

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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School Name: ATLANTIC COAST HIGH SCHOOL

District Name: Duval

Principal: Debra W. Lynch

SAC Chair: Ed Jenkins

Superintendent: Ed Pratt-Dannals

Date of School Board Approval:

Last Modified on: 10/24/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Assis Principal	Osama Zakaria	BA in Political Science MEd in Ed Leadership Certifications in Social Studies 6 - 12 and Ed Leadership	2	2	2005 - 2011 (Teacher) Paxton School for Advanced Studies: School Grades - A, A, A, A, A
Principal	Debra W. Lynch	BA in Political Science M.A. in Education with Ed. Leadership Certified in Mathematics (6-12); Ed Leadership (All Levels); School Principal (All Levels)	3	12	2009-2010 No Students, planning for new high school opening in August 2010 2008-2009 Stanton College Preparatory School: Grade A 2007-2008 Stanton College Preparatory School: Grade A 2006-2007 Stanton College Preparatory School: Grade A 2005-2006 Stanton College Preparatory School: Grade A 2004-2005 Stanton College Preparatory School: Grade A Made AYP all except one year
		BA in English M.A. in Ed			2009 2010 (Reading Coach) Arlington

Assis Principal	Katy Ramsey	Leadership Certified in English (9 - 12); Ed Leadership (All Levels)	3	4	Middle School: Grade C 2008-2009 (AP)Arlington Middle School: Grade C Did not make AYP either year
Assis Principal	Angela Holsey	BA in Criminal Justice and Communications, MEd in Counseling Education, Certification in Ed. Leadership and Guidance & Counseling (Pre-K -12)	3	3	2007-2010 (Guidance Counselor)First Coast High School: Grades D,F, Pending 2003-2006 (Counselor)James Weldon Johnson Middle School School: Grades A, A, A 2000-2003 (Counselor) Ed White High School: Grades C, D, D
Assis Principal	Kimberly Wiggins	BS in Biology MEd in Ed Leadership Certifications in Mathematics, 6-12; Ed Leadership, All Levels; School Principalship	3	8	1983-1993 (Teacher) Forrest High School; No School Grades Assigned 1993-2005 (Teacher) Dept of Defense Dependent Schools 2005-2009 (Assistant Principal) Paxon School For Advanced Studies: Grades A, A, A, A 2009 2010 (Assistant Principal) Ribault High School: Grade F

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)
Mathematics District Coach is scheduled at ACHS one day per week	Francis Heckerman	B.S. Mathematics Certified in Mathematics (6 - 12)	1	1	1994 - 2012, Sandalwood High School: Grades Ranged from D to A; Did not make AYP Total teaching experience: 27 years
Reading District Coach is scheduled at ACHS one day per week	Melanie Pittman	B.S. Secondary Education (major in English sn Social Studies) Masters in Secondary Education with emphasis in English Reading Endorsement ESOL Endorsement	3	11	2005-2010 Sandalwood High School: Grades B,C,D,D,C,projected C 2004-2005 Landmark Middle School: Grade B Did not make AYP any year
Science District Coach is Scheduled at ACHS two days per week	Michelle McGurr	Certified in Biology (6 - 12) and Earth Space (6 - 12)	2	2	

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. All teachers participating in the Mentor Induction of Novice Teachers program or those new to ACHS are assigned mentors.	Professional Development Facilitator	Ongoing, until the teacher exits MINT	
2	2. ACHS is built to support Small Learning Communities for all freshmen and the AP/Honors Acceleration Program. Teachers in each community share a forty-five minute planning period every day, which helps facilitate collaboration between inexperienced and experienced teachers.	Assistant Principals	Ongoing	
3	3. Teachers meet within Professional Learning Communities biweekly during Early Dismissal Days providing another opportunity for less experienced teacher to collaborate with experienced teachers.	Assistant Principals	Ongoing	
		Professional		

4	4. ACHS hosts student interns from surrounding universities to work with our CET trained faculty members.	Development Facilitator and Mentor Teachers	Ongoing	
5	5. New teachers are placed in the district's MINT Program designed to support and retain new teachers.	Professional Development Facilitator and district cadre member.	Ongoing	
6	6. Most new teachers are traveling from room to room. An existing dining area was converted to a traveling teacher workroom to provide a comfortable working area and help build comradary among the teachers	Principal and Assistant Principals	Ongoing	
7	7. Encourage more teachers to become CET trained in order to increase the number of mentors available in each subject area.	Professional Development Facilitator, administrators, and department coordinators	Ongoing	

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
1 pending the results of the formal evaluation for the 2011-2012 school year.	<p>Provide mentors which are c.e.t. trained and desire to help novice teachers.</p> <p>Provide meaningful professional development when requested by teachers. In the event professional development is not requested Administration may recommend training.</p> <p>Conference with non highly effective teacher on effective strategies for successful classroom management.</p> <p>Team novice teachers with veteran teachers in their content area.</p> <p>Provide a Professional Growth Plan for teachers in need of support based on a formal evaluation. A team will be established to provide that support.</p>

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
111	21.6%(24)	40.5%(45)	36.9%(41)	9.9%(11)	39.6%(44)	70.3%(78)	5.4%(6)	1.8%(2)	15.3%(17)

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
Pascale Bernstein	Erin Mustard	Both English teachers	Monthly meetings with PDF and biweekly collaboration with mentor
Nicole Gilbert	Victoria Nance Andi Lambert Steven Siebert	English teacher with English/Reading teacher	Monthly meetings with PDF and biweekly collaboration with mentor
Bradford Talbot	Erin Mustard	Both English teachers	Monthly meetings with PDF and biweekly collaboration with mentor
Osama Zakaria	Benjamin Rowan Matthew Carroll	CSS Site Coach and Teacher of Autism	Monthly meetings with PDF and biweekly collaboration with mentor
Brittany Moore	Brian MCCrary	Both Social Studies Teachers	Monthly meetings with PDF and biweekly collaboration with mentor
Pascale Bernstein	Danielle Reed	Both English Teachers	Monthly meetings with PDF and biweekly collaboration with mentor
Alicia Spencer	Joseph Williams Donna Mathis	CET Trained Mentor	Monthly meetings with PDF and biweekly collaboration with mentor
Leslie Sylvestris	Sadie Alexander	CET Trained Mentor	Monthly meetings with PDF and biweekly collaboration with mentor
Cyndi Ashley	Nashira Butler	Media specialist working with T.V. productions teacher	Monthly meetings with PDF and weekly collaboration with mentor
Ryan Whalen	Thomas Butner	CET Trained Mentor	Monthly meetings with PDF and biweekly collaboration with mentor
Elisa Morales	Josiah Monks	CET Trained	Monthly meetings with PDF and biweekly collaboration with mentor
Shellie Rogers	1. Rachel Rippey 2. Jonathan Feldman 3. Jessica Roden 4. Angela Miller	ESE Site Coach mentoring ESE teachers	Monthly meetings with PDF and biweekly collaboration with mentor
Vivian James	Gale Shultz Angela Spears	Both science teachers	Monthly meetings with PDF and biweekly collaboration with mentor
Joey Frencl	Tammie Braswell Christina Rigby	Both Mathematics teachers	Monthly meetings with PDF and biweekly collaboration with mentor
Pascale Bernstein	Michael Cline Amy Kurth	Both English Teachers	Monthly meetings with PDF and biweekly collaboration with mentor
Jonathon Greene	Christopher Gauron Joshua Dye Rebecca Solomon	Both Social Science teachers	Monthly meetings with PDF and biweekly collaboration with mentor
Leslie Sylvestris	1. Jennifer Lang 2. Simone Donaldson 3. Edgar Zamudio	1. ASL Teacher paired with deaf/hard of hearing 2. A.S.L. Teacher 3. Foreign language	Monthly meetings with PDF and biweekly collaboration with mentor
Sonya Russell	Maggie Williams	Both teach technology	Monthly meetings with PDF and biweekly collaboration with mentor
Dave English	Maria Rivera John Stagliano	Mr English serves in leadership capacity working with C.S.S.	Monthly meetings with PDF and biweekly collaboration with mentor

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

N/A

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

N/A

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

N/A

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Debra Lynch, Principal; Katy Ramsey, Assistant Principal; Pacale Bernstein, English Teacher and RtI Facilitator; Katherine Sutter, Mathematics teacher and RtI Facilitator; Vivian James, Science teacher; Brittany Moore, Social Studies Teacher; Leah Bobula, Science Teacher and Department Coordinator; Irving Carías, Science Teacher; Ghana Pogula, Science Teacher; Cynthia Ashley, Media Specialist; Alicia Spencer, Science Teacher; Victoria Felix, Guidance Counselor; Shelli Rogers, ESE Coordinator; and Benjamin Rowan, CSS Site Coordinator

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 MTSS Leadership Team meets monthly to discuss the plan for implementation of RtI at ACHS. This year ACHS begins its third year of operation, so the basic plan will be expanded and updated based on the data collected during our first two years. The team members attend RtI training provided by the district, with some members attending Foundations Training as well in order to coordinate the functions of the two teams. Both teams work with department coordinators to provide training and suggest strategies to all teachers through their Professional Learning Communities, which meet biweekly on Early Dismissal days. MTSS strategies are also discussed in 9th grade Small Learning Communities during common planning periods. Administrators monitor MTSS/RtI through class observations and meeting with the PLC's.

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?

Since the school opened in August 2010, the MTSS Team analyzed the initial data gathered during the inaugural year and second years. Data analysis differed due to the addition of a senior class last year, resulting in an increase of approximately 700 students. MTSS members are active members in several groups including the Foundations Team, Department Coordinators, and two assistant principals on the Administrative Team. Development of the SIP began during the summer as the Administrative Team reviewed last year's plan, discussed data and trends, and began to write the plan for this year. The Administrative Team shared their conclusions from the data and other ideas for the plan at a Department Coordinators' meeting and Foundations meeting during Preplanning. The coordinators took the information to the members of their departments and solicited input from each of the teachers in their departments, emphasizing the identification of problems based on the data from the last two years and possible strategies to solve the problems. Academically, the teachers are focusing on 80% student mastery of the standard before moving on to another. Every teacher is responsible for providing Tier 2 interventions through differentiated instruction for those students who do not master the standard. Teachers are also responsible for documenting student understanding or skills, correction of work, monitoring Individual Behavior Plans, Progress Monitoring Plans, and providing accommodations as outlined in Individual Education Plans. In addition, students have access to after school tutoring, which is organized by department, and Compass Odyssey for learning recovery.

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.

Data is gathered from a variety of assessments including unique and common teacher assessments as well as standardized assessments including Benchmark, FAIR, MRT, FCAT, PSAT, and PERT. Individual student data is gathered from Pearson (a web-based tool used to gather and summarize data) and Genesis (district Student Information Management System). Additional nonacademic data including data gathered from behavioral referrals and attendance records, which are analyzed by the Instructional Leadership Team are also analyzed and discussed with the Foundations Team. Pearson Training for all teachers will be ongoing and will include training in use of MyProfile (another tool for analyzing data specific to each teacher's students).

Describe the plan to train staff on MTSS.

Each MTSS team member is responsible for training the teachers in their department during bi-weekly Early Dismissal days focusing on the tiered interventions. Due to increased enrollment and minor change in teachers, 22 new faculty members were added, so many levels of RtI awareness and knowledge exist. The team will continue to discuss differentiated training for all faculty members, particularly those new to ACHS, throughout the year as we work toward strengthening our common plan.

Describe the plan to support MTSS.

The Foundation Team provides guidelines for teachers on general academic, behavior instruction, as well as support designed and differentiated for all students in all settings, including our large population of students with special needs. The Guidelines for Success (Academics, Compassion, Honor, Success) support Tier 1 interventions. Tier 2 interventions are supported through Youth of Today and Waves. Youth of Today and Waves are two mentoring programs unique to Atlantic Coast High School. Waves and Youth of Today provide multi-tiered systems of support for students at Atlantic Coast. Supplemental support is provided by incorporating academic and behavior components. Tier 3 support is provided by f.b.a. when required, as well as more intense one-on-one mentoring.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Debra Lynch, Principal; Katy Ramsey, Assistant Principal; Janice Lee, Professional Development Facilitator; Nicole Gilbert, ELA Department Coordinator and AP/Honors Academy Coordinator; Ashlee Gray, Reading Teacher; Richard Schrule, Reading Teacher; Sandra Hooper, Reading Teacher; Andrea Lamber, Reading Teacher; Shelli Rogers, ESE Coordinator; Joseph Frencl, Mathematics Department Coordinator; Kimberly Curran, Social Science Department Coordinator; Kimberly Rubin, Guidance Department Coordinator

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

The Literacy Leadership Team meets monthly to discuss the implementation of reading strategies across the curriculum. The discussion includes the planning of professional development around literacy. The team is responsible for training all teachers through their PLCs and SLCs. Implementation is monitored by the administration through classroom observation. The PDF, includes discussion of effective strategies to enhance literacy with all teachers in the MINT program.

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

The major initiative of the LLT for this school year is the integration of reading strategies throughout the curriculum. All teachers are to teach reading strategies imbedded within the curriculum of their classes. Administrators will also monitor during PLC meetings during Early Dismissal days.

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.

N/A

*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.

The MTSS/RtI and Literacy Leadership Teams will work together this year to develop a recourse guide with reading strategies to implement in every subject area to assist teachers. Professional development focused on literacy will be offered throughout the year during selected faculty meetings and MINT teacher trainings. In addition, teaching reading strategies across the curriculum in content specific areas is an expectation for all teachers and will be reflected in their evaluation.

*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?

Our school has an Informational Technology Career Academy which offers two pathways: Scientific Visualization and Animation & Gaming. We have started a new Career Academy in our TV Production program this year. Both academies integrate several subjects and offer insight for the students into future careers. The SciVis is the first offered in Florida, so the teachers works with a group of educators in North Carolina, who have a successful established academy. In the future, we would like to facilitate communication between our students and those in NC. In addition to the academies, a wide variety of electives are offered which relate academics to real life application. All Advanced Placement Exams require students to solve application problems, which students learn to solve in all core academic courses.

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?

Each student meets with their guidance counselor each spring to discuss and complete a course selection sheet, which allows them to pick up to 8 electives in the order they prefer. Student requests drive the development of the master schedule. Due to the assignment of students to counselors based on their last names, the same counselor works with the student in 9th through 12th grades. The only exception includes the students in the AP/Honors Academy, who have a counselor dedicated to that program to ensure students meet all requirements prior to graduation. Students also create an epep on Facts. org to assist with long range planning.

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](#)

Data from pre-graduation indicators are discussed at Administrative Team Meetings as well as Instructional Team Meetings. Each administrator is assigned an area to consistently examine the data available and to report changes each week. The SLS dual enrollment course is offered and prepares students for the PERT test, which is an indicator of college readiness. To ensure that all students are enrolled in the most rigorous course of study based on their ability, data from AP Potential, FCAT, PSAT, SAT, and ACT scores as well as the student's academic history are reviewed before course selection and again before actual scheduling. All eligible students are encourage to enroll in advanced level and AP courses. Our AP/Honors Academy requires a student to complete at least 9 AP courses before graduation. Post-graduation indicators are also monitored through Senior Surveys, Graduation Rate, and tracking our graduates.

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:	Increase number of students achieving proficiency in reading by 10 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
47% (479)	57% (684) - Stretch Target 55% (660) - Accountability Target

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 understanding on how to support their children to be successful on FCAT 2.0	Atlantic Coast High School will utilize the school website, parent link, and the school marquee to inform parents of important information.	School leadership team, testing coordinator	Parental feedback received through the school climate survey.	School Climate Survey
2	Many students are uncomfortable taking computer based tests.	Assign a single proctor for each computer based test administration to reduce confusion, and anxiety inside of the classroom.	School leadership team, testing coordinator	Solicit feedback from teachers, and students who participated in computer based testing.	Invalidation reports, sign in sheets
3	No funds for a school based reading coach and teachers with little actual experience	Have district literacy/reading coach work with reading and English teachers two days per week, and provide additional training during Early Dismissal days. Experienced mentors will support new teachers.	Administration, RtI Team, Literacy Leadership Team, District Coach Mentors	Review of student data including FAIR and benchmark results and classroom assessments	PMA, FAIR, Benchmark, Classroom 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:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	Increase the number of students scoring at levels 4,5,and 6 on FAA reading, which is taken by the students in our CSS and SLA programs.
2012 Current Level of Performance:	2013 Expected Level of Performance:
64% (25)	69% (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	Disruptions in the classroom setting relating to behavior.	Increase training for C.S.S., and S.L.A teachers on preventing undesired behavior.	C.S.S. site coach, E.S.E. coordinator	Walk throughs	C.A.S.T.
2	Students not accustomed to the format of the test.	Teachers will create teacher assessments using the same format as the FAA.	C.S.S. site coach and teachers; and ESE Coordinator and SLA teachers	Student results and observations	Teacher created 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:	Increase the percentage of students above proficiency by 5 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (277)	30% (330)

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 contact.	Atlantic Coast High School will utilize the school website, parent link, and the school marquee to inform parents of important information.	School leadership team, testing coordinator	Parental feedback received through the school climate survey.	School Climate Survey
2	Atlantic Coast High School added 24 new teachers to the staff for 2012-2013 year. Many of the teachers do not know how to obtain student data to guide instruction.	Provide instruction on how to utilize Inform/Insight.	Administration team	Administrators will work with teachers during the p.l.c. to determine the effectiveness of the training, and will provide guidance as needed.	C.A.S.T.
3	No funds for a school based reading coach and many new teachers with little actual experience	Have district literacy/reading coach work with reading and English teachers two days per week, and provide additional training during Early Dismissal days. Experienced mentors will support new teachers.	Administration, RtI Team, Literacy Leadership Team, District Coach Mentors	Student improvement on assessments including FAIR and benchmark results and classroom assessments	PMA, FAIR, Benchmark, Classroom 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:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	Increase the number of students scoring at or above level 7 in reading.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (12)	35% (14)

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	Attempting to differentiate instruction for all students in C.S.S. as well as S.L.A.	Increase informal assessment in each class to guide instruction.	Administrator assigned to evaluate teacher	Formal and informal observations	C.A.S.T.
2	Due to the unique FAA format, the students are not familiar with test taking strategies.	Students will take teacher made assessments given in the same format as the FAA	Teachers, Site Coach, ESE Coordinator	Increase in proficiency and/or growth	FAA

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:	Increase percentage of students making learning gains in reading by 5 percentage points.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
48% (479)	53% (636)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1					
2	One second year, inexperienced reading teacher continuing to pursue reading endorsement. Lost one reading teacher through certification issues.	Added one experienced reading teacher this year. Although only a second year teacher, she gained experience last year during her first year of teaching and understands the importance of student learning in reading. The less experienced teacher will work closely with the experienced teachers to implement strategies for gains. All four teachers will work closely in a PLC.	the principal and the assistant principal assigned to work with the Reading PLC, who was formerly a reading coach	Data analysis and observations	PMAs, FAIR, Benchmarks

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:	The number of students demonstrating learning gains on the FAA will increase by 5%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
48.7% (19)	53% (21)

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	Due to the unique population taking the FAA, barriers and strategies are the same as 2B				

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:	Increase the percentage of students in the lowest quartile making learning gains in Reading by 5 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
65% (161)	70% (174)

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	Same as above (#3)	Same as above (#3)	Same as above (#3)	Same as above (#3)	Same as above (#3)

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 : <input type="text"/>					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	Increase performance in all subgroups making satisfactory progress in reading, therefore the percentage of student scoring below standard will decrease in each subgroup.
2012 Current Level of Performance:	2013 Expected Level of Performance:

Total students below standard by ethnic subgroups Black 70% (241/344) Mixed 51% (18/35) White 34% (155/450) Hispanic 53% (51/97) American Indian 50% (2/4) Asian 38% (30/80)	Total Students scoring below standard by ethnic subgroups Black 65% Mixed 46% White 29% Hispanic 48% American Indian 45% Asian 33%
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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	No school based reading coach to adequately address differentiated instruction	Use District Literacy/Reading coaches on a regular basis to assist with differentiated instructional strategies. Strengthen support in ESE classes	Administration, including testing coordinator	Walk-throughs, informal and formal observations, pre and post conference	PMAs, FAIR, benchmarks
2	New teachers may not know how to properly identify different types of sub groups, and use data effectively.	Provide training on Pearson/Inform to make sure teachers have data.	Assistant Principal- Mr. Zakaria	Walk-throughs, formal and informal observations, pre and post conference	C.A.S.T.

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:	Increase the level of performance in reading by ELL subgroup.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (2 of 8)	75% (6 of 8)

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	No school based reading coach Many teachers in the process of completing ESOL and CAR-PD Trainings	Utilize district coaches on a regular basis Have ESOL paraprofessional assist when appropriate	Administration	Data Analysis and classroom observations	PMAs, FAIR, Pearson Inform
2	Train another counselor to support the ESOL program	Second counselor will work with the counselor who is already trained to assist with the program.	Assistant Principal Smiley	Data Analysis and classroom observations	PMAs, FAIR, Inform

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:	The school has a variety of SWD programs serving those with profound learning disabilities to those who are included in general education classes. Increase the level of performance for those testing by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:

59% (107)not making satisfactory progress			54%		
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	Many programs with a wide variety of disabilities represented	Use district reading/literacy coach and our ESE coordinator to provide appropriate strategies and review IEPs to ensure proper support and accommodations	ESE Coordinator and Administration	Data analysis from FAIR and classroom assessments as well as IEP's	PMAs, FAIR, Benchmarks

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:	Guidance counselors will assist with communication with economically disadvantaged students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
34% (125)	29%

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	No school based reading coach	Use district coach regularly	Administration	Data analysis from FAIR, classroom assessments	PMAs, FAIR, Benchmarks, and Classroom assessment
2	Lack of parental involvement	Guidance counselors will assist with communication with economically disadvantaged students.	Department Coordinator	call logs, parental feedback, FCAT performance	FCAT Reading, FAIR
3	Lack of knowledge regarding IEP process	Student's counselor will be a participant in the IEP process	ESE Coordinator, Assistant Principals	Increased performance in reading	FCAT Reading, FAIR

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

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

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

Utilizing Pearson/Inform	all	Principals- Mr. Zakaria, Ms. Smiley	school wide	early release	informal and formal observations, data books	Administration team
Differentiated Instruction	all	Administration team	school wide	early release	walkthroughs, informal and formal observations	Administration team
Lesson study	all	Assistant Principal- Ms. Ramsey	reading department	early release	walkthroughs, informal and formal observations	Administration team
Teach Like a Champion book study	all	Administration team	school wide during p.l.c. meeting time	early release	walkthroughs, informal and formal observations	

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
Turnitin.com	Plaguerism software	General Fund	\$2,000.00
			Subtotal: \$2,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
TDE fpr all 9th and 10th grade ELA teachers for FCAT 2.0 Training	Scoring Rubrics and Trainer	General Fund	\$300.00
			Subtotal: \$300.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$2,300.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal # 1:	Increase the number of students who score at or above proficiency level on CELLA.
2012 Current Percent of Students Proficient in listening/speaking:	
80% (46)	
Problem-Solving Process to Increase Student Achievement	
	Person or Process Used to

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Providing differentiated instruction to address subgroups.	Increase informal assessment to adjust instruction as necessary.	Administration team	walkthroughs, informal and formal observations, pre and post conferences, data books	C.A.S.T.
2	Lack of support staff	Increase the use of student helpers to aide students	Teacher, Administration team	walkthroughs, informal and formal observations, pre and post conferences, data books	C.A.S.T.

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:

Increase the number of students scoring proficient in reading on CELLA.

2012 Current Percent of Students Proficient in reading:

25% (14)

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	*same as section 1				

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

3. Students scoring proficient in writing.

CELLA Goal #3:

Increase the number of students scoring proficient in writing on CELLA.

2012 Current Percent of Students Proficient in writing:

39% (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	*same as section 1				

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide needed materials, including dictionaries, to assist in assessment	Dictionaries	district, Internal Trust, SIF	\$500.00
			Subtotal: \$500.00
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: \$500.00

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:	Increase the number of students who score 4,5,and 6 in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
68% (26)	73% (28)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Disruptions in the classroom because of behavior interruptions.	Provide professional development on strategies to minimize disruptions due to undesired behavior.	Assistant Principal, C.S.S. site coach, E.S.E. coordinator	Walk throughs, formal and informal observations, teacher feedback, behavior logs	C.A.S.T.

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:	Increase the number of students who score at or above level 7 in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (11)	34% (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	Attempting to differentiate instruction for all students in C.S.S. as well as S.L.A.	Increase informal assessment in each class to guide instruction.	Administrator assigned to evaluate teacher	Formal and informal observations	C.A.S.T.

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

3. Florida Alternate Assessment: Percent of students making learning gains in mathematics. Mathematics Goal #3:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

Algebra End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	Increase student performance by 5 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (87)	38% (100)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	A number of students must retake the Algebra 1 EOC to earn credit.	Enroll students who passed the Algebra 1 course work but failed the EOC in a Geometry section, which is aimed to prepare students to pass the Algebra 1 EOC.	Administrator assigned to math p.l.c.	walk troughs, formal & informal observations	C.A.S.T., Algebra 1 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:	Increase the number of students scoring at or above Achievement Level 4 by 5 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
6.5%(29)	11.5 % (51)

Problem-Solving Process to Increase Student Achievement				
			Person or	Process Used to

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Students have limited exposure to taking computer based tests.	Increase the amount of exposure students receive to computer based tests inside their math class.	Teachers, Department Coordinators, Assistant Principal assigned to Math professional learning community	Walk through, Feedback from teachers during the professional learning community, feedback from Department Coordinators during leadership meetings	C.A.S.T.

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Algebra Goal # 3A : <input type="text"/>				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. Algebra Goal #3B:	Increase student performance in all subgroups.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Asian- 68.97% (20 out of 29 at or above standard) American Indian- 100% (1 out of 1 at or above standard) Hispanic- 41.86% (18 out of 43 at or above standard) White- 54.1% (99 out of 183 at or above standard) Mixed- 47.37% (9 out of 19 at or above standard) Black- 26.19% (44 out of 168 at or above standard)	Asian- 73% (22) American Indian- 100% (1) Hispanic- 47% (20) White- 59% (108) Mixed- 52% (10) Black- 31% (52)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have limited exposure to taking computer based tests.	Increase the amount of exposure students receive to computer based tests inside their math class.	Teachers, Department Coordinators, Assistant Principal assigned to Math professional learning community	Walk through, Feedback from teachers during the professional learning community, feedback from Department Coordinators during leadership meetings	C.A.S.T.
2	Lack of differentiated instruction	formal/informal assessment based on daily work and unit tests will guide students needs in the classroom.	Teacher, Assistant Principal assigned to Math professional learning community	Walk through	C.A.S.T.

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:	Increase the performance of ELL students in Algebra.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
80% (4 out of 5 passed the exam)	100% (5 out of 5 will pass the exam)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of differentiation within the instruction	Increase informal assessment to guide instruction.	Assistant Principal assigned to the Math p.l.c.	Walk through, informal and formal observations	C.A.S.T.

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:	Increase the performance of SWD in Algebra 1.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
43% (25)	48% (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 differentiation in instruction	When developing the course master provide sections that allow support facilitation.	Assistant Principal of Curriculum	Master Schedule reviews to ensure students are placed appropriately, I.E.P. updates	Course lists from Genesis, student I.E.P.
2		Provide resource classes to support students.	Assistant Principal of Curriculum	I.E.P. updates, walk through, formal and informal observations	C.A.S.T.

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:	Increase the performance of students who are Economically Disadvantaged in Algebra 1.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (27)	30% (32)

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
	New teachers may not know how to obtain data	Provide training on how to obtain data through	Administration team	Data chats with teachers, verifying that	C.A.S.T.

1	which indicates students who are economically disadvantaged.	Pearson Limelight.		teachers have obtained the essential data, pre conference and post conference during the formal observation process	
2	Activity buses are no longer provided within the school district, causing many students to miss tutoring opportunities.	Provide remediation through Compass Odyssey	Teachers assigning the work on Compass Odyssey, Assistant Principal Mr. Zakaria	Learning path grades on Compass Odyssey, course completion rates on Compass Odyssey	Compass Odyssey report
3		Provide summer sessions on Compass Odyssey at Atlantic Coast High School.	Mr. Zakaria	Learning path grades on Compass Odyssey, course completion rates on Compass Odyssey	Compass Odyssey report

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:	Increase the performance of students on the Geometry EOC exam.
2012 Current Level of Performance:	2013 Expected Level of Performance:
80% (375)	85% (397)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The Geometry EOC does not provide drop down calculators as the Algebra I EOC does. Scientific calculators are required. Many students do not have or are unfamiliar with using.	Provide class sets of calculators for practice and use by those students who do not own one.	AP overseeing mathematics; Math Department Coordinator; Math teachers	Observations; teachers assessment results	Teacher assessment results and Geometry EOC results

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

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	Achieve a score equal to or higher than the first year administration of the Algebra 1 EOC exam.
2012 Current Level of Performance:	2013 Expected Level of Performance:
49% (227)	54% (252)

Problem-Solving Process to Increase Student Achievement

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

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Geometry Goal #				
	3A : <input type="text"/>				
Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry. Geometry Goal #3B:	Improve the performance of all student subgroups taking the Geometry End of Course exam.
2012 Current Level of Performance:	2013 Expected Level of Performance:
The following are the performance levels for all student subgroups: Asian 87% (27/31) American Indian 100% (1/1) Hispanic 73% (31/45) White 87% (184/212) Mixed 81% (13/16) Black 65% (104/160)	Asian 92% (29) American Indian 100% (1/1) Hispanic 78% (35) White 92%(195) Mixed 86%(14) Black 70%(112)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have limited exposure to taking computer based tests.	Increase the amount of exposure students receive to computer based tests inside their math class.	Teachers, Department Coordinators, Assistant Principal assigned to Math professional learning community	Walkthrough,Feedback from teachers during the professional learning community, feedback from Department Coordinators during leadership meetings	C.A.S.T.
2	Lack of differentiated instruction	The use of formal/informal assessment based on daily work and unit tests will guide students needs in the classroom.	Teachers, Department Coordinators, Assistant Principal assigned to Math professional learning community	Walkthrough,Feedback from teachers during the professional learning community, feedback from Department Coordinators during leadership meetings	C.A.S.T.

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:	Increase the performance of ELL students taking the Geometry End of Course exam.
2012 Current Level of Performance:	2013 Expected Level of Performance:
60% (3/5)	80% (4/5)

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
No Data Submitted				

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry. Geometry Goal #3D:	Improve the performance level of students with disabilities in Geometry.
2012 Current Level of Performance:	2013 Expected Level of Performance:
67% (50)	72 (54)

Problem-Solving Process to Increase Student Achievement

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

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

3E. Economically Disadvantaged students not making satisfactory progress in Geometry. Geometry Goal #3E:	Increase the performance level of Economically Disadvantaged students on the Geometry End of Course exam.
2012 Current Level of Performance:	2013 Expected Level of Performance:
68% (110)	73% (116)

Problem-Solving Process to Increase Student Achievement

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

End of Geometry EOC Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Inform/Pearson training for teachers to obtain student data	All	Assistant Principals- Mr. Zakaria, Ms. Smiley	school wide	early release	pre-conference, post-conference, data books	Administration team

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Practice problems will improve performance	Algebra I and Geometry Test Prep Materials	General Fund and Internal Trust	\$2,000.00
			Subtotal: \$2,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Student practice on the computer will enhance performance	Rotation through the computer labs and/or use of the laptop carts	General fund, Internal Trust, SIF	\$500.00
			Subtotal: \$500.00
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: \$2,500.00

End of Mathematics Goals

Florida Alternate Assessment High School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define

areas in need of improvement for the following group:					
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1:		Increase the number of students scoring at Levels 4,5, and 6 in science.			
2012 Current Level of Performance:			2013 Expected Level of Performance:		
55% (6)			60% (7)		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of differentiation within the instruction	Increase informal assessment in each class to guide instruction.	Assistant Principal assigned to evaluate teacher	Informal and formal observations, walk- throughs,	C.A.S.T.

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:		Increase the number of students who score at or above level 7 in science.			
2012 Current Level of Performance:			2013 Expected Level of Performance:		
9% (1)			14% (2)		
Problem-Solving Process to Increase Student Achievement					
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
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 increase by 5 percentage points
2012 Current Level of Performance:	2013 Expected Level of Performance:

80% (425)			85% (451)		
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 differentiated instruction	Biology teachers will provide support from a variety of resources and ensure mastery of benchmarks, skills, and test taking strategies Access district science support	Administration and Science Department Coordinator	Analysis of common assessment data in PLCs	Classroom 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. Students scoring at or above Achievement Levels 4 and 5 in Biology. Biology Goal #2:	Increase the number of students scoring at or above Level 4 in Biology.			
2012 Current Level of Performance:	2013 Expected Level of Performance:			
53% (280)	58% (308)			
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
Utilizing Inform/Pearson	ALL	Mr. Zakaria/Ms. Smiley	school wide through p.l.c. meetings	early release	walkthrough, pre and post conference during the observation cycle	Administration team
Book study on "Teach Like a Champion"	All	Administration team	school wide through p.l.c. meetings	early release	walkthrough, pre and post conference during the observation cycle	Administration team

Lesson study	All	Administrator assigned to work with Math p.l.c.	science department through p.l.c.	early release	walkthroughs, informal and formal observations	Administration team
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Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Practice problems will enhance student performance on the Biology EOC	Prep materials	General, Internal Trust, SIF	\$1,500.00
			Subtotal: \$1,500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,500.00

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing.		Increase the performance level for all students taking the FCAT 2.0 writing.			
Writing Goal #1a:					
2012 Current Level of Performance:			2013 Expected Level of Performance:		
88% (489)			93% (516)		
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	Increased required score to 4 or better to show proficiency	Students will be taught the writing process and grading rubric in their ELA classes	Administration and ELA Department Coordinator	PLC collaboration, Common writing assessments, class observations	Results of district timed writing assessment

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:	Increase the number of students scoring at 4 or higher in writing.
2012 Current Level of Performance:	2013 Expected Level of Performance:
36% (202)	41% (228)

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
Utilizing Pearson/Inform	ALL	Assistant Principals- Mr. Zakaria, Ms. Smiley	school wide	early release	pre-conference, post conference, walk throughs, data book	Administration team

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
Increase student awareness of plaguerism	turnitin.com	General, SIF	\$2,500.00
			Subtotal: \$2,500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
TDE Provided for all ELA 9th and 10th grade teachers to study and collaborate around the writing rubric	Sample student writing	General, Internal Trust	\$100.00
			Subtotal: \$100.00
Other			

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$2,600.00

End of Writing Goals

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

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

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

1. Students scoring at Achievement Level 3 in U.S. History. U.S. History Goal #1:	
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	Students struggle to retain information from reading the assigned text.	Teachers will incorporate in class reading strategies such as k-w-l, sq3, and Cornell notes.	Teacher, administrator assigned to social science p.l.c.	assessment scores, walk throughs	C.A.S.T.
2	Lack of student motivation	Improve motivation by allowing students to participate more actively	Teacher, administrator assigned to social science p.l.c.	assessment scores, walk throughs	C.A.S.T.
3	Lack of differentiation in instruction	Teachers will increase the use of informal assessment to adjust instruction accordingly.	Teacher, administrator assigned to social science p.l.c.	assessment scores, walk throughs, data book	C.A.S.T.

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

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool
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			Monitoring	Strategy	
1	see goal #1				

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
Utilize Pearson/Inform	all	Assistant Principals- Mr. Zakaria, Ms. Smiley	school wide	early release	walkthroughs, pre-conference, post conference, data books	Administration team
"Teach Like a Champion" book study	all	Assistant Principal- Mr. Zakaria	social science p.l.c.	early release	walkthroughs, pre-conference, post conference, data books	Administration team
Analyze assessments utilizing Standards in Practice protocol	all	Assistant Principal- Mr. Zakaria	social science p.l.c.	early release	walk throughs, pre-conference, post conference, data books	Administration team

U.S. History Budget:

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

End of U.S. History EOC Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:

1. Attendance Attendance Goal #1:	Increase overall attendance and decrease those with 10 or more absences by half.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
97.7	98.8%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
157	100
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
6% (83)	5% (111)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Some parents are not concerned and do not associate good attendance with academic achievement	Attendance Clerk will work with the truancy district contact to schedule AIT meetings. Discrepancy sheets will be distributed to teachers to verify attendance.	Administrators along with attendance clerk	Genesis reports and observations	Genesis attendance reports
2	It is difficult to monitor daily attendance for all students. This allows some students to accrue a number of absences before the school contacts the family.	Have teacher complete infraction notices for student who accrue more than 4 absences in their class. The notice will make create a priority list to establish contact with families.	Assistant Principals, teacher	Weekly attendance reports, 20 day attendance reports, excessive absences report	end of year attendance and tardy data

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Increasing student attendance and participation	all	Assistant Principals	school wide	early release	walk throughs, pre-conference, post conference, data books	Administration team

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Letters will be sent home scheduling AIT meetings	Letters	General	\$500.00
			Subtotal: \$500.00
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: \$500.00

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	Decrease the number of students who receive suspensions from school.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
657	600
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
284	250
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
507 (including ATOSS)	450
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
294 (including ATOSS)	260

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	Teacher buy-in for Foundations Training and implementation is not consistent	Continue to develop a strong and influential Foundations Team	AP in charge of Foundations	Discipline data	Discipline reports reviewed at Foundations Meetings Feedback from faculty during PLC meetings
2	Relationship building with and among students	Reorganization of student body by last name to ensure each student reports to the same house administrator and guidance counselor throughout their stay at ACHS. Further development of the Youth of Today mentoring program through more incentives and recognition (T-shirts). Launch new WAVES mentoring program, supported by the foundations committee and driven by our newly establish Guidelines for Success.	Principal, Guidance Coordinator, House Administrator	Discipline data, including individual discipline records	Discipline reports and PMP's reviewed at weekly Instructional Leadership Meetings
3	Failure to communicate between staff and students	Increase opportunities for staff and student to communicate in a positive manner outside of the classroom. This will be achieved by the creation of a dedicated mentoring program.	Administration team	Discipline data including the total number and types of infractions	Discipline reports, feedback from faculty

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
Reducing the number of unnecessary suspensions	all	Leadership team	department coordinators	coordinators meeting, leadership meetings	review suspension data	Administration team

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:		School opened in August, 2010, without a senior class. Therefore A.C.H.S. had no graduation or drop out rate for 2010. The expected numbers are based on the promotion rate from 2011.			
*Please refer to the percentage of students who dropped out during the 2011-2012 school year.					
2012 Current Dropout Rate:		2013 Expected Dropout Rate:			
Retention rate for 9th through 11th grade: 10% (124 students)		8% (26 students)			
2012 Current Graduation Rate:		2013 Expected Graduation Rate:			
NA - No graduating class in 2011, the first year the school opened with 9 - 11th grades		92%			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students coming from over 12 different schools are missing a variety of credits needed to graduate.	Guidance counselors will do senior credit checks during the first quarter to ensure proper scheduling to support graduation	Guidance counselors; Assistant Principal in charge of curriculum	Review of senior academic records at the end of first semester	Graduation rate

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

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

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

Dropout Prevention Budget:

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

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
<p>1. Parent Involvement</p> <p>Parent Involvement Goal #1:</p> <p><i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i></p>	<p>Although a strong SAC and PTSA were formed along with sports and band boosters, parent participation was less than expected.</p>
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:

11%, 135 parents (including SAC, PTSA, athletic and band boosters, media center and classroom volunteers, and mentors from the community...Unduplicated)		20%,412 parents (Enrollment has increased by approximately 700 students)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	None	The anticipation of celebrating the school's first graduating senior class generates parent involvement to ensure student achievement	Principal and volunteer coordinator	PTSA Board and School Advisory Committee Meetings (Minutes, budget, etc)	Monthly membership reports and budget summaries

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

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:			Increase the number of students earning industry certification through the Scientific Visualization program.		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need to complete industry exams online at the end of the year. In the past state and district exams forced technology courses to relocate.	Move the industry testing exam early in the year, or provide a testing date during the summer.	Ms. Russell, Ms. Williams, Assistant Principal assigned to the fine arts p.l.c.	walk throughs, industry exam certification results, data books	C.A.S.T.

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
Work with CET district supervisor to ensure hardware is updated to support required software		District Grant Money	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Facilitate SciVis teacher's collaboration with NC teachers since there is no program in FL		General, District Grant	\$500.00
			Subtotal: \$500.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$500.00

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. CTE CTE Goal #1:			Increase the number of students who receive industry certification through career and technical education.		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need to complete industry exams online at the end of the year. In the past state and district exams forced technology courses to relocate.	Move the industry testing exam early in the year, or provide a testing date during the summer.	Ms. Russell, Ms. Williams, Assistant Principal assigned to the fine arts p.l.c.	walk throughs, industry exam certification results, data books	C.A.S.T.

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
Utilizing Pearson/Inform	all	Assistant Principals- Mr. Zakaria, Ms. Smiley	school wide	early release	walk throughs, pre-conference, post conference, formal and informal observations	C.A.S.T.

CTE Budget:

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

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

End of CTE Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
CELLA	Provide needed materials, including dictionaries, to assist in assessment	Dictionaries	district, Internal Trust, SIF	\$500.00
Mathematics	Practice problems will improve performance	Algebra I and Geometry Test Prep Materials	General Fund and Internal Trust	\$2,000.00
Science	Practice problems will enhance student performance on the Biolo9gy EOC	Prep materials	General, Internal Trust, SIF	\$1,500.00
Attendance	Letters will be sent home scheduling AIT meetings	Letters	General	\$500.00
				Subtotal: \$4,500.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Turnitin.com	Plaguerism software	General Fund	\$2,000.00
Mathematics	Student practice on the computer will enhance performance	Rotation through the computer labs and/or use of the laptop carts	General fund, Internal Trust, SIF	\$500.00
Writing	Increase student awareness of plaguerism	turnitin.com	General, SIF	\$2,500.00
STEM	Work with CET district supervisor to ensure hardware is updated to support required software		District Grant Money	\$0.00
				Subtotal: \$5,000.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	TDE fpr all 9th and 10th grade ELA teachers for FCAT 2.0 Training	Scoring Rubrics and Trainer	General Fund	\$300.00
Writing	TDE Provided for all ELA 9th and 10th grade teachers to study and collaborate around the writing rubric	Sample student writing	General, Internal Trust	\$100.00
STEM	Facilitate SciVis teacher's collaboration with NC teachers since there is no program in FL		General, District Grant	\$500.00
				Subtotal: \$900.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
				Grand Total: \$10,400.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

jn Priority	jn Focus	jn Prevent	jn NA
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Are you a reward school: Yes No

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

No Attachment (Uploaded on 9/23/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
The SAC Funds will be managed by a subcommittee of the SAC and use of funds approved by the full SAC committee. All use of funds will directly support the School Improvement Plan.	\$3,700.00

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

The SAC will meet monthly to review and update when needed the budget, School Improvement Plan, and general school achievement and discipline data. A Midyear stakeholders' review will be held in January in conjunction with the January SAC meeting.

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Duval School District ATLANTIC COAST HIGH SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	47%	70%	82%	46%	245	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	48%	64%			112	3 ways to make gains: <ul style="list-style-type: none"> ● 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?	41% (NO)	59% (YES)			100	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					457	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

No Data Found