FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: VERO BEACH HIGH SCHOOL

District Name: Indian River

Principal: Shawn O'Keefe

SAC Chair: Ms. Danielle Vogel

Superintendent: Dr. Fran Adams

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)
Principal	Shawn O'Keefe	M.S. Nova Southeastern University Educational Leadership BA -FAU English Certifications: Educational Leadership, School Principal, English 6-12 ESOL K-12	1	9	(Storm Grove Middle)School Grade: 2009-10 School Grade A; 2010-11 School Grade A; 2011-12 School Grade A
Assis Principal	Greg Ahrens	BS University of Southern Mississippi MS Educational Leadership, Florida Atlantic University Certifications:	10	10	School Grade: 2009-10 School Grade B; 2010-11 School Grade B; 2011-12 School Grade B

		Educational Leadership			
Assis Principal	Anne Bieber	BS Oneonta State University MS in Educational Leadership, Nova Southeastern University Certifications: Educational Leadership	12	12	School Grade: 2009-10 School Grade B; 2010-11 School Grade B; 2011-12 School Grade B
Assis Principal	David Humphrey	Bachelor of Science at Glassboro State College Master of Science Educational Leadership, Nova Southeastern University Certifications: Educational Leadership	12	13	School Grade: 2009-10 School Grade B; 2010-11 School Grade B; 2011-12 School Grade B
Assis Principal	David Erickson	Bachelor of Arts, Purdue University English Literature, English Education. Master of Arts, Florida Atlantic University Certifications: Educational Leadership	2	2	School Grade: 2009-10 School Grade B; 2010-11 School Grade B; 2011-12 School Grade B
Assis Principal	Christopher Taylor	Bachelors in Integrated Social Studies Education, Youngstown State Masters in Educational Leadership, California Coast University Certifications: Educational Leadership K-12, Social Studies 6-12	1	1	School Grade: 2008-2009 SRHS Grade A, 2009-2010 SRHS School Grade B, 2010-2011 SRHS School Grade B, 2011-2012 SRHS School Grade B
Assis Principal	Beth Hofer	Bachelors of Science in Hospitality Management- Florida International University Masters in Educational Leadership- American College of Education Certifications: Educational Leadership National Board Teacher Certification Reading K-12, ESOL K-12 English 5-9, English 6-12	1	1	School Grade: 2008-2009 SRHS A,2009-2010 SGMS A, 2010-2011 SGMS A, 2011-2012 SGMS A

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)
N/A	N/A				

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. Strategic Plan Goal 4.0 - The School District of Indian River County will strive to recruit and retain the highest quality personnel, including an emphasis on minority recruitment	Principal	August, 2012	
2	2. Objective 4.1 - The district will continue an aggressive effort to recruit and retain highly qualified personnel.	Principal	August, 2012	
3	3. Objective 4.1.a - The District will expand opportunities to attend job fair and university recruitment programs, in efforts to recruit certified and highly qualified personnel	Principal	August, 2012	
4	4. Objective 4.2 - The District will provide specific support to new teachers during their first three years of teaching.	Principal, Mentor teachers, and New Teacher coach	August, 2012	
5	5. Objective 4.3 - The District will strive to retain highly qualified teachers and administrators, and promote other growth activities.	Principal	August, 2012	
6	1. Strategic Plan Goal 4.0 - The School District of Indian River County will strive to recruit and retain the highest quality personnel, including an emphasis on minority recruitment. 2. Objective 4.1 - The district will continue an aggressive effort to recruit and retain highly qualified personnel. 3. Objective 4.1.a - The District will expand opportunities to attend job fair and university recruitment programs, in efforts to recruit certified and highly qualified personnel. 4. Objective 4.2 - The District will provide specific support to new teachers during their first three years of teaching. 5. Objective 4.3 - The District will strive to retain highly qualified teachers and administrators, and promote other growth activities. 6. Objective 4.4 - The District will ensure proper accountability for all employees through an appropriate assessment system based on data.	Principal	August, 2012	

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
VBHS does not have any instructional staff that has received a less than effective rating and is out-of-field.	Teachers/staff are encouraged to continue to develop professionally and keep certification current. District provides inservice days for professional development.

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
146	5.5%(8)	17.1%(25)	41.1%(60)	37.0%(54)	35.6%(52)	99.3%(145)	10.3%(15)	3.4%(5)	79.5%(116)

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
Rachel Serra	District Teacher Mentor	1st and 2nd Year Teachers/Reading Coach	Mentors and peer teachers are provided for all teachers who are hired new to the district. Mentors offer training for new teachers in on-going sessions/meetings throughout the year. They work as a team with the group of new teachers as well as with individual teachers. It is a "proactive" position - helping new teachers to be prepared for upcoming events (ex. report cards, attendance procedures, open house, parent conferencing, roles of support personnel, training specific to your school site, etc) - a structured program of support for new teachers. Mentor teachers keep logs of their contacts with new teachers and are paid an hourly stipend for their work. Mentor teachers will be members of support teams for new teachers who are in the Alternative Certification Program. Peer teachers are the "buddy" teachers who teach (preferably) the same subject or grade level. They are not responsible for formal training, but rather assist the new teacher in an informal way on an "as-needed" basis. Peer teachers may be members of support teams for new teachers who are in the Alternative Certification Program. They provide a less structured support for new teachers. Peer teachers receive up to 20 in-service points for the year for assisting a new teacher and should not be assigned to more than two new teachers (if possible, only to one new teacher).
Danielle Vogel Greg Ahrens- Assistant Principal	new teachers to VBHS	Learn about the school culture, technology used, and classroom management	monthly meetings classroom visits

| | | strategies | |

ADDITIONAL REQUIREMENTS

Coordination and Integration

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

N/A

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

> The school-based RtI Leadership Team is comprised of the following members: principal, assistant principals, ESE contact, ELL contact, school psychologist, classroom teachers, RtI/Inclusion Facilitator, and guidance staff.

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/RtI Leadership Team will meet regularly to review universal screening data, diagnostic data, and progress monitoring data. Based on this information, the team will identify the professional development activities needed to create effective learning environments. After determining that effective Tier Core Instruction is in place, the team will identify students who are not meeting identified academic targets. The identified students will be referred to the school-based RtI Leadership Team.
> The MTSS team will use the Problem Solving Model to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each case will be assigned a case liaison to support the interventionist (e.g., teacher, RtI/Inclusion Facilitator, guidance counselor) and report back on all data collected for further discussion at future meetings.
>
> 1. VBHS Differentiation and MTSS (RTI) Implementation/Goals 2012-13
> Recurring Semester Process/Outcomes for Differentiation and MTSS (RTI)
> A. Initial Questions to answer:
> • How will we provide additional support for students who experience initial difficulty in a way that is timely, directive, and systematic? How will we adapt and create new strategies for unique student needs and situations?
> • How will we enrich and extend the learning for students who already know it?
> • Who is available to assist our team in responding to our students? (Good time for volunteer tutors, parents, etc. to come in and assist teachers.)
> B. Classroom teachers, Resource Specialists, RTI/MTSS Teams, etc. work together to
> • Plan for and instruct "flexible groups" of students identified for intervention, extension, and enrichment.
> • Deliver intervention or enrichment services to supplement (not supplant) new, direct classroom instruction.
> • Provide practice and reinforcement in study, test taking, critical thinking, and problem solving skills.
> C. Assess our response for struggling students MTSS/RTI system using the following questions:
> • Are our students assured extra time and support for learning?
> • Is our response timely? How quickly are we able to identify the students who need extra time and support? Does our focus prompt intervention or enrichment rather than sluggish remediation?
> • Is our response directive rather than invitational? Are students invited to put in extra time or does our system ensure that they put in extra time?
> • Is our response systematic? Do students receive this intervention or enrichment according to a school wide plan rather than at the discretion of individual teachers?
> D. Differentiate in the following ways:
> 1. Quantity
> 2. Time
> 3. Level of support
> 4. Delivery
> 5. Difficulty
> 6. Student output
> 7. Participation
> 8. Alternate goals
> 9. Substitute curriculum

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?

> A team representative met with the SAC to help develop the SIP. The previous year's data, information on Tier 1, Tier 2, and Tier 3 targets was used to set clear expectations for instruction and align processes and procedures.

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.

Vero Beach high School used the following data: Florida Comprehensive Assessment Test (FCAT) , Curriculum Based Measurement, Quarterly Benchmarks,Progress Monitoring and Reporting Network (PMRN, Comprehensive English Language Learning Assessment(CELLA, FAIR, Office Discipline Referrals, Retentions, Absences, Graduation rate, AP enrollment and passing, Student GPAs, and Credit recovery programs.

Describe the plan to train staff on MTSS.

Staff will meet with school administrator and district personnel to receive information as it relates to MTSS/RtI along with follow-up meetings with departments to verify the implementation of the model. Professional development will be provided to a team from each of the feeder schools. Two days of professional development will occur prior to the beginning of the school year and an additional 3 days of professional development will occur throughout the school year. The district MTTS/RtI specialist has presented to all principals and is scheduled to return to provide additional technical assistance. There is a cadre of district team members that have been participating in state training events and sub committees have been working on the academic and behavior tiers. Tools are being developed by the district to assist in implementation. They include a web-based program to identify behavioral interventions as well as a mini-assessment tool through PM2.

Describe the plan to support MTSS.

With regularly meetings and progress monitoring, students will better be able to work through academic and behavioral issues. Teacher professional development at faculty meetings will further support the efforts of MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Principal,Assistant Principals,Department Chairs

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

The Literacy Leadership Team meets monthly to discuss efforts schoolwide. The meeting is run by administration and the team discusses updates from PLC's, data collection, Staff Development training sessions.

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

The major initiatives will be district-adopted i.e Professional Learning Communities, Marzano Art and Science of Teaching, and Grading Policies.

VBHS will also be using its own ACADEMIC PLAN which incorporates Ruby Payne strategies, high-yield instructional strategies from Marzano's Art and Science of Teaching, and Data Monitoring Forms to assist with progress monitoring.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

Through staff development and careful planning, teachers are being trained with Common Core literacy strategies for the school year 2012-2013. The Comprehension Instructional Sequence will be implemented in select classroom with a goal of implementing whole school for the school year 2014-2015.

Utilizing the Individualized Professional Development Plan, Best Practices will be a continuous strategy that emphasizes the proper implementation of lessons that are designed to impact student growth. Each teacher must prepare a plan that is monitored by the chair persons and administrators. It will be based on the current achievement levels and current data trends.

*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 VBHS Guidance Counselors provides a hands on approach that designs students curriculum geared towards each students basic interest.

In an integrated course, each student is encouraged to think about his/her future plans and to design his/her own curriculum accordingly by way of a carefully planned portfolio. It is regarded as important to provide students with opportunities to learn, and guidance to help students discover their own personality as they think about their future plans. In order to achieve this, guidance counselors at this school provide students with the training that is needed to prepare for the future.

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?

We plan their courses work for high school starting in the 8th grade through the E-PEP process and update each year.

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

There is widespread agreement among policymakers, the business community, and Indian River County School District that the U.S. must raise the educational achievement of its young population. In a 21st century labor market, all high school students must graduate with the knowledge and skills needed to succeed in some form of postsecondary education. Therefore, it is critical that VBHS correlates activities that articulates high school level goals with that of the local postsecondary institutions. VBHS has a high population of Duel Enrollment students and Advanced Placement. In addition to the college prep programs, VBHS has aligned its curriculum with that of the colleges that students have shown an interest in.

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 in grades 9 and 10 who performed at FCAT level 3 in reading will raise proficiency level by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
24.83% of the students in grades 9-10 (up from 24%)	35% of students in grades 9-10 will be proficient

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Testing during the school year takes away valuable teaching time.	Will continue to include remediation programs/opportunities. Will have teachers work an additional class period for Reading, Math, and Science remediation.	Chairpersons.	The remediation program is called Study Island. It has a measuring component that gives teachers real time results that parallel the new standards.	Study Island, Benchmark Assessment results, PM2
2	Low student motivation	Professional development for teachers, teacher resources, FCAT incentives and after school FCAT preparatory classes, data wall, tutoring for students, data chats with students, use of Indian River County Core Curriculum, use of technology to increase student participation, remediate and allow for research, enrichment.	Principal, Assistant Principal, Department Chair	Data gathering from benchmark assessment, ongoing observation by teachers, Department Chair	Classroom monitoring,quizzes, tests and projects, district benchmark assessments.
3	Lack of parental support	Teachers contact parents to keep them informed of student progress	Principal, Assistant Principal, Department Chair	Teachers keep journal of contacts	Teachers notes
4	Computer availability for assessments limits availability of technology access for instruction	The School will increase the amount of available computers and student lab time by removing from teachers' classrooms those computers that are not used daily.	Principal, Assistant Principals and Teachers	Teacher lesson plans, school computer lab and classroom inventories	Lab and classroom computer inventories

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.	To raise the % of students scoring in the level 4,5,or 6 range

Reading Goal #1b:

2012 Current Level of Performance:	2013 Expected Level of Performance:
7 students out of 18 assessed score either level 4,5 or 6	50% of students assessed scoring in the SUPPORTIVE range

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 parental support and challenging materials at home	teachers available afterschool for tutoring, online tutorials, use of Study Island	Dept Chairs	Progress Monitoring	Benchmark scores, Common Assessments

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	In grades 9 and 10, there will be a 10% increase in proficiency for reading on the 2013 FCAT Reading Test.

2012 Current Level of Performance:	2013 Expected Level of Performance:
33.2% up from 24% students in grades 9-10	43% students in grades 9-10 will be proficient

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	There is a need for more computers that allow students to test on-line.	Increase the number of computers that are capable of functioning based on the required specs	Chairpersons	Management of the curriculum by way of pacing guides, frequent classroom observations, and aligning the IPDP's to the New Standards. Results are to be re-evaluated quarterly.	Benchmark results
2	Burdensome district, state, and national asssessment and accountability requirements.	Maximize available teaching time through professinal development.	Principal, Assistant Principals and Teachers	IPDP's, lesson plans, observations, and student products and test results	Professional Development calendar and rosters
3	Low student motivation	Professional development for teachers, teacher resources, CIM, FCAT incentives and after school FCAT preparatory classes, data wall, tutoring for students, data chats with students, use of Indian River County Core Curriculum, use of technology to increase student participation, remediate and allow for research, enrichment.	Principal, Assistant Principal, Department Chair	Ongoing observation by administration a nd department chairs	Teacher lesson plans, fidelity reviews and PLC discussions
	Lack of parental	Teachers contact	Principal,	Teachers keep journal	Teachers notes

| | 4 | support | parents to keep them informed of student progress | Assistant Principal, Department Chair | of contacts | |

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:	To raise the % of students scoring at level 7,8, or 9 by 20%
2012 Current Level of Performance:	2013 Expected Level of Performance:
3 out of 18 assessed scored at level 7 8 out of 18 assessed scored at level 8 0 out of 18 assessed scored at level 9	75% of students assesed scoring at level 7, 8, or 9

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 parental support strategies	Frequent parent conferences to share ideas of how parents can help at home	ESE teachers / ESE Resource Specialist	progress monitoring	common assessments
2	lack of differentiated instruction in reading	Use PD360 and PLCs to foster better practices	Administration	Progress Monitoring of students and teachers' professional development	common 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:

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	VBHS students in grades 9 and 10 will increase learning gains in reading by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not available	75% students in grades 9-10

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Differentiated Instruction strategies limited	More Staff Development for teachers	All	Progress Monitoring	Benchmark Data, common assessments
2	Parental Support	more parent involvement and sharing of strategies via e-mail, teacher website, or teacher newsletters	Dept Chairs	Progress Monitoring	Benchmark Data, common assessments, FOCUS website
3	Not enough instructional time for remediation	Remediation in class as well as after school using Study Island	Principal, Assistant Principals and Teachers	Student schedules and computer lab logs	Study Island data reports
	Lack of parental	Teachers contact	Principal,	Teachers keep journal	Teachers notes

4	support	parents to keep them informed of student progress	Assistant Principal, Department Chair	of contacts	
5	Poor attendance	Offer after school FCAT preparatory classes, data chats, phone calls to homes by teachers and parent liaisons, regular incentive meetings.	Principal, Assistant Principals, Department Chair	Student attendance increase data	eSembler, Study Island, PM2

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:	VBHS will increase % of students making learning gains on FAA by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
DATA UNAVAILABLE	DATA UNAVAILABLE

<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>lack of support and daily reinforcement outside of school</td><td>provide reading materials to take home with strategies for parents to assist students with reading comprehension</td><td>Resource Specialist, ESE teachers</td><td>Progress Monitoring</td><td>Benchmark tests, common assessments, AR quizzes</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:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	Students in the lowest 25% will show learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
data unavailable	data unavailable

<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>Excessive absences - Attendance is key for increasing student achievement in the Lowest 25%.</td><td>More perental communication. Increase Staff Development on new trends relating to student attendance issues.</td><td>Principal</td><td>Attendance rate comparisons from year to year and day to day. Research more incentives to increase attendance levels</td><td>Student attendance reports by teacher.</td></tr>
<tr><td></td><td>Lack of Uninterupted Teaching Time</td><td>Less extracurricuar distractions and optimize</td><td>Principal, Assistant Principals and</td><td>Administrative monitoring, classroom observations</td><td>Classroom Walk-through's, monitor</td></tr>
</table>

	2		available teaching time, mandatory tutorials for athletes through the SCORE program	Teachers	and fidelity reviews	and modify school calendar to meet the needs of targeted students
	3	Low student motivation	Professional development for teachers, teacher resources, FCAT incentives and after school FCAT preparatory classes, data wall, tutoring for students, data chats with students, use of Indian River County Core Curriculum and research based programs such as Read 180, Study Island, placement of low level students in double blocked reading classes, use of technology to increase student participation, remediate and allow for research, enrichment.	Principal, Assistant Principal, Department Chair, Literacy Leadership Team	Classroom walk-through's and monitoring by Administration and Department Chairs, PLC discussions	Classroom observations, fidelity reviews, and teacher lesson plans and IPDP's
	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 # 5A :

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	All subgroups will make improvements to decrease the % of students not making progress by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black 69.6% (256) Hispanic 56.43%(148) Asian 35.6% (10) American Indian 50% (2) White 32.24% (393)	Black 59%; Hispanic 46%; Asian 25%; American Indian 40%; White 22%
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	less one on one instruction with an extensive amount of testing time outside of the classroom	Increase the teachers knowledge using differentiated accountability strategies. Encourage more parental involvement and offer	Administrators and teachers	Two real time remediation programs (Study Island and FCAT Explorer) that teachers will utilize to increase the relevance of core subject content. An	Marzano Art and Science of Teaching Teacher Evaluation Model

1		several more incentive programs that encourage participation		item analysis will be included in every report based on student proficiency which will lead to a more aligned formative assessment	
2	Lack of Uninterupted Teaching Time	Less extracurricuar distractions and optimize available teaching time, mandatory tutorials for athletes through the SCORE program	Principal, Assistant Principals and Teachers	Administrative monitoring, classroom observations and fidelity reviews	Classroom Walk-through's, monitor and modify school calendar to meet the needs of targeted students
3	Poor attendance	Offer after school FCAT preparatory classes, data chats, phone calls to homes by teachers and parent liasons.	Principal, Assistant Principal, Department Chair	Student attendance increase data	Attendance reports
4	Lack of parental support	Teachers contact parents to keep them informed of student progress	Principal, Assistant Principal, Department Chair	Teachers keep journal of contacts	Teachers notes

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:	To decrease the % of ELL students not proficient by 25%
2012 Current Level of Performance:	2013 Expected Level of Performance:
96% (48) of ELL	70% of ELL

	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	Language Barrier	Utilize Rosetta Stone Program	Jimmie Kouns	Progress Monitoring	Data from Rosetta Stone Program
2	Lack of parental support due to language Barriet	Communication with parents about strategies to use at home	Jimmie Kouns	Progress Monitoring	Parent teacher conferences
3	language barrier	provide afterschool tutoring sessions to increase proficiency in reading	Jimmie Kouns Administration	Progress Monitoring	Benchmark Scores, FAIR data, etc.

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:	VBHS will decrease the number of students with disabilities not making satisfactory progress in reading by 25%
2012 Current Level of Performance:	2013 Expected Level of Performance:
84% of all SWD students did not make satisfactory progress	41% of SWD students will reach proficiency level

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	lack of time and resources for individualized strategies	use differentiated instruction strategies PD360, District In-Service	Dept Chairs/Administration	Progress Monitoring	Benchmark Data, Common Assessments
2	Not enough instructional time for remediation	Remediation in class as well as after school using Study Island	Principal, Assistant Principals and Teachers	Student schedules and computer lab logs	Study Island data reports

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:	VBHS will decrease the number of ED students not making progress (proficient) by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
ED 58% (377) students in grades 9-10 not proficient	52% of ED students will reach proficiency

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Poor attendance	Offer after school FCAT preparatory classes,Study Island data chats, phone calls to homes by teachers and parent liasons.	Principal, Assistant Principal, Department Chair	Student attendance increase data	eSembler. PM2
2	Low student motivation, lack of prerequisite skills, lack of after school transportation	Professional development for teachers, teacher resources, Study Island, FCAT incentives and after school FCAT preparatory classes, data wall, tutoring for students, data chats with students, use of Indian River County Core Curriculum and research based programs such as Read 180, FCAT Explorer, placement of low level students in double blocked reading classes, use of technology to increase student participation, remediate and allow for research, enrichment, provide bus passes.	Principal, Assistant Principal, Department Chair, Literacy Leadership Team	Data gathering from benchmark assessment, ongoing observation by teachers, department chair	Classroom monitoring, quizzes, tests and projects, district benchmark assessments
	Lack of parental support	Teachers contact parents to keep them informed of student	Principal, Assistant Principal,	Teachers keep journal of contacts	Teachers notes Professional Development (PD)

3		progress		Department Chair		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.
4	Not enough instructional time for remediation	More remediation using PM2 data, Benchmark, and AR		Principal, Assistant Principals and Teachers	Data from Study Island, AR, and Benchmarks. Monitoring of course completion through the professional development tracking system.	Data 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
READ 180 training	9-12	Scholastic	Read 180 teachers	September 2012	Classroom Walkthroughs	Dept Chair/Administration
Marzano Training-Art and Science of Teaching	9-12	District In-services	Reading teachers 9-12	October 2012	Classroom Walkthroughs	Administration/Dept Chair
PD topic-Data Monitoring	9-12	Administration	All content area teachers 9-12	October 2012	Conferences with teachers and classroom walkthroughs	Administration

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

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:	VBHS's goal for students proficient in listening/speaking is 35%.

2012 Current Percent of Students Proficient in listening/speaking:

33% (19) of students in Listening/Speaking scored proficient

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	lack of parental help with the language	utilize weekly check-in with Mr. Kouns/ utilize homework help afterschool tutoring to assist with schoolwork	Mr. Kouns	progress monitoring	CELLA, classroom 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:	VBHS has a goal of 15% of students scoring proficient in reading

2012 Current Percent of Students Proficient in reading:

7% of students (4) scored 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
1	lack of help at home with reading comprehension	homework help with Mr. Kouns weekly checkin with Mr.	Mr. Kouns	progress monitoring	CELLA/ benchmark tests / classroom assessments

		Kouns			

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

3. Students scoring proficient in writing. CELLA Goal #3:	VBHS has a goal of 15% of students scoring proficient in writing

2012 Current Percent of Students Proficient in writing:

7% (4) of students scores 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
1	lack of writing skills and help at home with writing	Afterschool homework help with Mr. Kouns	Mr. Kouns	classroom assessemnts in writing	common assessments/ CELLA testing / LAS LINKS

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:	To decrease % of students scoring in the Supportive range and move them to the Independent range (7,8,9)
2012 Current Level of Performance:	2013 Expected Level of Performance:
2/17 students scored at level 4,5, or 6	95% of students will score in the INDEPENDENT range

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 basic math skills	Tutoring/individual remediation	ESE Resource Specialist/Administration	Data Monitoring	Common 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. 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 Pesformance:	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:	Our school goal for the 2012-2013 school year is to increase the percent of students achieving a level 3 or above by 8 percentage.
2012 Current Level of Performance:	2013 Expected Level of Performance:
The results of the 2012 Algebra I EOC assessment show 24.7% (80) achieving a level 3 or above.	The School will increase the percentage of students earning a passing EOC score to 32%(104).

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	Based on the 2012 Algebra I EOC results students were most deficient in the area of Rational Expressions, Radicals, Quadratics, and Discrete Mathematics.	Provide teachers with opportunities to meet to share and provide examples of best practices such as differential instruction techniques and learning centers dealing with rational expressions, radicals, quadratics, and discrete mathematics.	Administration Team	Administrative walk through Data chats within department and with students. Debriefing of Interim Data results.	Formative: Pacing Guides Interim: Benchmark Test and Semester Exam Grades, and Semester Grades in Algebra I Summative: Algebra I 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 Algebra. Algebra Goal #2:	Our school goal for the 2012-2013 school year is to increase the percent of students achieving a level 4 by 3 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
The results of the 2012 Algebra I EOC assessment show 0.93% (3)achieving a level 4.	The School will increase the percentage of students earning a level 4 to 4%(13).
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of parental support in Algebra	Study Island when available, FCAT explorer, FOCUS website for common assessment	Dept Chairs	progress monitoring of assessments	Benchmark tests, common assessments
2	Based on the 2012 Algebra I EOC results students were most deficient in the area of Rational Expressions, Radicals, Quadratics, and Discrete Mathematics	. Provide teachers with opportunities to meet to share and provide examples of best practices such as differential instruction techniques and learning centers dealing with rational expressions, radicals, quadratics, and discrete mathematics	Administration Team	Administrative walk through Data chats within department and with students. Debriefing of Interim Data results.	Formative: Pacing Guides Interim: Benchmark Test and Semester Exam Grades, and Semester Grades in Algebra I Summative: Algebra I EOC

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Algebra Goal #
	The goal of AMO-2 is to reduce the percent of non-proficient students by 50% over 6 years. The results of the 2012 Algebra I EOC show 75% of students were non-proficient.
	3A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	75%	64%	60%	53%	46%	

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:	VBHS's goal for Algebra EOC for all subgroups is to increase % of proficiency by 15%
2012 Current Level of Performance:	2013 Expected Level of Performance:
White -73% (125/171) of students did not make satisfactory progress Black, Non-Hispanic -78% (78 of 100) of students did not make satisfactory progress Hispanic -79% (52/66) of students did not make satisfactory progress Asian -33% (1/3) of students did not make satisfactory progress American Indian -100% (2/2) of students did not make satisfactory progress	White 73% down to 58% Black 78% down to 63% Hispanic 79% down to 14% Asian 33% down to 18% American Indian 100% down to 85%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Based on the 2012 Algebra I EOC results students in the Hispanic, Black , and White subgroups were most deficient in the area of rational expressions, radicals, quadratics, and discrete mathematics.	Provide teachers with opportunities to meet to share and provide examples of best practices such as differential instruction techniques and learning centers dealing with rational expressions, and radicals, quadratics, and	Administration Team	Administrative walk through Data chats within department and with students. Debriefing of Interim Data results.	. Formative: Pacing Guides Interim: Benchmark Test and Semester Exam Grades, and Semester Grades in Algebra I Summative:

					Algebra I EOC

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

3C. English Language Learners (ELL) not making satisfactory progress in Algebra. Algebra Goal #3C:	Our goal for the 2012-2013 school year is to increase the percent of ELL students earning a passing EOC score by 15 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
The results of the 2012 Algebra I EOC show that 88.89% [16] of ELL students did not make satisfactory progress.	The School will increase the percentage of students earning a passing EOC score to 26%(5).

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Language Barrier	Utilize Rosetta Stone Program	Jimmie Kouns	Progress Monitoring	Data from Rosetta Stone Program
2	Lack of parental support due to language Barriet	Communication with parents about strategies to use at home	Jimmie Kouns	Progress Monitoring	Parent teacher conferences
3	Based on the 2012 Algebra I EOC results students were most deficient in the area of rational expressions,radicals, quadratics, and discrete mathematics.	Provide teachers with opportunities to meet to share and provide examples of best practices such as differential instruction techniques and learning centers dealing with rational expressions, radicals, quadratics, and discrete mathematics.	Administration Team	Administrative walk through Data chats within department and with students. Debriefing of Interim Data results.	Formative: Pacing Guides Interim: Benchmark Test and Semester Exam Grades, and Semester Grades in Algebra I Summative: Algebra I EOC

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra. Algebra Goal #3D:	Our goal for the 2012-2013 school year is to increase the percent of SWD students passing the EOC by 15 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
The results of the 2012 Algebra I EOC show that 87.1% (54) of SWD students did not make satisfactory progress.	The School will increase the percentage of SWD students earning a passing EOC score to 27%.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	lack of time and resources for individualized strategies	use differentiated instruction strategies PD360, District In-Service	Dept Chairs/Administration	Progress Monitoring	Benchmark Data, Common Assessments

2	Based on the 2012 Algebra I EOC results students were most deficient in the area of rational expressions, radicals, quadratics,and discrete mathematics.	. Provide teachers with opportunities to meet to share and provide examples of best practices such as differential instruction techniques and learning centers dealing with rational expressions, radicals, quadratics, and discrete mathematics.	Administration Team	Administrative walk through Data chats within department and with students. Debriefing of Interim Data results.	Formative: Pacing Guides Interim: Benchmark Test and Semester Exam Grades, and Semester Grades in Algebra I Summative: Algebra I EOC

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

3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:	Our goal for the 2012-2013 school year is to increase the percent of ED students by 15 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
The results of the 2012 Algebra I EOC shows that 67.74% [105] of ED students did not make satisfactory progress.	The school will increase the percentage of ED students earning a passing EOC score to 47%.

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 parental support	Teachers contact parents to keep them informed of student progress	Principal, Assistant Principal, Department Chair	Teachers keep journal of contacts	Teachers notes 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.
2	Based on the 2012 Algebra I EOC results students were most deficient in the area of rational expressions, radicals, quadratics, and discrete mathematics.	Provide teachers with opportunities to meet to share and provide examples of best practices such as differential instruction techniques and learning centers dealing with rational expressions, radicals, quadratics, and discrete mathematics.	Administration Team	Administrative walk through Data chats within department and with students. Debriefing of Interim Data results.	. Formative: Pacing Guides Interim: Benchmark Test and Semester Exam Grades, and Semester Grades in Algebra I Summative: Algebra I EOC

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:	Our goal for the 2012-2013 school year is to increase the percentage of the students scoring in the middle third by 8 percentage points.
	2012 Current Level of Performance:	2013 Expected Level of Performance:
	The results of the 2012 Geometry EOC assessment indicate that 30% [199] of the students scored in the middle third.	THe school will increase the percentage of students in the middle third to 38% [253].

<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	Based on the 2012 Geometry Baseline results students were mots deficient in the area of three-dimensional geometry.	Provide teachers with opportunities to meet to share and provide examples of best practices such as differential instruction techniques and learning centers dealing with three-dimensional geometry.	Administration Team	Administrative walk through Data chats within department and with students. Debriefing of Interim Data results.	Formative: Pacing Guides Interim: Benchmark Test and Semester Exam Grades, and Semester Grades in Geometry Summative: Geometry EOC

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

	2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	Our goal for the 2012-2013 school year is to increase the percentage of the students scoring in the upper third by 5 percentage points.
	2012 Current Level of Performance:	2013 Expected Level of Performance:
	The results of the 2012 Geometry EOC assessment indicate that 29% [193] of the students scored in the upper third.	The school will increase the percentage of students earning a score in the upper third to 34% (226)

<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	Lack of parental support in Algebra	Study Island when available, FCAT explorer, FOCUS website for common assessment	Dept Chairs	progress monitoring of assessments	Benchmark tests, common assessments
2	Based on the 2012 Geometry Baseline results students were mots deficient in the area of three-dimensional geometry.	Provide teachers with opportunities to meet to share and provide examples of best practices such as differential instruction techniques and learning centers dealing with three-dimensional geometry.	Administration Team	Administrative walk through Data chats within department and with students. Debriefing of Interim Data results.	. Formative: Pacing Guides Interim: Benchmark Test and Semester Exam Grades, and Semester Grades in Geometry Summative: Geometry EOC

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Geometry Goal #
	3A : The goal of AMO-2 is to reduce the percent of non-proficient students by 50% over 6 years. The results of the 2012 Geometry EOC show 41%of students were non-proficient.

Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	41%	35%	30%	25%	

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
1	Language Barrier	Utilize Rosetta Stone Program	Jimmie Kouns	Progress Monitoring	Data from Rosetta Stone Program
2	Lack of parental support due to language Barriet	Communication with parents about strategies to use at home	Jimmie Kouns	Progress Monitoring	Parent teacher conferences

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

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

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	lack of time and resources for individualized strategies	use differentiated instruction strategies PD360, District In-Service	Dept Chairs/Administration	Progress Monitoring	Benchmark Data, Common Assessments

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

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

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of parental support	Teachers contact parents to keep them informed of student progress	Principal, Assistant Principal, Department Chair	Teachers keep journal of contacts	Teachers notes 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.

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
Bell Ringers and Pacing Guide	Algebra, Geometry, and Algebra 2	Math Department Chair	Math Department	2nd Tuesday of each Month	Administrative Walk Through	Administrative Team
Understanding EOC and Data	Algebra, Geometry, and Algebra 2	Math Department Chair	Math Department	2nd Tuesday of each month	Administrative Walk Through	Administrative Team
Sharing of Best Practices	Algebra and Geometry	Math Department Chair	Math Algebra and Geometry Planning Teams	2nd Tuesday of Each Month	Administrative Walk Through	Administrative Team
Online Textbook Information	Algebra, Geometry, and Algebra 2	Math Department Chair	Math Department	2nd Tuesday of each month	Administrative Walk Through	Administrative Team

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			$2,830.00
			Subtotal: $2,830.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Attend all in-service meetings provided by the school district that discuss understanding data from the EOC.	Time	None needed	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Attend all in-service meetings provided by the district that discuss strategies in teaching common core and EOC standards.	Time	None Needed	$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: $2,830.00

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:	Students achieving proficiency in science will demonstrate improvment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (193) scored in the lowest third; 27% (158) in the	

| | | middle third and 40% (234) in the highest third on the biology EOC | | 50% (360) of students will score level 3 or higher | |

| | | middle third and 40% (234) in the highest third on the biology EOC | 50% (360) of students will score level 3 or higher |

middle third and 40% (234) in the highest third on the biology EOC	50% (360) of students will score level 3 or higher

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Testing during the school year takes away valuable teaching time.	Will continue to include remediation programs/opportunities. Will have teachers work an additional class period for Reading, Math, and Science remediation.	Chairpersons.	The remediation program is called Study Island. It has a measuring component that gives teachers real time results that parallel the new standards.	Study Island, Benchmark Assessment results, PM2
2	Low student motivation	Professional development for teachers, teacher resources, FCAT incentives and after school FCAT preparatory classes, data wall, tutoring for students, data chats with students, use of Indian River County Core Curriculum, use of technology to increase student participation, remediate and allow for research, enrichment.	Principal, Assistant Principal, Department Chair	Data gathering from benchmark assessment, ongoing observation by teachers, Department Chair	Classroom monitoring,quizzes, tests and projects, district benchmark assessments.
3	Lack of parental support	Teachers contact parents to keep them informed of student progress	Principal, Assistant Principal, Department Chair	Teachers keep journal of contacts	Teachers notes
4	Teacher knowledge of Marzano's Framework (Art and Science of Teaching)	Teacher knowledge will increase by implementing a book study PLC using Marzano's book "Classroom Instruction that Works" during our monthly science department meetings. Durning the first meeting we will get the first chapter to read through on our own time and implement in our classroom. Second meeting...we will bring "Artifacts" of our student's work to show and tell about. At the same meeting we will give out the next chapter in which we will read through and practice with in that month. We will then repeat the process for each department meeting.	Department Chair Science Department Marzano Mentor	Data gathering from benchmark assessment, ongoing observation by teachers, Department Chair	Classroom monitoring,quizzes, tests and projects, district benchmark 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 Biology. Biology Goal #2:	The percentage of students showing high level performance will increase
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (193) scored in the lowest third; 27% (158) in the middle third and 40% (234) in the highest third on the biology EOC	20% (125) of students will score level 4 or higher.

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

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

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

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

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			$28,646.26
			Subtotal: $28,646.26
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			$804.00
			Subtotal: $804.00
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
	Science lab supplies		$19,172.17

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:	14% Increase in the percentage of students scoring at or above 3.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
81% students in grade 10	95% students in grade 10.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Less one to one instruction for struggling writers	Common goals for all core content areas that will develop writing skills	Assistant Principal and Language Arts Chair	Basic Skills Development	Current results from classroom teachers, Write Source, PLC Chats
2	Students lack necessary prerequiste skills.	Teachers in all disciplines will require writing assignments to be scored using a rubric and will review assignments with students to demonstrate corrections needed, use of technology to increase student participation, remediate and allow for research enrichment.	Principal, Assistant Principal, Coaches, Department Chairs, Literacy Leadership Team	Writing assignments will be scored using FCAT writing rubrics	Classroom assignments, district writing assignments and rubrics
3	Vagueness of requirements for scored essays	Teachers in all disciplines will emphasize the use of details and elaboration in all writing assignments. Language Arts teachers will incorporate conventions into instruction.	Assistant Principal and Language Arts Chair	Writing assignments will be scored using the FCAT Writing rubrics developed by the Language Arts department with emphasis on details and conventions.	Classroom assignments, district writing prompts and rubrics.

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:	16% increase in the percentage of students scoring at 4.0 or higher.

2012 Current Level of Performance:	2013 Expected Level of Performance:
34% students in tenth grade	50% students in tenth grade.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Vagueness of state requirements for scoring at 4.0 or above.	Teachers in all disciplines will emphasize the use of details and elaboration in all writing assignments. Language Arts teachers will incorporate conventions into instruction.	Assistant Principal and Language Arts Chair	Writing assignments will be scored using the FCAT Writing rubrics developed by the Language Arts department with emphasis on details and conventions.	Classroom assignments, district writing prompts and rubrics.

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
Common Core Training	9-12	FLDOE	Social Studies, Science, Math, English, Vocational	November 6 and 7	Training of district educators	District Curriculum and Instruction
Authentic Writing	9&10/English	Language Arts Chair	9th and 10th grade English teachers	monthly	Writing assignments, rubrics, teacher feedback	Assistant Principal and Language Arts Chair

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

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:	Not applicable
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not applicable	Not applicable

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	Vocabulary terminology used in testing	Classroom strategies using higher level vocabulary to increase familiarity with terms to be used on the test	US History teachers	Practice Unit End of Course tests to determine if students understand the vocabulary	Summative- End of Course Exam
2	Unfamiliarity with complex multiple choice questions	Classroom use of practice EOC questions as bellwork each period, teach students how to break down a question and the answers	US History teachers School Administration	Practice Unit End of Course tests	Summative- End of Course Exam
3	Timing of finishing curriculum with appropriate practice (using new textbooks)	Creation of pacing guide to ensure all information that will be tested is covered and practiced	US History teachers School Administration	Completion of course material by the end of April to allow for review/practice	Summative- End of Course Exam

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:	Not applicable
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not applicable	Not applicable

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

			Monitoring	Strategy	
1	Vocabulary terminology used in testing	Classroom strategies using higher level vocabulary to increase familiarity with terms to be used on the test	US History teachers	Practice Unit End of Course tests to determine if students understand the vocabulary	Summative- End of Course Exam
2	Unfamiliarity with complex multiple choice questions	Classroom use of practice EOC questions as bellwork each period, teach students how to break down a question and the answers	US History teachers School Administration	Practice Unit End of Course tests	Summative- End of Course Exam
3	Timing of finishing curriculum with appropriate practice (using new textbooks)	Creation of pacing guide to ensure all information that will be tested is covered and practiced	US History teachers School Administration	Completion of course material by the end of April to allow for review/practice	Summative- End of Course Exam

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Test Taking Strategies and Vocabulary	Focus on 11th grade American History Grades 10-12	US History teachers	All United States History teachers	Monthly department meetings	Monthly meetings to create and get feedback on strategies	School Administration (including Department Chair)
Textbook Support	Grades 10-12	Holt McDougal Publishers	All Social Studies teachers	August 17, 2012	Monthly department meetings, communication with publishers when needed	School Administration (including department chair)
Florida Council for Social Studies Conference	Grades 10-12	Florida Council for Social Studies	Various Social Studies teachers	October 27, 2012	Monthly department meetings to share information	School administration (including department chair)

U.S. History Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Use current real-world based textbooks to teach content	new textbooks	school budget	$229,496.25
			Subtotal: $229,496.25
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: $229,496.25

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:	VBHS would like to decrease the amount of tardies on a weekly basis and increase student attendance by 3%
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
95%	98%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
Less than 2%	Reduce the number of students with excessive absences to less than 2%
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
Less than 3%	Reduce the number of students with excessive absences to less than 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
	1.1. Absences over 10 include both excused (such as illness) and unexcused absences. Family obligations, including medical reasons, family illness, death in family cause students to be absent	1.1. Student absences will be monitored to distinguish between excused and unexcused absences. Strategies will focus on unexcused absences and will include the following: Including attendance policies in parent newsletter School calendar is shared with parents several times per year so parents can plan appointments and vacations around calendar Parent contact- telephone, letters, and	1.1.Attendance committee, clerk, principal	1.1.Review of attendance reports by attendance committee, principal with parent follow-up based on attendance data	1.1.Attendance reports

1		Connect-ed contact Attendance contracts Social worker visits to home Truancy court when necessary If students have at least 5 unexcused absences or absences for which reasons are unknown Within a calendar month, or 10 within a 90 calendar day period, the student's teacher shall report the case to the attendance committee Perfect attendance certificates are provided each 9 weeks. These students also receive ribbons, cafeteria rewards and/or restaurant gift certificates provided by business partners.				

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:	In-School Suspensions and Out-of-School Suspensions at VBHS will be reduced by 10 percent using Positive Behavior Support.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
1563 in-school suspensions during the 2009-2010 school year.	800
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
TBA	Will be reduced by 50%
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
552	225
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
552	225

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	Staff lack Staff Development using Positive Behavior Support System; current staff require refresher training	PLC's	Rashard Morgan	Team meeting and training by the PBS Leadership Team.	SWIS Report on discipline

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

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

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

Suspension Budget:

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

End of Suspension Goal(s)

Dropout Prevention Goal(s)

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

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Dropout Prevention Dropout Prevention Goal #1: *Please refer to the percentage of students who dropped out during the 2011-2012 school year.*	
2012 Current Dropout Rate:	2013 Expected Dropout Rate:

2012 Current Graduation Rate:	2013 Expected 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
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						

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.*	There is a need to increase parental involvement at VBHS. Parents are involved in the extra curricular activities but not as much for the core curriculum activities.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
There is an estimated 40% of the parents that participate in school related programs. Of the 40%, more that 2/3's of the parents are parents of high achieving students.	To increase participation in the lower quartile student related activities. Sports events, volunteering, IEP reviews, ESE Staff meetings, and Open House.

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	Parents work hours	Alternate schedules that fit the needs of parents and their schedules	Principal, AP's, and Department Chairs	ConnectEd messages, newsletters, and school related events presentations	Attendance report from parent sign-in

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:	

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:	Maintain or improve Career & Technical Education (CTE) Certificates of Completion earned by class of 2013 (2012 Data: 266 Certificates Earned)

	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 Student Advancement Requirements within CTE courses	1.1 a. Include Advancement Requirements on the CTE syllabi 1.1b.Communicate student's Advancement Progess data 1.1c. Monitor Semester Failures	1.1a. CTE teachers 1.1b. CTE teachers 1.1c. CTE Specialist	1.1 Moniter Syllabi annually 1.1b.Request Parental Conference for non-progressing students 1.1c.District Reports	Syllabi Esembler and progress reports Terms (520 F11 screen)
2	1.2 Senior Privilege	1.2 Place advanced CTE courses in Per. 2-6	CTE Specialist	Monitor CTE Enrollment process	Terms (614 screen)

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	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

				meetings)		
CTE Advancement requirements	9-12	CTE specialist	CTE teachers	CTE monthly department meetings sept-may	Continuous Communication	CTE Specialist
CTE Course Offerings Placement	9-12	CTE Specialist	CTE Specialist/Guidance Director/AP Curriculum	Weekly Guidance meetings Jan-May	Continuous Communication	CTE Specialist

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)

VBHS Academic Plan 2012-13 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:

	VBHS Academic Plan and Process 2012-13
	This school year we are focusing on some best practices according to the most recent developments and innovations in education today. These are school wide approached to learning. This academic plan is divided into four areas of focus: 1. Collaboration Efforts 2. School Wide Departmental Goals 3. Differentiation 4. Keeping a Record 1. VBHS Collaboration Efforts A. For VBHS school year 2012-13, teachers are asked to make collaboration a priority. It is highly recommended that each teacher keep a record of his/her collaborations individually (see "keeping a record" below). Collaboration materials may show added evidence of: • Differentiation and strategies for unique student needs. • Scales or Rubrics that show levels of performance in the classroom. • Monitoring Tools (i.e. VBHS Data Monitoring form or Ruby Payne forms). • Common assessments as an outcome of small group. Collaborations/PLC's (with others who teach the same subject/class as I do). • School wide "Cornell Notes" team approach to effective implementation. • MTSS (RTI) Awareness and Implementation. • Course Syllabi reflecting consistency and collaboration. B. VBHS Departments and PLC's therein will focus on the critical questions of learning: • What is it we expect them to learn? • How will we know when they have learned it? • How will we respond when they don't learn? • How will we respond when they already know it? C. Departmental Collaborations (A Closer Look): Advantages of Department and PLC Team Discussions of Essential Learning: • Greater clarity regarding interpretation of standards • Greater consistency regarding importance of different standards • Greater consistency in amount of time devoted to different standards (common pacing) • Common outcomes and common pacing are essential prerequisites for a team to create common assessments and team interventions 2. VBHS School Wide Departmental Goals 2012-13 A. We work with colleagues on our team to clarify the criteria by which we will judge the quality of student word, and we will practice applying the criteria until we can do so consistently. We will record the criteria in course syllabi reflecting consistency and collaboration. B. Establish meeting norms, i.e. "Honor our time together" (Commitments to act or behave in certain ways during meetings). A few key norms are better than a laundry list. Norms are reviewed each meeting until they are internalized. Establish a process for addressing violations of norms. C. Develop Smart Goals/Learning Goals: Clarify essential common outcomes (skills, concepts, and dispositions) by course or content area. Smart Goals/learning goals are

strategic, specific, measurable, attainable, results oriented, and time bound.
D. Develop scales/rubrics that describe levels of performance and monitor student understanding of goals.

E. We monitor the learning of each student's attainment of all essential outcomes on a timely basis through a series of frequent, Team/PLC-developed common formative assessments that are aligned with high stakes assessments that students will be required to take.
• Formative assessments should be short and frequent.
• A handful of questions is good.
• A good idea is to use examples from a high stakes test where you already have school wide or state data that shows how students performed on this item in the past. This serves as an easy benchmark indicator for your class on any formative assessment item you add.
• Analyze results.
• Identify weak areas and implement improvement strategies for unique student needs and situations (reteach, intervention, enrichment, etc.).
• Take it to the Next Level – Differentiate Instruction (adapt instruction to student differences).
• Design and utilize flexible grouping to differentiate.
• We will utilize data gathering in order to focus on school/subject wide progress and individual classroom progress, set achievement goals, and implement effective strategies for improvement.
**Recommend using "VBHS Data Monitoring Form" and "Ruby Payne Data Form." VBHS Data Monitoring Form" (attached) for school/subject, and "Ruby Payne" (attached) for individual class.
• Establish specific target or benchmark after analysis of data.
F. We will present and promote effective note taking for our students in order to fully engage them with the new information they receive daily. Cornell Notes will be the method taught and promoted at VBHS. Our goal is school wide implementation with fidelity.
• Students in high school do not know how to take notes until we show them how. Developing effective note taking skills is something that lasts a lifetime once students are taught. For example, if you are presenting information on your projector that you want them to write down however they choose, they will generally try to duplicate the slide on their paper rather than decipher the information and extract topics and details for support.
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G. Tools to use: Focus on Ruby Payne Processes 1, 4, and 8 found in her book 9 Systemic Processes to Raise Achievement as process and documentation for best practices related to data analysis, short formative common assessments, differentiation, and development of rubrics (Chapters are attached).
• Process 1: Data Analysis
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frequent/common formative assessments)
• Process 8: curriculum Calibration, Artifact Analysis, Rubrics. (These Ruby Payne Chapters provide resources and assistance to teachers in order to reach the department process/outcomes stated above.)

3. VBHS Differentiation and MTSS (RTI) Implementation/Goals 2012-13
Recurring Semester Process/Outcomes for Differentiation and MTSS (RTI)
A. Initial Questions to answer:
• How will we provide additional support for students who experience initial difficulty in a way that is timely, directive, and systematic? How will we adapt and create new strategies for unique student needs and situations?
• How will we enrich and extend the learning for students who already know it?
• Who is available to assist our team in responding to our students? (Good time for volunteer tutors, parents, etc. to come in and assist teachers.)
B. Classroom teachers, Resource Specialists, RTI/MTSS Teams, etc. work together to
• Plan for and instruct "flexible groups" of students identified for intervention, extension, and enrichment.
• Deliver intervention or enrichment services to supplement (not supplant) new, direct classroom instruction.
• Provide practice and reinforcement in study, test taking, critical thinking, and problem solving skills.
C. Assess our response for struggling students MTSS/RTI system using the following questions:
• Are our students assured extra time and support for learning?
• Is our response timely? How quickly are we able to identify the students who need extra time and support? Does our focus prompt intervention or enrichment rather than sluggish remediation?
• Is our response directive rather than invitational? Are students invited to put in extra time or does our system ensure that they put in extra time?
• Is our response systematic? Do students receive this intervention or enrichment according to a school wide plan rather than at the discretion of individual teachers?
D. Differentiate in the following ways:
1. Quantity
2. Time
3. Level of support
4. Delivery
5. Difficulty
6. Student output
7. Participation
8. Alternate goals
9. Substitute curriculum

4. Keeping a Record

Individual Teacher Record Keeping is highly recommended where each teacher creates a portfolio to share their collaborations and supports of the VBHS academic plan. Possibilities to include in an Individual Portfolio. The following represents some of the artifacts and documents that teachers may wish to collect.
• Completed "Learning Goals"
• Learning goal scales and/or rubrics
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• Recorded analysis of "common formative assessments" results (see Ruby Payne tracking forms)
• VBHS Data Monitoring Form, grades, tables, and/or graphs. Tracking of student progress and monitoring the level of extent to which students understand their level of performance.
• Recorded identified weak areas and implemented improvement strategies (reteach, intervention, or enrichment)
• Classroom rules and procedures
• Classroom layout/student movement

• Cooperative learning groups evidence
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• Examinations of similarities and difference, comparison, classifying, analogies, metaphor, etc.
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VBHS Academic Plan and Process 2012-13

This school year we are focusing on some best practices according to the most recent developments and innovations in education today. These are school wide approached to learning. This academic plan is divided into four areas of focus:
1. Collaboration Efforts
2. School Wide Departmental Goals
3. Differentiation
4. Keeping a Record

1. VBHS Collaboration Efforts
A. For VBHS school year 2012-13, teachers are asked to make collaboration a priority. It is highly recommended that each teacher keep a record of his/her collaborations individually (see "keeping a record" below). Collaboration materials may show added evidence of:
• Differentiation and strategies for unique student needs.

• Scales or Rubrics that show levels of performance in the classroom.
• Monitoring Tools (i.e. VBHS Data Monitoring form or Ruby Payne forms).
• Common assessments as an outcome of small group. Collaborations/PLC's (with others who teach the same subject/class as I do).
• School wide "Cornell Notes" team approach to effective implementation.
• MTSS (RTI) Awareness and Implementation.
• Course Syllabi reflecting consistency and collaboration.
B. VBHS Departments and PLC's therein will focus on the critical questions of learning:
• What is it we expect them to learn?
• How will we know when they have learned it?
• How will we respond when they don't learn?
• How will we respond when they already know it?
C. Departmental Collaborations (A Closer Look):
Advantages of Department and PLC Team Discussions of Essential Learning:
• Greater clarity regarding interpretation of standards
• Greater consistency regarding importance of different standards
• Greater consistency in amount of time devoted to different standards (common pacing)
• Common outcomes and common pacing are essential prerequisites for a team to create common assessments and team interventions

2. VBHS School Wide Departmental Goals 2012-13
A. We work with colleagues on our team to clarify the criteria by which we will judge the quality of student word, and we will practice applying the criteria until we can do so consistently. We will record the criteria in course syllabi reflecting consistency and collaboration.
B. Establish meeting norms, i.e. "Honor our time together" (Commitments to act or behave in certain ways during meetings). A few key norms are better than a laundry list. Norms are reviewed each meeting until they are internalized. Establish a process for addressing violations of norms.
C. Develop Smart Goals/Learning Goals: Clarify essential common outcomes (skills, concepts, and dispositions) by

1. VBHS Academic Plan 2012-13 Goal

VBHS Academic Plan 2012-13 Goal #1:

course or content area. Smart Goals/learning goals are strategic, specific, measurable, attainable, results oriented, and time bound.
D. Develop scales/rubrics that describe levels of performance and monitor student understanding of goals.

E. We monitor the learning of each student's attainment of all essential outcomes on a timely basis through a series of frequent, Team/PLC-developed common formative assessments that are aligned with high stakes assessments that students will be required to take.
• Formative assessments should be short and frequent.
• A handful of questions is good.
• A good idea is to use examples from a high stakes test where you already have school wide or state data that shows how students performed on this item in the past. This serves as an easy benchmark indicator for your class on any formative assessment item you add.
• Analyze results.
• Identify weak areas and implement improvement strategies for unique student needs and situations (reteach, intervention, enrichment, etc.).
• Take it to the Next Level – Differentiate Instruction (adapt instruction to student differences).
• Design and utilize flexible grouping to differentiate.
• We will utilize data gathering in order to focus on school/subject wide progress and individual classroom progress, set achievement goals, and implement effective strategies for improvement.
**Recommend using "VBHS Data Monitoring Form" and "Ruby Payne Data Form." VBHS Data Monitoring Form" (attached) for school/subject, and "Ruby Payne" (attached) for individual class.
• Establish specific target or benchmark after analysis of data.
F. We will present and promote effective note taking for our students in order to fully engage them with the new information they receive daily. Cornell Notes will be the method taught and promoted at VBHS. Our goal is school wide implementation with fidelity.
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2012 Current level:	2013 Expected level:
School wide introduction to the VBHS Academic Plan 2012-13 and staff training in key areas of implementation.	Common and team approch to effective strategies and their implementation school wide.

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						

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 VBHS Academic Plan 2012-13 Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics				$2,830.00
Science				$28,646.26
U.S. History	Use current real-world based textbooks to teach content	new textbooks	school budget	$229,496.25
				Subtotal: $260,972.51

Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	Attend all in-service meetings provided by the school district that discuss understanding data from the EOC.	Time	None needed	$0.00
Science				$804.00
				Subtotal: $804.00

Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	Attend all in-service meetings provided by the district that discuss strategies in teaching common core and EOC standards.	Time	None Needed	$0.00
				Subtotal: $0.00

Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Science		Science lab supplies		$19,172.17
				Subtotal: $19,172.17
				Grand Total: $280,948.68

Differentiated Accountability

School-level Differentiated Accountability Compliance

j̵n Priority	j̵n Focus	j̵n Prevent	j̵n NA

Are you a reward school: j̵n Yes j̵n No

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

No Attachment **(Uploaded on 9/5/2012)**

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✔ Yes. Agree with the above statement.

Describe projected use of SAC funds	Amount
No data submitted	

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

The Vero Beach High School SAC will meet to discuss how to improve student achievement which will include strategies from the VBHS Academic Plan.

VBHS strives to recruit parents, teachers,community members, and business partners that reflect the makeup of our student population. VBHS encourages parent participation through Open House, Parent Conference Nights, and many other events at VBHS that help inform parents of information that will lead to the academic success of all of our students.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Indian River School District
VERO BEACH HIGH SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	54%	81%	85%	51%	271	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	54%	76%			130	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	46% (NO)	62% (YES)			108	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					509	
Percent Tested = 97%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Indian River School District
VERO BEACH HIGH SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	56%	78%	89%	45%	268	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	57%	76%			133	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	49% (NO)	62% (YES)			111	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					512	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested