

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: NEW SMYRNA BEACH HIGH SCHOOL

District Name: Volusia

Principal: James Tager

SAC Chair: Julieann Klein/ Daniel Hargrave

Superintendent: Margaret Smith

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

Last Modified on: 10/22/2012

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

Dr. Mike Grego, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
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PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	James Tager	Elementary Education (1-6) Mentally Handicapped (K-12) School Principal (all levels)	3	7	2011-2012 Pending 2011 – B school 72%AYP (50%R/79%M; 55%R/ 79%M; 49%R/65%M)* 2010-A school 87%AYP (53%R/74%M; 53%R/ 74%M; 43%R/65%M)* 2009- A School (New Smyrna Beach Middle School NSBMS), AYP 82% (73%R/68% M; 62%R/69%M; 60%R/65%M)* 2008- A School (NSBMS), AYP 85% (75% R/64%M; 68%R/65%M; 67%R/62%M)* 2007- B School (NSBMS), AYP 90% (71% R/65%M; 63%R/68%M; 57%R/66%M)* 2006 B School (NSBMS)- AYP 85% (63% R/58%M; 59%R/64M; 64% R/ N/A M)*

					Based on Volusia County district evaluation system currently in place, I have been rated either meeting or exceeding the 12 competencies required for administrators. *(% Proficient Reading/Math; % Learning Gains R/M; % Lowest 25% Learning Gains R/M)
Assis Principal	Karen Nielson	Social Sciences (6-12) Educational Leadership (all levels)	3	3	2011-2012 Pending 2011 – B school 72%AYP (50%R/79%M; 55%R/ 79%M; 49%R/65%M)* 2010-A school 87%AYP (53%R/74%M; 53%R/ 74%M; 43%R/65%M)* Based on Volusia County district evaluation system currently in place, I have been rated either meeting or exceeding the 12 competencies required for administrators. *(% Proficient Reading/Math; % Learning Gains R/M; % Lowest 25% Learning Gains R/M)
Assis Principal	Timothy Merrick	Adaptive Physical Education, Endorsement Physical Education (K-8) Educational Leadership (all levels)	7	7	2011-2012 Pending 2011 – B school 72%AYP (50%R/79%M; 55%R/ 79%M; 49%R/65%M)* 2010-A school 87%AYP (53%R/74%M; 53%R/ 74%M; 43%R/65%M)* 2009- B School, AYP 79% (50%R/73%M; 51%r/75%M; 42%R,68%M)* 2008-A School, AYP 72% (40%R/73%M; 55% R/ 81%M; 50%R/78%M)* 2007- B School, AYP 72% (48%R/70%M; 59%R/76%M; 56%R, 69%M)* Based on Volusia County district evaluation system currently in place, I have been rated either meeting or exceeding the 12 competencies required for administrators. *(% Proficient Reading/Math; % Learning Gains R/M; % Lowest 25% Learning Gains R/M)
Assis Principal	Tyler Rosenke	Educational Leadership (all levels) ESE K-12 Business Education 6-12 ESOL	2	6	2011-2012 Pending 2011 – B school 72%AYP (50%R/79%M; 55%R/ 79%M; 49%R/65%M)* 2010-B School(Spruce Creek) AYP 85% (65%R/87%M; 59%/ 80%M; 40%R/71%M)* 2009- A School (Hinson Middle) 87% AYP (79%R/77%M; 68%R/75%M; 63%R/72%M)* 2008- A School (Hinson Middle) 85%AYP (81%R;80%M; 67%R/77%M; 67%R/65%M)* 2007- A School (Hinson Middle) 92% AYP (80%R?80%M; 70%R/78%M; 69%R/72% M)* Based on Volusia County district evaluation system currently in place, I have been rated either meeting or exceeding the 12 competencies required for administrators. *(% Proficient Reading/Math; % Learning Gains R/M; % Lowest 25% Learning Gains R/M)
Assis Principal	William K. Case	Educational Leadership (all levels) Exceptional Student Education, (grades K - 12) Social Science, (grades 5 - 9)	1	1	N/A First year administrator

109	1.8%(2)	19.3%(21)	35.8%(39)	43.1%(47)	44.0%(48)	100.0% (109)	11.0%(12)	4.6%(5)	14.7%(16)
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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
Denise Peddicord Daniel Hargrave	Matt Dixon	Matt is a first year teacher being mentored by a highly effective teacher, as well as a district-assigned Peer Assistance and Review (PAR) Teacher.	Coaching, observations, collaborative lesson planning, Empowering Educator Excellence Program (E3)
Denise Peddicord Renee Lindsay	Tyler Losco	Tyler is a first year teacher being mentored by a highly effective teacher, as well as a district-assigned Peer Assistance and Review (PAR) Teacher.	Coaching, observations, collaborative lesson planning, Empowering Educator Excellence Program (E3)

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

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.

Principal: Provides a common vision for the use of data-based decision-making by promoting the Volusia Proficiency Model. Ensures that educators are implementing the district's Progress Monitoring Plan (PMP) accessible through the K-12 curriculum link of the webpage and the VCS Problem Solving/RtI model (i.e., Problem Identification, Analysis of Problem, Intervention Implementation and Response to Intervention) for those students who do not respond effectively to core instruction. For those students who do not respond positively to interventions beyond core, ensure that the school's Problem Solving Team (PST) is accessed as needed. Ensure adequate professional development is scheduled for faculty.

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

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

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

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

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

throughout the school year in order to address the academic and behavioral needs that develop throughout the year, as well as to monitor outcomes of supports and interventions.

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RTI Problem-solving process is used in developing and implementing the SIP?

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

MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

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

Describe the plan to train staff on MTSS.

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

Describe the plan to support MTSS.

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

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Principal: Provides a common vision for the use of data-based decision-making by helping teachers and other stakeholders understand the connection between the act of reading and the act of learning as it differs between disciplines is necessary if the school is to realize improved student achievement.

Select General Education Teachers: Develop and review existing policies and strategies to increase literacy across the school campus. Utilizing the Four Essential Questions of a PLC.

1. What is it we want our students to learn?
2. How will we know if each student has learned it?

3. How will we respond when some students do not learn it?

4. How can we extend and enrich the learning for students who have demonstrated proficiency?

Teachers will provide information about core instruction and provide instructional strategies/ activities/ materials department wide to assist in promoting literacy.

Reading Coach: Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/student needs assessment and intervention approaches.

Exceptional Student Education (ESE) teachers: Participates in student data collection, integrates core instructional activities/ material and collaborations with general educations teachers through such activities as co-teaching. Addressing the needs of ESE students with a focus on potential reintegration into General Education classes.

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

The team members meet regularly to engage in activities to review universal expectations. The teams meet regularly to constantly evaluate school-wide literacy initiatives; e.g., DEAR (Drop Everything and Read), Common Core Literacy Standards, Professional Development Needs, and make adjustments to meet the needs of the students population.

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

Professional Development focusing on Common Core Literacy Standards in all disciplines this school year.

Teachers implementing and reflecting on 8 Common Core Literacy strategies in their lessons this school year.

Teachers providing access to high quality reading materials within their classrooms.

New Smyrna Beach High School will continue to implement a 22 minute per week sustained silent reading called Drop Everything And Read (DEAR) for the 2012-2013 school year.

Public School Choice

Supplemental Educational Services (SES) Notification

[View uploaded file](#) (Uploaded on 10/19/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

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.

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

*High Schools Only

Note: Required for High School - Sec. 1003.413(g)(j) F.S.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

The school offers five academies that integrate the curriculum between the student's CTE class and their core classes. This enables the students to see the relevance of all of their courses and how they are beneficial to their future. The school also offers elective courses in art, business, technology, and career study. Many of these courses focus on job skills and offer students internships. A daily focus of the school is for teachers and students to ask each other, "why are we learning this?" to ensure that instruction is always relevant. Teachers are also provided reading materials and "bell ringers" that are based on current events.

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

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

Postsecondary Transition

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#)

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

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	Students achieving proficiency (FCAT Level 3) in reading will increase by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (207)	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	Opportunities to train new teachers, funding for follow up coaching, time for coach, teachers, and administrators to implement initiatives.	Teachers will receive training in practices that promote high student engagement; receive follow up support and coaching.	Reading Coach Administrator Teachers	Ongoing monitoring of formative and summative assessment data VSET observations and conferences Tracking student growth using Scantron assessments and meeting regularly as grade-level teams to foster growth among all students using formative data	Reading assessment data, FAIR data, FCAT results
2	Large number of students low SES, ELL, other ethnic minority, and students with disabilities impacted by multiple barriers are moderate to high risk	Identified students through FAIR and FCAT receive additional reading instruction using scientifically research based reading strategies and programs (Read 180).	Reading Coach Administrator Teachers	Ongoing monitoring of reading formative and summative assessment data Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data	Reading assessment data, FAIR data, FCAT results
3	Teachers who do not teach English/Reading are not familiar enough with literacy strategies necessary to accomplish the rigor required by Common Core State Standards	Train teachers to use High-Impact Literacy Strategies that support achieving the Anchor Literacy Standards	Administrative Staff Reading Coach	Ongoing monitoring through VSET observations Teacher records of reflections on literacy strategy use	FAIR data, FCAT results

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.	Students scoring at or Levels 4, 5, and 6 on FAA in reading
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Reading Goal #1b:	will increase by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (2)	35%

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	Increase percent of students scoring at current level by 2% at each grade level.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (245)	31%

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	Opportunities to train new teachers, funding for follow up coaching, time for coach, teachers, and administrators to implement initiatives	Students will participate in advanced course offerings including Creative Writing, AP Language, Journalism, AP Literature, and Dual Enrollment classes. Students will also engage in Close Reading with Text Dependent Questions and Responses.	Teachers, Administration, Reading Coach.	Teacher observation, VSET, Student work	State and District Assessments FCAT results

2	Adequate time for teachers and reading coach to review data, plan differentiated instruction, and deliver the instruction within the school day.	Teams (with the support of the reading coach) will meet regularly in Professional Learning Communities to work collaboratively in collecting and analyzing data in order to plan effective differentiated instruction and enrichment. Department chairs will meet to learn how to deliver instruction and will then provide PD to teachers.	Reading Coach Administrator Department Chairs, Teachers	Ongoing monitoring of formative and summative assessment data Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students	Reading assessment data, FAIR data, FCAT results
3	More rigorous instruction is needed, with more opportunities for higher-level thinking skills.	Professional development on Charlotte Danielson's Framework 3b: Using Questioning and Discussion Techniques (Domain 1)	Curriculum Team	Ratio of higher-level questions to lower-level questions will be assessed during walk-throughs and coaching provided to those with a low percentage of higher-level questions.	Walk-throughs

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	Students scoring at or above Level 7 on FAA in reading will increase by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (3)	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	Difficulty of finding high-quality lessons for students with cognitive disabilities that also address varying complexity levels	District training for teachers on the implementation of Unique Learning System for Access courses Follow-up coaching provided by program specialists	Administration ESE Team	Check usage and implementation, as well as student progress data using Unique Reports Administrative observation tools	Unique Reports FAA Scores
2	There is a need for more collaboration time amongst teachers of students with cognitive disabilities	Participation of Access course teachers in District's monthly Virtual PLC using webinar platform Evaluation of the student's need to access more rigorous courses and change placement if necessary Discussion of application of skills and knowledge at a higher level and in various settings	Administration ESE Team	District follow-up survey Check student progress data using Unique Reports	Unique Reports Survey

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	Student making Learning Gains in reading will increase by 2%
2012 Current Level of Performance:	2013 Expected Level of Performance:
65% (478)	67%

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 with large gaps in reading achievement, time available for Reading Coach, teachers, ESE Lead Team, and Administrators to analyze data.	Intensive assistance in Reading will be provided by Intensive Reading teachers, assisted by the evaluation and monitoring of the administrative team.	Reading Coach, Reading teachers, ESE Lead Team, Administrators	FAIR assessments will be analyzed three times each year. District Interim Assessments and reading program assessments (e.g. Achieve, Read 180) will be monitored to note student improvements.	FAIR assessments Achieve, Read 180 District Interim Assessments
2	Teachers using data from available resources and progress monitoring assessments to target instruction in classroom	Provide school based training on Pinnacle Gradebook and Insight reports.	Department Chairs Reading Coach Administrators	Monitor District Interim Assessments	FCAT 2.0 FAIR assessments End of course exams
3	Adequate time for teachers to review data, plan differentiated instruction, and deliver the instruction within the school day.	Teams (with the support of the coaching staff) will meet weekly in Professional Learning Communities to work collaboratively in collecting and analyzing data in order to plan effective differentiated instruction and enrichment.	Coaching Staff Administrator Teachers	Ongoing monitoring of formative and summative assessment data Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students	Reading assessment data, FAIR data, Science assessment data, FCAT results

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	Students making learning gains on FAA in reading will increase by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (2)	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
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1	Not all instruction has been consistently aligned to the NGSSS access points	Implement Access courses in all core academic areas, as well as Standards-Referenced Grading	Administration ESE Team	Check usage and implementation, as well as student progress data using Unique Reports Administrative observation tools	Unique Reports FAA Scores
2	There is a need for more collaboration time amongst teachers of students with cognitive disabilities	Participation of Access course teachers in District's monthly Virtual PLC using webinar platform	Administration ESE Team	District follow-up survey Check student progress data using Unique Reports	Unique Reports Survey
3	Difficulty of finding high-quality lessons for students with cognitive disabilities that also address varying complexity levels	District training for teachers on the implementation of Unique Learning System for Access courses Follow-up coaching provided by program specialists	Administration ESE Team	Check usage and implementation, as well as student progress data using Unique Reports Administrative observation tools	Unique Reports FAA Scores

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	Students in the lowest 25% making Learning Gains will increase by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
60% (126)	62%

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	Adequate time for teachers to review data, plan differentiated instruction, and deliver the instruction within the school day.	Teams (with the support of the Reading Coach) will meet in Professional Learning Communities to work collaboratively in collecting and analyzing data in order to plan effective differentiated instruction and enrichment.	Coaching Staff Administrator Teachers	Ongoing monitoring of formative and summative assessment data Track student growth using Scantron assessments and meet regularly to foster growth among all students	Reading assessment data, FAIR data, FCAT results
2	Funding for materials Time Volunteers	Students will also receive intensive reading instruction using district and state provided materials; e.g., Impact, Achieve, Edge, Read 180.	CRT Parents Volunteer	Teacher observation Student work Weekly reading assessments	Reading Unit Tests District Assessments FCAT Results
3	Students in the lowest 25% are usually students with disabilities, low SES and/or ELL. Many are affected by these multiple barriers.	Provide in school tutoring in the areas of vocabulary, fluency, phonics, and comprehension instruction using scientifically based reading materials.	Reading coach, tutors, administration.	Track student growth using Scantron assessments and meet regularly to foster growth among all students using formative data.	Reading assessment data, FAIR data, FCAT results.

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Reading Goal # In 2012-2013, we will reduce the achievement gap by meeting the AMO target of 63%. 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	54%	63%	66%	70%	74%	

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:	The percentage of students with below grade level performance in reading will decrease by 10% (Safe Harbor).
2012 Current Level of Performance:	2013 Expected Level of Performance:
White – 57% Black – 25% Asian – NA American Indian – NA Hispanic Subgroup not reported because 2012 AMO target was met.	White – 66% Black – 33% Asian – NA American Indian - NA

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Challenges of working with students who come from low SES backgrounds.	Ensure that all teachers receive professional development related to effective instructional strategies in reading and implement with low SES students with implementation within classroom.	Reading Coach and Administrator	Ongoing monitoring of formative assessments and teacher observation by administration.	District Assessments and FCAT results
2	Challenges of working with students who come from low SES backgrounds.	Provide for uninterrupted teacher collaboration during planning times and faculty meeting dates as needed	Reading Coach and Administrator	Faculty survey in May 2013	Student outcomes

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Person or	Process Used to
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Challenges working with students who come ELL backgrounds with significant gaps in vocabulary.	Provide high-quality vocabulary instruction throughout the day. Teach essential content words in depth. Use instructional time to address the meanings of common words, phrases, and expressions not yet learned	Instructional Coaches Administration	Ongoing monitoring of formative assessments and teacher observation by administration.	District Assessments and FCAT results Progress monitoring of weekly data using graphs/trend lines.

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:	Percentage of Students with Disabilities not making Adequate Yearly Progress will decrease by 10% to meet the 30% Safe Harbor Expected Level of Performance.
2012 Current Level of Performance:	2013 Expected Level of Performance:
22% making satisfactory progress in reading.	44% making satisfactory progress in reading (2012-2013 AMO Target) 30% making satisfactory progress in reading (2012-2013 Safe Harbor Expected Level of Performance)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The majority of our Students with Disabilities are below grade level.	Ensure that all teachers receive professional development related to effective instructional strategies in reading for SWD's and implementation of the strategies with implementation within classroom.	Reading Coach and Administrator	Ongoing monitoring of formative assessments and teacher observation by Principal	District Assessments and FCAT results
2	The individual needs of some students in the Exceptional Student Education program are not being met.	Provide intensive, systematic instruction on 3 foundational reading skills in small groups to students who score below the proficient level. Typically, these groups meet between three and five times a week, for 20 to 40 minutes	ESE Assistant Principal, ESE Lead Team	Ongoing monitoring of formative assessments	Evaluation Tool District Assessments and FCAT results Progress monitoring of weekly data using graphs/trend lines. Evaluation Tool FAIR FCAT Evaluation Tool VSET Observations Domain 3

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:	Percentage of Students with Disabilities not making Adequate Yearly Progress will decrease by 10% to meet the 51% Safe Harbor Expected Level of Performance.
2012 Current Level of Performance:	2013 Expected Level of Performance:
45% making satisfactory progress in reading.	55% making satisfactory progress in reading (2012-2013 AMO Target) 51% making satisfactory progress in reading (2012-2013 Safe Harbor Expected Level of Performance)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Challenges of working with students who come from low SES backgrounds.	Ensure that all teachers receive professional development related to effective instructional strategies in reading with implementation within classroom.	Reading Coach and Administrator	Ongoing monitoring of formative assessment and teacher observation by principal	District Assessments and FCAT results
2	Challenges of working with students who do not have exposure to high-level academic vocabulary in their homes	Implementation of a school-wide literacy system that emphasizes a unified, systematic approach to the teaching of vocabulary using research-based strategies	Administration Reading Coach Literacy Leadership Team	Classroom Walkthrough Literacy Leadership Team Meetings	VSET Observations Domain 3

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PD topic = Learn how to analyze and interpret reading data to drive classroom instruction.	Reading 9-12	Reading Coach	Reading Teachers	Ongoing training beginning with preplanning and continuing through monthly PLC/Department meetings, classroom walk-throughs, data chats with students, structured coaching and mentoring within 60 days as follow-up.	Reports on students' academic progress pulled from FCAT, District Assessments, FAIR data, Scantron assessments, classroom reading assessments.	Reading Coach
Common Core Literacy Standards	Reading, English, CTE, Science, Social Studies 9-12	Reading Coach Curriculum AP	School-wide	Ongoing training beginning with preplanning and continuing through monthly PLC/Department meetings and on designated early release PD days.	Teachers turn in reflection reports on strategies used within their classrooms. Reports on students' academic progress pulled from FCAT, District Assessments, FAIR data, Scantron assessments, classroom reading assessments.	Curriculum AP

Reading Budget:

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

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking. CELLA Goal # 1:		The percentage of students scoring proficient in Listening/Speaking on CELLA will increase by 2%.			
2012 Current Percent of Students Proficient in listening/speaking:					
0% (0)					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Providing comprehensible instruction to English Language Learners	Data on ELL students language proficiency and achievement levels should be used for differentiated instruction	Administrator	Ongoing monitoring of formative assessments and teacher observations by principal	CELLA, IPT, FCAT, District Assessments
2	Providing comprehensible instruction to English Language Learners	Ensure that teachers use English Language Proficiency Standards for English Language Learners	Administrator	Ongoing monitoring of formative assessments and teacher observations by principal	CELLA, IPT, FCAT, District Assessments
	Providing comprehensible	Ensure that teachers receive professional	Administrator	Ongoing monitoring of formative assessments	CELLA, IPT, FCAT, District

3	instruction to English Language Learners	development related to effective instructional practices for teaching ELLs.	and teacher observations by principal	Assessments
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Students read in English at grade level text in a manner similar to non-ELL students.

2. Students scoring proficient in reading. CELLA Goal #2:	The percentage of students scoring proficient in Reading on CELLA will increase by 2%.
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2012 Current Percent of Students Proficient in reading:

33% (1)

Problem-Solving Process to Increase Student Achievement

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

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

3. Students scoring proficient in writing. CELLA Goal #3:	The percentage of students scoring proficient in Writing on CELLA will increase by 2%.
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2012 Current Percent of Students Proficient in writing:

0% (0)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Providing comprehensible instruction to English Language Learners	Data on ELL students language proficiency and achievement levels should be used for differentiated instruction	Administrator	Ongoing monitoring of formative assessments and teacher observations by administration	CELLA, IPT, FCAT, District Assessments
	Providing	Ensure that teachers	Administrator	Ongoing monitoring of	CELLA, IPT,

2	comprehensible instruction to English Language Learners	use English Language Proficiency Standards for English Language Learners		formative assessments and teacher observations by principal	FCAT, District Assessments
3	Providing comprehensible instruction to English Language Learners	Ensure that teachers receive professional development related to effective instructional practices for teaching ELLs.	Administrator	Ongoing monitoring of formative assessments and teacher observations by principal	CELLA, IPT, FCAT, District Assessments

CELLA Budget:

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

End of CELLA Goals

Florida Alternate Assessment High School Mathematics Goals

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

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

1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1:	Students scoring at or Levels 4, 5, and 6 on FAA in mathematics will increase by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (2)	35%

Problem-Solving Process to Increase Student Achievement

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

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

2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics. Mathematics Goal #2:	Students scoring at or Level 7 on FAA in mathematics will increase by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
17% (1)	19%

Problem-Solving Process to Increase Student Achievement

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

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

3. Florida Alternate Assessment: Percent of students making learning gains in mathematics. Mathematics Goal #3:	Students making Learning Gains in mathematics will increase by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (2)	52%

Problem-Solving Process to Increase Student Achievement

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

	Follow-up coaching provided by program specialists		Administrative observation tools	
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Algebra End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	Students achieving proficiency (Level 3) in ALG 1 will increase by 2%
2012 Current Level of Performance:	2013 Expected Level of Performance:
36% (101)	38%

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	Teachers are not yet familiar with the Common Core State Standards in math	Provide professional development on CCSS. Develop a plan embedding the 8 Standards for Mathematical Practices into daily instruction as appropriate. Implement new math Curriculum Maps, which have these standards incorporated	Administration Math Department Chair	Ongoing monitoring of formative assessments and teacher observations by administrators	VSET Evaluation

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

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	Increase percent of students scoring at current level by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
2% (6)	4%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Lack of time and focus to devote to professional dialogue about teaching practices	Participate in professional development on Lesson Study, to include a focus on the following elements: Identifying	Administration Instructional Coaches	Participation in professional development, coupled with follow-up observations	VSET observation

1	similarities and differences, summarizing and note taking, setting objectives and providing feedback, and cooperative Learning	Teacher reflections
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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Algebra Goal #					
	In 2012-2013, we will reduce the achievement gap by meeting the AMO target of 39%.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	58	39	45	51	57	

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. Algebra Goal #3B:	In 2012-2013, each subgroup will reduce the achievement gap by meeting the AMO targets.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Subgroups not reported because 2012 AMO targets were met.	White - 40% Black - 25% Hispanic - 37% Asian - N/A American Indian - N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Challenges of working with students who come from low SES backgrounds.	Ensure that all teachers receive professional development related to effective instructional strategies in Algebra. Follow up and coaching will be provided.	Mathematics Department Chair and Administrators	Ongoing monitoring of formative assessments and teacher observation by administration.	District Assessments and EOC results

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

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

Problem-Solving Process to Increase Student Achievement

	Person or	Process Used to
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Challenges working with students who come ELL backgrounds with significant gaps in vocabulary.	Provide high-quality vocabulary instruction throughout the day. Teach essential content words in depth. Use instructional time to address the meanings of common words, phrases, and expressions not yet learned	Instructional Coaches Administration	Ongoing monitoring of formative assessments and teacher observation by administration.	Progress monitoring of weekly data using graphs/trend lines.

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra. Algebra Goal #3D:	In 2012-2012, the Percentage of Students with Disabilities making the AMO target will increase by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
31%	33%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Challenges of working with students who do not have exposure to high-level academic vocabulary in their homes	Implementation of a school-wide literacy system that emphasizes a unified, systematic approach to the teaching of vocabulary using research-based strategies	Administration Reading Coach Literacy Leadership Team	Classroom Walkthrough Literacy Leadership Team Meetings	VSET Observations Domain 3

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

3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:	In 2012-2012, the Percentage of Economically Disadvantaged Students making the AMO target will be above 35%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
46%	35%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Challenges of working with students who do not have exposure to high-	Implementation of a school-wide literacy system that emphasizes	Administration Reading Coach	Classroom Walkthrough Literacy Leadership Team	VSET Observations Domain 3

1	level academic vocabulary in their homes	a unified, systematic approach to the teaching of vocabulary using research-based strategies	Literacy Leadership Team	Meetings
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End of Algebra EOC Goals

Geometry End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:	N/A				
2012 Current Level of Performance:	2013 Expected Level of Performance:				
N/A	N/A				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers are not yet familiar with the Common Core State Standards in math	Provide professional development on CCSS. Develop a plan embedding the 8 Standards for Mathematical Practices into daily instruction as appropriate. Implement new math Curriculum Maps, which have these standards incorporated	Administration Math Department	Ongoing monitoring of formative assessments and teacher observations by administrators	VSET Evaluation

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

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	N/A				
2012 Current Level of Performance:	2013 Expected Level of Performance:				
N/A	N/A				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Lack of time and focus to devote to	Participate in professional	Administration Instructional	Participation in professional	VSET observation

1	professional dialogue about teaching practices	development on Lesson Study, to include a focus on the following elements: Identifying similarities and differences, summarizing and note taking, setting objectives and providing feedback, and cooperative learning	Coaches	development, coupled with follow-up observations Teacher reflections
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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

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

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

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Challenges working with students who come ELL backgrounds with significant gaps in vocabulary.	Ensure that all teachers receive professional development related to effective instructional strategies in Geometry. Follow up and coaching will be provided.	Mathematics Department Chair and Administrators	Ongoing monitoring of formative assessments and teacher observation by administration.	District Assessments and EOC results

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

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

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Challenges working with students who come ELL backgrounds with significant gaps in vocabulary.	Provide high-quality vocabulary instruction throughout the day. Teach essential content words in depth. Use instructional time to address the meanings of common words, phrases, and expressions not yet learned	Instructional Coaches Administration	Ongoing monitoring of formative assessments and teacher observation by administration.	District Assessments and FCAT results Progress monitoring of weekly data using graphs/trend lines.

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

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

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The individual needs of some students in the Exceptional Student Education program are not being met.	Provide intensive, systematic instruction on 3 foundational reading skills in small groups to students who score below the proficient level. Typically, these groups meet between three and five times a week, for 20 to 40 minutes	ESE Assistant Principal, ESE Lead Team	Ongoing monitoring of formative assessments	FCAT EOC

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

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Challenges of working with students who do not have exposure to high-level academic vocabulary in their homes	Implementation of a school-wide literacy system that emphasizes a unified, systematic approach to the teaching of vocabulary using research-based strategies	Administration Reading Coach Literacy Leadership Team	Classroom Walkthrough Literacy Leadership Team Meetings	VSET Observations Domain 3

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
Common Core Math Standards	All levels of Math	Curriculum AP Math Department Chair	Math Department	Ongoing training beginning with preplanning and continuing through monthly PLC/Department meetings and on designated PD days.	Teachers turn in reflection reports on strategies used within their classrooms. Reports on students' academic progress pulled from EOCs, District Assessments, Scantron assessments, classroom assessments.	Curriculum AP Math Department Chair

Mathematics Budget:

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

End of Mathematics Goals

Florida Alternate Assessment High School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1:	Students scoring at levels 4, 5, and 6 will increase by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
83% (5)	85%

Problem-Solving Process to Increase Student Achievement

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

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

2. Florida Alternate Assessment: Students scoring at or above Level 7 in science. Science Goal #2:	Students scoring at or above Level 7 in the science FAA will increase by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
17% (1)	19%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Difficulty of finding	District training for	Administration	Check usage and	ASAP Science

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

Biology End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. Students scoring at Achievement Level 3 in Biology. Biology Goal # 1:			Data is not available		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
N/A			N/A		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time for teacher collaboration as a follow up to professional development	Provide for uninterrupted teacher collaboration during planning times and faculty meeting dates as needed allowing for comon assessments to track student progress	Department head and Administration	Track student growth using Scantron assessments and meet regularly as subject based teams to foster growth among all students using formative data	District Assessments and EOC results
2	Lack of knowledge of CCSS standards and literacy strategies to incorporate into science instruction	Participate in professional development on the 5E Instructional Model Participate in training on incorporating CCSS Literacy and	Administration Science PLCs Science Department Chair	Monitor usage and implementation through: ISN (Interactive Student Notebooks) or Cornell Note-taking Formal Lab Reports (2 per quarter)	Formal Lab Reports

		Mathematics Standards in Science Lessons (such as close reading)			
3	Maintaining fidelity to the curriculum map and keeping pace with other science teachers in the district	Data Analysis using Biology District Interims and use results to adjust curriculum and/or re-teach Meet with district science office to review data	District Science Specialist Administration Science PLCs Science Department Chair	Monitor Biology district interim assessment results	Biology district interim assessments FSA & SSA Data Biology EOC

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:	Data is not available
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

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

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

Common Core Literacy Standards for Science	All Science Courses 9-12	Reading Coach Curriculum AP	School-wide	Ongoing training beginning with preplanning and continuing through monthly PLC/Department meetings and on designated early release PD days.	Teachers turn in reflection reports on strategies used within their classrooms. Reports on students' academic progress pulled from FCAT, FAIR data, Scantron assessments, classroom reading assessments.	Curriculum AP
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Science Budget:

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

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:		Students scoring at Level 3 and higher in FCAT Writing will increase by 2%.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
85% (329) of our students achieved a 3 or higher on the FCAT.		87%			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Challenges of working with students who come from low SES	Ensure that all teachers receive professional development related to	principal/ curriculum assistant principal	Track student growth using county required writing prompts scored	District writing prompts and FCAT

1	backgrounds.	effective instructional strategies in writing with implementation within classroom		on FCAT rubric and meet regularly as grade-level teams to foster growth among all students using formative data.	assessments.
2	Teachers outside of Language Arts do not often provide practice for students to write about their content areas	Administer Volusia Writes schedule with fidelity in all curriculum areas Provide support and coaching to teachers on scoring	Classroom Teachers Administration Instructional Coaches	Monitor growth of Volusia Writes scores	Volusia Writes data FCAT Writing scores

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	Students scoring at or above Level 4 on FAA in writing will stay the same.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (4)	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	Not all instruction has been consistently aligned to the NGSSS access points	Implement Access courses in all core academic areas, as well as Standards-Referenced Grading	Administration ESE Team	Check usage and implementation, as well as student progress data using Unique Reports Administrative observation tools	Unique Reports FAA Scores
2	Difficulty of finding high-quality lessons for students with cognitive disabilities that also address varying complexity levels	District training for teachers on the implementation of Unique Learning System for Access courses Follow-up coaching provided by program specialists	Administration ESE Team	Check usage and implementation, as well as student progress data using Unique Reports Administrative observation tools	Unique Reports FAA Scores
3	There is a need for more collaboration time amongst teachers of students with cognitive disabilities	Participation of Access course teachers in District's monthly Virtual PLC using webinar platform	Administration ESE Team	District follow-up survey Check student progress data using Unique Reports	Unique Reports Survey

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core Literacy and Writing Standards	All Courses 9-12	Reading Coach Curriculum AP	School-wide	Ongoing training beginning with preplanning and continuing through monthly PLC/Department meetings and on designated early release PD days.	Teachers turn in reflection reports on strategies used within their classrooms. Reports on students' academic progress pulled from FCAT, FAIR data, Scantron assessments, classroom reading assessments and Volusia Writes	Curriculum AP

Writing Budget:

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

End of Writing Goals

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in U.S. History. U.S. History Goal #1:	Data is not available
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A
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	Lack of knowledge about American History EOC Lack of knowledge of CCSS standards and literacy strategies to incorporate into social studies instruction	Participate in Creation of District Formative Assessments for American History EOC Participate in District Professional Development and Webinars to explain support materials, such as item specifications, test reviews Participate in training on incorporating CCSS Literacy Standards in Social Studies Lessons (such as close reading)	Administration Social Studies PLCs Social Studies Department Chair	Monitor usage and implementation through: Teacher Formative Assessment Document-Based Question Assessments Participation in Professional Development	Document-Based Question Assessments American History EOC field test results VSET Evaluation

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

2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History. U.S. History Goal #2:	Data is not available
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Some students are reluctant to participate, and it can be hard to determine what individual students know on a daily basis.	Increase Level of Student Questioning To Focus on Cognitive Complexity of Learning Targets for instruction and assessment Infusion of technology and collaboration among students	Administration Social Studies PLCs Social Studies Department Chair	Observation and monitoring through evaluations Teacher Data	VSET Evaluation Domain 3

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

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

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

Common Core Literacy Standards in Social Studies	All Social Studies Courses 9-12	Reading Coach Curriculum AP	School-wide	Ongoing training beginning with preplanning and continuing through monthly PLC/Department meetings and on designated early release PD days.	Teachers turn in reflection reports on strategies used within their classrooms. Reports on students' academic progress pulled from FCAT, FAIR data, Scantron assessments, classroom reading assessments.	Curriculum AP
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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	The attendance rate will increase by 1% in 2013.
Attendance Goal # 1:	The number of excessive absences and tardies will decrease by 2%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
95%	96%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
513	503
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)

673	660				
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	Inconsistent enforcement of tardy policy.	Clearly communicate and enforce school's locked door policy: Students who are late will report directly to the tardy room. They will complete the tardy assignment. 1st -3rd tardy is a warning 4th tardy is 1 lunch detention 5th is 2 lunch detentions 6th is 3 lunch detentions 7th is 5 lunch detentions and parent contact.	Classroom teachers Guidance Counselor Administration	Analysis of tardy data quarterly	Reduction of tardies Increased attendance 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
PST Process	All Courses 9-12	Problem Solving Team Discipline AP	School-wide	Training during preplanning and continuing individually throughout the school year.	Teachers with students that have high absences, behavioral issues, and/or struggling academically are expected to start the PST process.	Discipline AP
Pinnacle Gradebook Professional Development	All Courses 9-12	Pinnacle Facilitator Attendance AP	School-wide	Training during preplanning	Pinnacle facilitator continues assistance on an individual basis. Teachers are expected to enter their attendance daily to obtain accurate attendance records for students.	Attendance AP

Attendance Budget:

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

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

End of Attendance Goal(s)

Suspension Goal(s)

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

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

1. Suspension Suspension Goal # 1:	The number of in-school and out-of-school suspensions will decrease by 5% in the school year 2012-2013.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
734	697
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
342	324
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
402	381
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
258	245

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
Challenges of working	Increase the visibility	Admininstration	Track the rate of	Amount of in-

1	with students who come from low SES backgrounds.	on campus through classroom visitations at 10 per week minimum		visitations per administrator	between class and in-class referrals
2	Parental permission and participation required	Identified at risk students will be included in the PST process and their identified needs will be addressed.	Administration Guidance Counselor Problem Solving Team Parent/Guardian	Intervention data will be analyzed and reviewed at BLT meetings and grade level PLC meetings.	Discipline referral data

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PST Process	All Courses 9-12	Problem Solving Team Discipline AP	School-wide	Training during preplanning and continuing individually throughout the school year.	Teachers with students that have high absences, behavioral issues, and/or struggling academically are expected to start the PST process.	Discipline AP

Suspension Budget:

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

End of Suspension Goal(s)

Dropout Prevention Goal(s)

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

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas

in need of improvement:					
1. Dropout Prevention Dropout Prevention Goal #1: <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>	The percentage of students who drop out of school will decrease in the 2012-2013 school year by 0.2%. The graduation rate will increase by 2%.				
2012 Current Dropout Rate:	2013 Expected Dropout Rate:				
1.5%	1.3%				
2012 Current Graduation Rate:	2013 Expected Graduation Rate:				
83%	85%				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of motivational figures to encourage goal setting and education.	Utilize Business Partners for Career Expo to encourage importance of education and staying in school.	Business Partner Coordinator, Guidance, Teachers, Reading Coach, Administrators	Enrollment report	Dropout rate report

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PST Process	All Courses 9-12	Problem Solving Team Discipline AP	School-wide	Training during preplanning and continuing individually throughout the school year.	Teachers with students that have high absences, behavioral issues, and/or struggling academically are expected to start the PST process.	Discipline AP

Dropout Prevention Budget:

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

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

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

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

1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	Parent participation at the SAC monthly meetings to increase by 100%.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
7 parents	14 parents

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 increase in the percentage of economically disadvantaged students, parents may have reduced means to access technology and transportation.	In an effort to increase the school's accessibility to the community, the SAC's monthly meetings will be held at two or more various locations within the community. Connect-Ed and Trainings such as Pinnacle will be used to increase parent attendance. This will improve the lines of communication with parents, teachers, students, and the community, and to increase community awareness by providing more opportunities for constructive input from all of our vested	Administration	The sign-in sheets at the monthly meetings.	Counting the parent participants on the sign-in sheets.

members.

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
Pinnacle and its uses	All	Site Administrators	School-wide	District Staff Development August 2012 and September 2011. In addition to 1 on 1 tutoring for teachers	Parent Survey	Site Administrators

Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	Teachers will produce one new project-based STEM lesson based on the Engineering Academy.
Problem-Solving Process to Increase Student Achievement	

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core Literacy Standards	All Courses 9-12	Reading Coach Curriculum AP	School-wide	Ongoing training beginning with preplanning and continuing through monthly PLC/Department meetings and on designated early release PD days.	Teachers turn in reflection reports on strategies used within their classrooms. Reports on students' academic progress pulled from FCAT, FAIR data, Scantron assessments, classroom reading assessments.	Curriculum AP

STEM Budget:

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

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. CTE CTE Goal #1:		In 2012-2013, at least 3 of our 5 academies will receive a Gold rating. In 2012-2013, the number of students participating in Industry Certification Exams will increase by 5%.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of knowledge of specific programs Time	Participate in school-based academy visits. Write integrated curriculum projects. Participate in Academy Director PLCs	Administration Academy Directors	Career Academy Wiki	Academy Evaluation
2	So program-rich that it is difficult to provide adequate support to all Lack of knowledge of specific programs Time	Utilize Industry Certification Exam data to support program area teachers in areas of need Participate in CTE Program PLCs Participate in virtual training provided by CTE department	Administration Academy Directors	Monitor participation in CTE Program PLCs	Industry Certification Exams

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core Literacy Standards	All CTE Courses 9-12	Reading Coach Curriculum AP	School-wide	Ongoing training beginning with preplanning and continuing through monthly PLC/Department meetings and on designated early release PD days.	Teachers turn in reflection reports on strategies used within their classrooms. Reports on students' academic progress pulled from FCAT, FAIR data, Scantron assessments, classroom reading assessments.	Curriculum AP

CTE Budget:

Evidence-based Program(s)/Material(s)

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

End of CTE Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

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

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input checked="" type="radio"/> Priority	<input type="radio"/> Focus	<input type="radio"/> Prevent	<input type="radio"/> NA
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Are you a reward school: Yes No

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

No Attachment (Uploaded on 10/19/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
The SAC committee at NSBHS will continue to supplement the school if funds become available. With SAC funds we project to pay for the following: 1- postage for monthly school newsletters Cuda Chronicle 2- Misc. Dues and fees. These items supplement the school to the benefit of students and parents. The newsletters go out and keep parents abreast of what is happening at the school. They are a great opportunity for parents to see all the positive items happening at the school.	\$0.00

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

Schedule for 2012-2013 SAC meetings

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Volusia School District NEW SMYRNA BEACH HIGH SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	50%	79%	84%	56%	269	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	55%	79%			134	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	49% (NO)	65% (YES)			114	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					527	
Percent Tested = 96%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Volusia School District NEW SMYRNA BEACH HIGH SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	53%	74%	89%	52%	268	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	53%	74%			127	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	43% (NO)	65% (YES)			108	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					503	
Percent Tested = 98%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested