam score reports	AP Exam scores

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

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

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

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 Advanced Placement Goal(s)

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

☐ Priority	☐ Focus	☐ Prevent	☐ NA

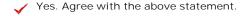Are you a reward school: ☐ Yes ☐ No

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

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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
Support of teacher/administrative requests for supplemental instructional materials, intervention programs, and professional development designed to achieve the goals outlined in the School Improvement Plan.	$2,668.71

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

- Monitor implementation of the School Improvement Plan
- Allocate of resources in support of School Improvement Plan
- Review Title 1 initiatives including AVID and Parenting Program

- Provide parent/community input on school initiatives
- Conduct SAC elections
- Promote climate survey and monitor results

AYP DATA

SCHOOL GRADE DATA

No Data Found

Volusia School District ATLANTIC HIGH SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	33%	69%	80%	40%	222	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	40%	70%			110	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	40% (NO)	62% (YES)			102	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					434	
Percent Tested = 96%						Percent of eligible students tested
School Grade*					D	Grade based on total points, adequate progress, and % of students tested

Volusia School District ATLANTIC HIGH SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	38%	66%	87%	34%	225	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	45%	71%			116	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?	42% (NO)	64% (YES)			106	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					457	
Percent Tested = 97%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested