FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: DOUGLAS ANDERSON SCHOOL OF THE ARTS

District Name: Duval

Principal: Jackie H. Cornelius

SAC Chair: Deborah Knauer

Superintendent: Ed Pratt-Dannals

Date of School Board Approval:

Last Modified on: 10/23/2012

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)
					2011-2012: Grade N/A Reading mastery 82%, Math mastery 84%, Writing mastery 96%. 2010-2011: Grade B Reading mastery 74%, Math mastery 89%, Writing mastery 95%, Science mastery 72%. AYP not achieved. 2009-2010: A Reading mastery 76%, Math mastery 91%, Writing mastery 96%, Science mastery 70%. AYP not achieved. 2007-2008: Grade A Reading mastery 76%, Math mastery 90%, Writing mastery 86%, Science mastery 63%. AYP was achieved. 2008-2009: Grade B Reading mastery 71%, Math mastery 88%, Writing mastery 87%, Science mastery 67%. AYP was not achieved due to our African American subgroup in Reading. Under Mrs. Cornelius's leadership, DA has been recognized as a National Blue Ribbon School of Excellence, a National Model School, a Florida A+ school for 8 years,

Position	Name				Details
Principal	Jackie H. Cornelius	Ms. Cornelius received her B.A. from the University of Florida and her M.Ed. in Educational Leadership from the University of North Florida	16	26	and a National Leader School by the US Department of Education as well as being listed by the Newsweek magazine as one of the Best Academic High Schools in the country. Knowing that we come to know and experience our own humanity through art, she has tirelessly initiated and supported numerous arts education projects nationally and locally benefiting the students, school, its faculty and staff. She has served as President of Theatre Jacksonville, Uptown Civilians, First Coast Business and Professional Women's Club, and as a Past Director of the BPW Florida Education Foundation. She is a Leadership Jacksonville Alumni, '92. She has served as President of the International Network of Performing and Visual Arts Schools, has served on the Jacksonville Women's Network board and the Mayor's Commission on the Status of Women board. She also has in the past served on the Gateway Girl Scout Council, the Mayor's Insight Committee, the Jacksonville Symphony Education committee, and the Youth Leadership Jacksonville Board of Directors. Awards include: the Eve Award, Florida Times Union, 2002; Florida 2000 Leadership Award/Arts for a Complete Education/ Florida Alliance for Arts Education; National Service Learning Award / US Department of Education, April 2001; Outstanding Arts Educator Award/ Jacksonville Arts Assembly, 1996; Woman of Distinction Award/ Gateway Girl Scout Council, 1995; Woman of the Year/ River City BPW, 1996; Excellence Award for Most Outstanding Drug Education Program /Florida Commissioner of Education, 1988, State Outstanding Leadership Award, University of Florida; Florida Outstanding Administrator Award, Florida Thespians; Outstanding Administrator/Principal, Florida Thespians; Outstanding Leader, Florida Visual Arts.
Assis Principal	Melanie Hammer	Ms. Hammer earned a B.S. in Mathematics Education from the University of Georgia, and a Master's degree in Educational Leadership from the University of North Florida	8	4	2011-2012: Grade N/A Reading mastery 82%, Math mastery 84%, Writing mastery 96%. 2010-2011: Grade B Reading mastery 74%, Math mastery 89%, Writing mastery 95%, Science mastery 72%. AYP not achieved. 2009-2010: Grade N/A Reading mastery 76%, Math mastery 91%, Writing mastery 96%, Science mastery 70%. AYP not achieved. 2007-2008: Grade A Reading mastery 76%, Math mastery 90%, Writing mastery 86%, Science mastery 63%. AYP was achieved. 2008-2009: Grade B Reading mastery 71%, Math mastery 88%, Writing mastery 87%, Science mastery 67%. AYP was not achieved due to our African American subgroup in Reading.
Assis Principal	Lianna Knight	She earned a B.A. in Dance from Sam Houston State University and a Master's degree in Educational Leadership from Stephen F. Austin State University.	7	7	2011-2012: Grade N/A Reading mastery 82%, Math mastery 84%, Writing mastery 96%. 2010-2011: Grade B Reading mastery 74%, Math mastery 89%, Writing mastery 95%, Science mastery 72%. AYP not achieved. 2009-2010: Grade N/A Reading mastery 76%, Math mastery 91%, Writing mastery 96%, Science mastery 70%. AYP not achieved. 2007-2008: Grade A Reading mastery 76%, Math mastery 90%, Writing mastery 86%, Science mastery 63%. AYP was achieved. 2008-2009: Grade B Reading mastery 71%, Math mastery 88%, Writing mastery 87%, Science mastery 67%. AYP was not achieved due to our African American subgroup in Reading.
		Ms. Tuschhoff earned a B.S. from West Point			2011-2012: Grade N/A Reading mastery 82%, Math mastery 84%, Writing mastery 96%. 2010-2011: Grade B

Assis Principal	Tammy Tuschhoff	and a Master's degree in Educational Leadership University of North Florida	4	8	Reading mastery 74%, Math mastery 89%, Writing mastery 95%, Science mastery 72%. AYP not achieved. 2009-2010: Grade N/A Reading mastery 76%, Math mastery 91%, Writing mastery 96%, Science mastery 70%. AYP not achieved.
Assis Principal	Michael Hilliker	Mr. Hilliker earned Bachelor of Science in Sociology from Buffalo State College. Master's in Special Education from The College of New Rochelle. Master's in Educational Leadership from The College of Saint Rose.	2	2	2011-2012: Grade N/A Reading mastery 82%, Math mastery 84%, Writing mastery 96%.

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)
Language Arts	Linda Fralick				

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. Publish in national journals	Art Directors	Ongoing	
2	2. Email Universities	Art Directors, Counselors, Administrators	Ongoing	
3	3. Job Fairs	Administrators	Ongoing	
4	4. Professional Development	Administrators, and professional development committee	Ongoing	
5	5. Mentors	ALL CET trained teachers and PDF	Ongoing	

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
5% (6)	Complete coursework for Reading and ESOL endorsements.

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
121	33.1%(40)	15.7%(19)	24.8%(30)	26.4%(32)	49.6%(60)	64.5%(78)	2.5%(3)	7.4%(9)	7.4%(9)

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
Jeff Hutchman	Theresa Gage	Novice teacher	Lesson planning, observation requirements, general support in subject matter
Alison Lepage	Robyn Bell, Roger Sharp	Novice teacher	Lesson planning, observation requirements, general support in subject matter
Alison Swartz	Dina Barone (Insley)	Novice teacher	Lesson planning, observation requirements, general support in subject matter
Myra Johnson	Allison West	Novice teacher	Lesson planning, Observation requirements, general support in subject matter
Denise Harbin	Jonathan Barnes, Nan Kavanaugh	Novice teacher	Lesson planning, Observation requirements, general support in subject matter
Phyllis Penney	Emily Cargill, Lara Binder, Mayra Fernandez-Torres	Novice teacher	Lesson planning, Observation requirements, general support in subject matter
Kathy Mortensen	Sarah D'Anna	Novice Guidance	Classroom Visit Planning, Protocols for Student Credit Checks, other Guidance Duties, General Support
Jennifer Sample	Matt Morgan	Novice teacher	Lesson planning, Observation requirements, general support in subject matter
Sarah Thurlow	Kathryn Wetzel	Novice teacher	Lesson planning, Observation requirements, general support in subject matter

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

NA

Title I, Part C- Migrant

NA

Title I, Part D

NA

Title II

NA

Title III

NA

Title X- Homeless

NA

Supplemental Academic Instruction (SAI)

NA

Violence Prevention Programs

NA

Nutrition Programs

NA

Housing Programs

NA

Head Start

NA

Adult Education

NA

Career and Technical Education

NA

Job Training

NA

Other

NA

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, Academic and Art Teachers

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?

Our RTI Leadership Team meets weekly to discuss strategies, problem solve, and work to improve grades for all of our students. The Team also meets quarterly with district personnel to evaluate the effectiveness of the plan.

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?

Our RTI Leadership Team meets to evaluate data and progress to determine strategies that can be used to increase student achievement.

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.

Attendance
Completion of student assignments
Students on Probation, defined as below at 2.0 GPA
Increase in proficiency of our African American sub-group
Increase in proficiency of our Economically Disadvantaged sub-group
Genesis reports of referrals by race and gender

Describe the plan to train staff on MTSS.

Professional development will be provided during pre-planning, faculty meetings, and PLC meetings. The Leadership Team will also evaluate additional professional development needs during the school year.

Describe the plan to support MTSS.

The committee will reach out to the faculty to gather feedback on what is and is not working. The committee takes this feedback makes changes to the plan as needed based on faculty input.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Amy Kovalcik, Denise Harbin, Simone Aden-Reid, Susie Cherry, Ron Jones, Debbie Rouse, Margie Corristan, Tammy Tuschhoff

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

The LLT meets quarterly to prepare for the FAIR administration, process, and to review the data. The team will share the results from each administration during faculty meetings and help the faculty to brainstorm on strategies to increase scores.

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

The major initiatives of the LLT is to obtain 86% proficiency in Reading as well as increase our level of proficiency in reading for our African American sub-group from 65% to 70%. A second major initiative is to increase our level of proficiency in reading for our economically disadvantaged subgroup from 67% to 72%.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

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.

During faculty meetings we have an English teacher that provides reading strategy ideas for teachers to use in their classrooms. During Professional Learning Community time, each department outlines and implements reading strategies to be taught in their classes. We spotlight lessons that enhance reading across the curriculum during faculty meetings each month.

*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?

Teachers use real world applications in various subject to help students see the relationship between what is being taught in the classroom and how it will be used in their future. Since we are a dedicated art magnet school our students are trained in their art form to help prepare them for a future in the arts.

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?

•Our guidance department meets with students one-on-one for course recommendations.
•Our art departments and guidance departments provide college nights and helps students prepare college applications and essays.
•Our guidance department provides PSAT and SAT informational meetings.
•We have a part-time guidance counselor dedicated to help students apply for scholarships.

Postsecondary Transition

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

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

Douglas Anderson is greater than the District and State averages on all of the areas indicated on the High School Feedback Report. We will encourage more students to take the SAT and ACT. Guidance counselors will continue to speak with students regarding their post secondary plans. This will include, sharing information and requirements to be eligible for Bright Futures and top colleges, universities, and art conservatories.

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:	Student proficiency on the FACT reading will increase from 84% (512 students of 610) to 86% (572 students of 665) .
2012 Current Level of Performance:	2013 Expected Level of Performance:
84%(512 students of 610)	86% (572 students of 665)

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	1.1. Cultural issues	1.1. FCAT prep, FCAT boot camp	1.1. All teachers, all subjects	1.1. Continue to monitor students on probation	1.1. Monitor individual success on learning strands
2	1.2. Student motivation	1.2. RTI and after school tutoring	1.2. All teachers, all subjects	1.2. Tag students to English tutoring during RTI	1.2. Shared grading on formative assessments, FCAT data, FAIR data, Benchmark data
3	1.3. Behavior& learning variances	1.3. Differentiated classroom instruction	1.3.All teachers, all subjects	1.3. Diagnostic assessments to determine student needs	1.3. Practice FCATs

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The number of students who will achieve above proficiency in reading will increase from 48% (263 students out of 543) to 50% (333 students out of 665)
2012 Current Level of Performance:	2013 Expected Level of Performance:
48% (263 students out of 543)	50% (333 students out of 665)

	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	2.1. Class sizes large so teachers struggle to work with students individually	2.1. Individualized attention during RTI	2.1. Administration and all teachers	2.1. RTI data	2.1. RTI data
2	2.2. Meeting the needs of all students, including high achieving students	2.2. Accelerated programs to encourage high achieving students such as AP classes and masters classes	2.2. Administration and all teachers	2.2. AP scores	2.2. Diagnostic AP tests and FCAT tests
3	2.3 Adequate motivation & reward for high-achieving students	2.3 Enrichment activities for high achieving students, membership to NHS and BRAVO awards	2.3. Administration and all teachers	2.3 Above proficiency FCAT scores in 2013	2.3 Grades

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

	Problem-Solving Process to Increase Student Achievement			
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The Learning Gains in Reading will increase from 69% (421 students out of 610) to 72% (479 students out of 665).

	2012 Current Level of Performance:	2013 Expected Level of Performance:
	69%(421 students out of 610)	72 %(479 students out of 665).

	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	3.1. Behavior and Motivation	3.1. Enrichment activities offered during RTI for successful students	3.1 Administration and English department.	3.1 RTI Data	3.1 2012-2013 Test scores
2	3.2 Poor Reading Skills	Plugged in to Reading, Increase focus on FCAT	Intensive Reading Teachers, and 9th and 10th grade English Teachers	Plugged in to Reading	2013 test scores FAIR data Benchmark data
3	Time	RTI	Administration and RTI committee	RTI data	RTI 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 group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The percentage of students in the bottom quartile who will make learning gains in reading will increase from 68% (104 students out of 153) to 71% (121 students out 118)
2012 Current Level of Performance:	2013 Expected Level of Performance:
68%(104 students out of 153)	71% (121 students out of 118)

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	a.Transportation issues after school	4.1. RTI study halls will help support students struggling with reading	4.1. Administration	4.1. Data from RTI	4.1. Data from RTI
2	4.2. Reading courses are only offered after school & inhibit students from participating in arts related activities, causing resentment	4.2. Continue to brainstorm to find a better solution to the after school reading classes	4.2. Administration and Plugged in to Reading teachers	4.2. Plugged in to Reading grades and reading test results	4.2. Plugged in to Reading grades and reading test results

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 # 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	Our passing rate of student subgroups making Adequate Yearly Progress in reading will increase by 5% in 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black: 70% (75 students out of 108)	Black: 75% (students out of)

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	5A.1. Expectation issues	5A.1. Mentoring and frequent parent contact through Oncourse	5A.1 Reading teachers, English teachers, Guidance.	5A.1. Grades, 2011 test scores	5A.1. Data from RTI, Grades from district and state assessments.
2	5A.2. Cultural acclimation	5A.2. Awareness programs and Empowerment Group	5A.2 Debbie Rouse, Brenda White, Dean's Office	5A.2. Discipline incidents	5A.2. Genesis discipline reports
3	5A.3 .Socioeconomic issues	5A.3. RTI	5A.3 Administration	5A.3. Probationary status	5A.3. Probationary status

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

	Problem-Solving Process to Increase Student Achievement			
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

	Problem-Solving Process to Increase Student Achievement			
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	Our passing rate of student subgroups making Adequate Yearly Progress in reading will increase by 5% in 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (42 students out of 83)	55% (students out of)

	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	Socioeconomic issues	RTI and mentoring	Administrations and arts and academic teachers	Mentoring meetings, RTI team meetings.	Probation lists, FCAT scores, Benchmark scores, FAIR.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Learning Recovery for Plugged in to Reading	9-10/Plugged in to Reading	Intensive Reading Teachers	Plugged in to Reading teachers, District Reading Coach	Early Release	FAIR Testing	English Teachers, Tammy Tuschhoff

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:	
2012 Current Percent of Students Proficient in listening/speaking:	

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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:

2012 Current Percent of Students Proficient in reading:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

3. Students scoring proficient in writing.

CELLA Goal #3:

2012 Current Percent of Students Proficient in writing:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics. Mathematics Goal #2:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3. Florida Alternate Assessment: Percent of students making learning gains in mathematics. Mathematics Goal #3:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Algebra End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	Students achieving proficiency will increase from 84% (103 students out of 123) to 85% (77 students out of 90).
2012 Current Level of Performance:	2013 Expected Level of Performance:
84% (103 out of 123)	85% (77 out of 90)

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	1.1. Low Reading Levels; Different Rates of Cognitive Development	1.1. Implement more word problem practice; High Complexity Problems	1.1. All Math teachers, students and parents.	1.1. Classroom assessments, including but not limited to warm-up, exit slips, and assessments.	1.1. District and State Assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	Algebra Goal #2: Students achieving proficiency will increase from 25% (31 students out of 123) to 30% (27 students out of 90).
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (31 students out of 123)	30% (27 students out of 90)

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 | 2.1. Different Rates of Cognitive Development | 2.1. Implement more word problem practice; High Complexity Problems | 2.1. All Math teachers, students and parents. | 2.1. Classroom assessments, including but not limited to warm-up, exit slips, and assessments. | 2.1. District and State Assessments |

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 # 3A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. Algebra Goal #3B:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

3C. English Language Learners (ELL) not making satisfactory progress in Algebra. Algebra Goal #3C:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

No Data Submitted	

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra. Algebra Goal #3D:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

End of Algebra EOC Goals

Geometry End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Geometry.	Students achieving proficiency will be 85% (116 students

Geometry Goal #1:	out of 340).
2012 Current Level of Performance:	2013 Expected Level of Performance:
We do not have a current level of performance since this is the first time we will administer the Geometry EOC for our school grade. We did have 95% of our students score at or above standard on the practive Geometry EOC for the 2012 school year, but the state has not set the passing score for the actual test this school year.	85% (116 students out of 340)

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	1.1. Low Reading Levels; Different Rates of Cognitive Development	1.1. Implement more word problem practice; High Complexity Problems	1.1. All Math teachers, students and parents.	1.1. Classroom assessments, including but not limited to warm-up, exit slips, and assessments.	1.1. District and State Assessments

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

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

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

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

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.	

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

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

3C. English Language Learners (ELL) not making satisfactory progress in Geometry. Geometry Goal #3C:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry. Geometry Goal #3D:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

No Data Submitted

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3E. Economically Disadvantaged students not making satisfactory progress in Geometry. Geometry Goal #3E:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

End of Geometry EOC Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Agile Mind	9/ Intensive Math	District trainings	Theresa Gage, Robyn Bell	Early Release, PLC	Teacher observations, data from benchmarks and other assessments	Lianna Knight and Math Department Members

Mathematics Budget:

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

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

Florida Alternate Assessment High School Science Goals

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

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

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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:	Student proficiency on the Biology EOC will be 70% (259 out of 370 students)
2012 Current Level of Performance:	2013 Expected Level of Performance:
We do not have a current level of performance for the Biology EOC since this is our first your to administer it for our school grade. We did have 98% of our students score at or above standard for the practice Biology EOC for the 2012 school year, but the state has not set the passing score for this school year.	70% (259 out of 370 students)

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>1.1. Reading Comprehension</td><td>1.1. Reading in content area</td><td>1.1. Sample, Griffen, Souder</td><td>1.1.enchmark Tests, PMA Testing, Diagnostic tests</td><td>1.1.Benchmark data and EOC data</td></tr>
<tr><td>2</td><td>1.2. Practical Math Skills</td><td>1.2. Collaborative planning with math teachers</td><td>1.2. All science and math teachers</td><td>1.2.Benchmark testing, LSA exams</td><td>1.2.Biology EOC, teacher tests</td></tr>
<tr><td>3</td><td>1.3. Facilities Utilization</td><td>1.3.Science classes taught in science lab rooms</td><td>1.3.Curriculum</td><td>1.3.Student data comparing classes taught in non-science classrooms to those taught in science lab rooms.</td><td>1.3.Biology EOC</td></tr>
</table>

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

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

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>2.1.Student placement; high-performing students placed with low-performing students</td><td>2.1.Assign enrichment activities that promote higher-level thinking</td><td>2.1.All Biology teachers</td><td>2.1.Teacher evaluation of enrichment activities assigned</td><td>2.1 Benchmark data, EOC data, formative assessment data</td></tr>
</table>

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
Biology Workshop	9th and 10th Grade/ Biology	District Training	Griffin	2012-2013 school year	Implement activities in classroom	Michael Hilliker and Science Department Chairs
Inform/Insight training	9th and 10th Grade/ Biology	District Trainings	All Science Teachers	Spring 2013	Understanding how to navigate and use Inform and Insight	Sample

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:	Student proficiency on the FACT Writing will increase from 82% (251 students out of 295) to 83% (263 students out of 317).
2012 Current Level of Performance:	2013 Expected Level of Performance:

82% (251 students out of 295)	83% (263 students out of 317)

	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	1.1. Our teachers focus on higher level writing strategies and not the basic essay required by FCAT.	English teachers will provide an FCAT Writing Workshop for all 10th grade students.	1.1. Administrators	Writing benchmarks given by the English Teachers.	1.1. Increase in 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:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
FCAT Writing Rubric	9th and 10th Grade/ English	Kovalcik	All 9th and 10th grade English Teachers	Early Release, PLCs	Writing data	English Department
Shared Writing Strategies	9th and 10th Grade/ English	Rouse - Department Chair	All 9th and 10th grade English teachers	Early Release, PLCs	Writing data	English Department
Shared grading Strategies	9th and 10th Grade/ English	Rouse - Department Chair	All 9th and 10th grade English teachers	Early Release, PLCs	Writing data	English Department

Writing Budget:

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

End of Writing Goals

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in U.S. History. U.S. History Goal #1:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History. U.S. History Goal #2:	

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

	Problem-Solving Process to Increase Student Achievement			
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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:	We will maintain our attendance rate from 2011-2012 to 2012-2013 and decrease our absences and tardies by 1% each.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
96.3%	96.3
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
23% (263 students)	21% (252 students)
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
8% (92 students)	7%(84 students)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students having ongoing medical issues	Daily monitoring of student attendance for excessive absences	Michael Hilliker	Increase in attendance	OnCourse and Genesis Reports
2	Inaccurate recording of student attendance	Notify parents / students by phone and e-mail when 5th absence occurs	Michael Hilliker and Sue Becht	The number of phone calls made that actually reached a parent/guardian.	OnCourse and Genesis Reports

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Attendance Intervention Meetings	All grade levels	Michael Hilliker, Asst. Principal	Attendance Clerk, Asst. Principal, guidance	Quarterly Meetings	Decrease in absences and tardy data	Michael Hilliker

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:	We will decrease our in-school suspensions and out-of-school suspensions by 10%.
2012 Total Number of In—School Suspensions	2013 Expected Number of In-School Suspensions
141 suspensions	127 suspensions
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
73 students	66 students
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
32 out of school suspensions	29 out of school suspensions
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
30 students	27 students
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	Increase student violations of 1 or more class II, III, or IV offenses.	Conflict resolution small group sessions with at-risk students.Conduct Awareness Presentations specific to theft prevention, bullying prevention, and conflict resolution.Conduct student/parent conferences with at-risk students.	Assistant Principals of Student Services	Students are able to solve problems without committing a class II, III, or IV offense.Students will learn tools to prevent theft and bullying.Increased parent involvement.	A significant decrease in student violations of 1 or more class II, III, or IV offenses.

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
Implement Honor Code	All Grade Levels	Tammy Tuschhoff Steering Committee	Steering Committee	2012-2013 school year	Steering Committee Meetings	Tammy Tuschhoff
Issues Based Theatre	All grade levels	Bonnie Harrison and Issues Based Theatre class	Douglas Anderson faculty, staff, and students	2012-2013 school year	Observe activities, school climate survey	RTI Committee

Suspension Budget:

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

End of Suspension Goal(s)

Dropout Prevention Goal(s)

* 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.*	We will maintain a 0% drop out rate and increase our graduation rate by 1%.
2012 Current Dropout Rate:	2013 Expected Dropout Rate:
0% for 2010-20 school year	0% for the 2011-2012 school year
2012 Current Graduation Rate:	2013 Expected Graduation Rate:
98% for 2010-2011 school year	Maintain at least a 98% graduation rate

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Attendance	Attendance Intervention Team will conduct home visits.Hold guidance lessons with students with excessive absences	Michael Hilliker and Guidance	Review Attendance Data and the number of students withdrawn	Attendance Data
2	Correct withdraw codes	Make sure accurate records are kept of where students transfer and withdraw codes are updated.	Guidance	Review data sent containing missing withdraw codes	Data sheet

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.*	Parent Involvement Goal #1:Increase the number of correct phone numbers and addresses in Genesis to 100%.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
75%	100%

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1.Lack of communication between parent and child.	1.1. Publish/Announce meetings via variety of methods--newsletters, on website, flyers home with students, in Spotlight, and parent link.	1.1.Activities Director, Guidance, Administration, Webmaster	1.1.Volunteer Sign-in Log, Sign-in sheets at meetings	1.1.The number of parents at meetings and events
	1.2. Lack of parent understanding of	1.2. Hosting parent informational nights and	1.2. Guidance, Arts Area	1.2. Sign-in sheets for parents in attendance	1.2.The number of parents at

2	academic and arts area requirements	active booster groups, meetings. Program for parents during orientation.	Directors, Tuschhoff	at meetings.	each meeting.
3	1.3. Varying degrees of parent interest in school news and finding a convenient time for all parents to attend.	1.3. Publish/Announce meetings in via variety of methods-- newsletters, on website, flyers home with students, in Spotlight, and via parent link.	1.3. Activities Director, administration, Guidance, Webmaster	1.3. Sign-in sheets for parents in attendance at meetings and noting the number of inquiring phone calls received.	1.3. The number of parents at each meeting.

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
Increase membership in SAC, Booster, and PTSA	All grade levels	Jackie Cornelius, Art Directors	Department Chairs	Steering Committee Meetings	Membership Counts	Jackie Cornelius, Art Directors

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:	

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

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

STEM Budget:

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. CTE CTE Goal #1:	Identify students who will enter as freshman and ladder through CTE for four years.

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student ability to grasp technology concepts at the 9th grade level.	Utilize professional training to provide best lessons to students.	Thayer, Serenati	Students test on professional Certification Exam	Professional Certification 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
Adobe Training	9-12 Cinematic Arts Students	Louis Simmons	Thayer and Serenati	2012-2013 school year	Teachers take test and earn certification	Louis Simmons

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

Additional Goal(s)

Additional Goal #1: Douglas Anderson's minority enrollment will reflect the diversity of the city of Jacksonville population. 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. Additional Goal #1: Douglas Anderson's minority enrollment will reflect the diversity of the city of Jacksonville population. Goal Additional Goal #1: Douglas Anderson's minority enrollment will reflect the diversity of the city of Jacksonville population. Goal #1:	Douglas Anderson's minority enrollment will reflect the diversity of the city of Jacksonville population.
2012 Current level:	2013 Expected level:
DA: White: 65%, Black:21%, Hispanic: 7%, Asian:4%, Indian: 0.4%, Multicultural: 3% City of Jacksonville: White: 64.48%, Black:29.03%, Hispanic: 4.16%, Asian:2.78%, Indian: 0.34%, Multicultural: 1.99%	Increase our African American population by at least 2%.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of knowledge of our program	Recruitment video and packet to all non feeder schools	Magnet Lead Teacher	Application Data, more African American students auditioning	Compare demographic information.
2	Lack of art programs in the district	Work with elementary and middle schools to ensure art programs are of high quality and exist.	Integrated Arts Team	Audition results	Audition and number of students accepted.

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 Additional Goal #1: Douglas Anderson's minority enrollment will reflect the diversity of the city of Jacksonville population. Goal(s)

Additional Goal #2: Encourage, inform, and prepare Douglas Anderson students for the post secondary application process as measured by the percent of students accepted into post secondary institutions by arts areas. 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. Additional Goal #2: Encourage, inform, and prepare Douglas Anderson students for the post secondary application process as measured by the percent of students accepted into post secondary institutions by arts areas. Goal Additional Goal #2: Encourage, inform, and prepare Douglas Anderson students for the post secondary application process as measured by the percent of students accepted into post secondary institutions by arts areas. Goal #1:	Encourage, inform,and prepare Douglas Anderson students for post secondary application process.
2012 Current level:	2013 Expected level:
% of DA graduates in each arts area were accepted into post secondary institutions.	90% of DA graduates in each arts area will be accepted into post secondary institutions.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students not completing applications	Offer College Nights Counsel each senior Varify seniors have taken needed tests. Provide seniors with formal portfolio preparations.	Art Directors and Guidance Counselors	Number of completed applications, exams, and portfolios	The percent of students accepted into postsecondary institutions

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 Additional Goal #2: Encourage, inform, and prepare Douglas Anderson students for the post secondary application process as measured by the percent of students accepted into post secondary institutions by arts areas. Goal(s)

Additional Goal #3: Improve the school's visibility with national, state and local communities as evidenced by an increase in school recognition and collaborations Goal:

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 Additional Goal #3: Improve the school's visibility with national, state and local communities as evidenced by an increase in school recognition and collaborations 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.

No Attachment

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
	$0.00

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

The responsibility of our SAC is to review student achievement data, support DA with ensuring growth toward our School Improvment Plan Goals, and community support.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Duval School District
DOUGLAS ANDERSON SCHOOL OF THE ARTS
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	74%	89%	95%	72%	330	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	67%	79%			146	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?	58% (YES)	79% (YES)			137	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					613	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Duval School District
DOUGLAS ANDERSON SCHOOL OF THE ARTS
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	76%	91%	96%	70%	333	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	71%	79%			150	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?	56% (YES)	78% (YES)			134	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					617	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested