FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: MAINLAND HIGH SCHOOL

District Name: Volusia

Principal: Dr. Cheryl Salerno

SAC Chair: Joan Piggotte

Superintendent: Dr. Margaret Smith

Date of School Board Approval: Pending board action on 12/11/2012

Last Modified on: 10/17/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Cheryl Salerno	Ed.D	16	6	2012-School Grade Pending; 41%R/22%M; 56%R/52%M; 60%R/61%M) 2011-B School Grade; AYP 72% (39% R/65%M; 44%R/62%M; 47%R/51%M) 2010-D School Grade; AYP 82%(41% R/69%M; 45%R/72%M; 37%R/61%M) 2009-D school; AYP 67% (40%R/66%M; 46%R/68%M; 41%R/58%M) 2008-C school; AYP 69%(42%R/67%M; 55%R/76%M; 57%R/74%M)
Assis Principal	Cheryl Salerno	Ed.D	15	10	2007-D school; AYP 64%(34%R/56%M; 44%R/65%M; 44%R/66%M) 2006-C school; AYP 46%(34%R/62%M; 45%R/70%M; 49%R/NA) 2005-C school; AYP 60%(31%R/66%M; 46%R/71%M; 56%R/NA) 2004-C school; AYP 60%(32%R/60%M; 46%R/73%M; 48%R/NA) 2003-C school; (35%R/57%M; 53%R/72% M; 57%R/NA) 2002-C school; (34%R/57%M; 54%R/68% M; 55%R/NA) 2001-C school; no AYP data available 2000-C school; no AYP data available

					1999-C school; no AYP data available
Assis Principal	Daniel Eppelheimer	B.S.-Health Ed. and Athletic Training M.S.-Physical Ed. Ed.S.-- Educational Leadership	35	19	2012-School Grade Pending; 41%R/22%M; 56%R/52%M; 60%R/61%M) 2011-B School Grade; AYP 72% (39% R/65%M; 44%R/62%M; 47%R/51%M) 2010-D School Grade; AYP 82%(41% R/69%M; 54%R/72%M; 37%R/61%M) 2009-D school; AYP 67% (40%R/66%M; 46%R/68%M; 41%R/58%M) 2008-C school; AYP 69%(42%R/67%M; 55%R/76%M; 57%R/74%M) 2007-D school; AYP 64%(34%R/56%M; 44%R/65%M; 44%R/66%M) 2006-C school; AYP 46%(34%R/62%M; 45%R/70%M; 49%R/NA) 2005-C school; AYP 60%(31%R/66%M; 46%R/71%M; 56%R/NA) 2004-C school; AYP 60%(32%R/60%M; 46%R/73%M; 48%R/NA) 2003-C school; (35%R/57%M; 53%R/72% M; 57%R/NA) 2002-C school; (34%R/57%M; 54%R/68% M; 55%R/NA) 2001-C school; no AYP data available 2000-C school; no AYP data available 1999-C school; no AYP data available
Assis Principal	LaShawn Troutman	B.S. - Business Administration M.Ed - Educational Leadership	2	2	2012-School Grade Pending; 41%R/22%M; 56%R/52%M; 60%R/61%M)
Assis Principal	Jason Watson	B.S.-Elementary Education M.Ed.- Educational Leadership	3	9	2012-School Grade Pending; 41%R/22%M; 56%R/52%M; 60%R/61%M) 2011-B School Grade; AYP 72% (39% R/65%M; 44%R/62%M; 47%R/51%M) 2010,Deland MS-B school; AYP 72%(69% R/62%M; 55%R/63%M; 60%R/62%M) 2009,Deland MS-A school; AYP 72%(69% R/62%M; 55%R/63%M; 60%R/62%M) 2008,Deland MS-A school;AYP 77%(73% R/62%M; 65%R/59%M; 69%R/57%M) 2007,Deland MS-B school; AYP 79%(68% R/64%M; 56%R/63%M; 54%R/66%M) 2006,Deland MS-A school;AYP 82%(67% R/64%M; 60%R/65%M; 63%R/NA for Math) 2005,Atlantic HS-C school;AYP 70%(33% R/61%M; 45%R/67%M; 50%R/NA for math) 2004,Atlantic HS-C school;AYP 77%(34% R/60%M; 44%R/72%M; 46%R/NA for math)
Assis Principal	Colleen Kirvan	B.S.-ESE Specific Learning Disability M.Ed-Educational Leadership	1	7	2012-Hospital Homebound- No School Information 2011-Hospital Homebound- No School Information 2010-Mainland High School-D School Grade; AYP 82%(41%R/69%M; 54%R/72% M; 37%R/61%M) 2009-Mainland High School-D school; AYP 67% (40%R/66%M; 46%R/68%M; 41% R/58%M) 2008-Alternative Education- No School Information 2007-Alternative Education- No School Information

INSTRUCTIONAL COACHES

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (Percentage data for achievement levels, learning gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Sarah Callahan	M.Ed Educational Leadership	6	1	First Year As Reading Coach

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	Every year, the school district undertakes several initiatives designed to recruit highly qualified teachers. Recruitment through colleges throughout the country are conducted by district and school administrators. The reading endorsement program is provided to any district teacher interested in becoming a reading teacher. The district is identifying district trainer or trainers to provide CAR-PD training on content area teachers. In order to retain highly qualified teachers, the district provides opportunities for teachers to attend conferences and special events; the district's teacher of the year event is recognized throughout the state; district specialists offer a multitude of professional enrichment activities for teachers.	School Administration and District Personnel Specialists	Ongoing through summer of 2013	
2	1. New Teacher Programs (Individualized PD, mentors, peer classroom visits)	Administration	June 2013	
3	2. Leadership Opportunities	Administration	June 2013	
4	3. Professional Development (PD Wednesdays on Common Core implementation, Faculty Meetings)	Administration	June 2013	
5	4. PLC Activities	Administration	June 2013	

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
One teacher is considered NOT highly qualified. This teacher's rating for the 2012 school year is not yet determined.	Provide this teacher with a schedule of professional certification exam opportunities.

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
113	1.8%(2)	18.6%(21)	35.4%(40)	44.2%(50)	45.1%(51)	99.1%(112)	12.4%(14)	2.7%(3)	14.2%(16)

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
Kimberly Stevens, PAR Teacher	Timothy Rades	First Year Teacher	Coaching, Observations, Collaborative Lesson Planning
Kimberly Stevens, PAR Teacher	James Ogram	First Year Teacher	Coaching, Observations, Collaborative Lesson Planning

Kimberly Stevens, PAR Teacher	Harrington Smith	First Year Teacher	Coaching, Observations, Collaborative Lesson Planning
Kimberly Stevens, PAR Teacher	Joy Harper	First Year Teacher	Coaching, Observations, Collaborative Lesson Planning

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

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

AVID strategies

Title I, Part C- Migrant

The District Migrant Education Program Coordinator, Migrant Advocates and Migrant Recruiters work together to provide services and support to the migrant students and their parents. The MEP Coordinator works with Title I and other programs to ensure student needs are met. The Migrant Education Program provides the following:
• Academic Assistance through credit accrual/recovery, tutoring, and summer school
• Translation Services for parent/teacher conferences
• Parental support through parent/kid activity nights and workshops on school success
• Migrant Parent Advisory Council (MPAC)
• Medical Assistance through referrals to outside community agencies
• Food Assistance through referrals to food assistance programs

Title I, Part D

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

Title II

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

Title III

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

Title X- Homeless

The school works closely with Pam Woods, Title X Coordinator, to ensure that homeless students have the materials and resources they need to be successful.

Supplemental Academic Instruction (SAI)

The district provides remedial and supplemental instructional resources to students who fail to meet performance levels. Mainland High School utilizes these resources though the following:
• Fall School
• Winter School
• Spring School

• Summer School
Student academic remediation is offered during fall, winter, spring, and summer breaks.

Violence Prevention Programs

The school offers the following non-violence and anti-drug programs:
Student mentoring program.
Peer Mediation program.
LINK crew.

Nutrition Programs

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

Housing Programs

NA

Head Start

NA

Adult Education

NA

Career and Technical Education

Academy of Communications and Multimedia Technology.
Academy of Design and Manufacturing.
Academy of Robotics and Simulation.
Sports Science Academy.
Academy of Science and Medicine.
Academy of Hospitality and Culinary Arts
Fine Arts

Job Training

Mainland High School offers students' career awareness opportunities through Jr. Achievement programs, job shadowing opportunities, guest speakers from business and industry, and field trips to business and industry locations.
Our school offers students Career and Technical Education Programs and Career Academies that prepare students for work and post-secondary education. Programs offer students the opportunity to earn the national industry certification in their specific career cluster. Students are also offered the opportunity to develop leadership skills through identified Career and Technical Student Organizations. Volusia County's career academies have been recognized nationally for excellence. The Ford Fund named Volusia County Schools as a Next Generation Learning Community at the Leadership Level; Volusia is the third district in the country to receive such recognition.

Other

NA

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Dr. Cheryl Salerno, Principal, and her team provide a common vision for the use of data-based decision-making, ensures that the school-based team is implementing a Multi-Tiered System of Support, conducts assessments of Response to Intervention skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school-based MTSS plans and activities. Administrative team includes: Jason Watson, Assistant Principal for Curriculum & Instruction; Dan Eppelheimer, Assistant Principal for Data; LaShawn Troutman, Assistant Principal for Safety & Security and Drop Out Prevention Program; Colleen Kirvan, Assistant Principal for Exceptional Student Education.

Darlette Winck-Hall, Guidance Director and her team provide quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers

continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

Suzanne Gibson, Data & Assessment Specialist and Math Department Chair and Tiffany Fuller, Language Arts Intervention develop, lead, and evaluate school core content standards and programs; identify and analyze existing literature on scientifically-based curriculum/behavior assessment and intervention approaches. Identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk"; assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring.

Sarah Callahan, Reading Coach provides guidance on K-12 reading plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of Tier 1, Tier 2 and Tier 3 intervention plans.

Paul Zimmerman, School Social Worker participate in collection, interpretation, and analysis of data; facilitate development of intervention plans; provide support for intervention fidelity and documentation; provide professional development and technical assistance for problem-soling activities including data collection, data analysis, intervention planning, and program evaluation; facilitate data-based decision making activities.

Hope Dutton, ESE Department Contact and all ESE teachers participate in student data collection, integrate core instructional activities/materials into instruction and collaborate with general education teachers through support facilitation.

Scott Wilson, Guided Study Hall Chair; Dawn McKibbin, Tier 3 Intervention teacher; Danny Stein, Tier 3 Intervention teacher participate in Tier 3 interventions to intercept students in need of intensive behavior management in an effort to demonstrate academic mastery; provide support for intervention fidelity and documentation; and Identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk".

All Department Chairs provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 interventions and integrates Tier 1 materials/instruction with Tier 2/3 activities.

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 psychologist).

Describe the plan to train staff on MTSS.

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

Describe the plan to support MTSS.

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

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Sarah Callahan
Jason Watson
Ella Godbee
Albert Kelleher
Hope Dutton
Dawn Mckibbin
Robert Milholland
Joan Piggotte
Susana Mandell
Stefanie Georg
Kara Kauffman
Tiffany Fuller
Suzanne Gibson

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

Team will meet monthly to review literacy strategies, student data and plan for school presentations.
Team will be included on monthly faculty meeting agendas to cover reading topic.
Team members will meet with individual PLCs as needed/requested.

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

To improve reading FCAT scores.
To assist all teacher to use reading strategies daily in the classroom.
Establish model classrooms for teaching reading in the content area.
To increase the number of teachers who are reading or CAR-PD certified.

Public School Choice

Supplemental Educational Services (SES) Notification
View uploaded file (Uploaded on 9/27/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

NA

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

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

*High Schools Only

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

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

The school offers students elective courses in art, business, technology, and career study. Many of these courses focus on job skills and offer 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:
or initiatives that are used at the school and district level:
• Dual Enrollment
• Early College • College Expo
• Career Academies • College Tours
• High School Showcase • College Rep Visits
• AVID • Making College Count Programs
• 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:	The percentage of students scoring Reading Achievement Level 3 will increase by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
22% (177)	25%

	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	Large number of students low SES, ELL, other ethnic minority, and students with disabilities impacted by multiple barriers are moderate to high risk	Ensure that all teachers receive professional development related to Common Core State Standards implementation and effective instructional strategies.	Common Core State Standards Contact and Administrative Team	Ongoing monitoring/observation of planning and instruction. Follow Common Core State Standards School Implementation Plan. Informal observations conducted by Reading Coach to fully support teachers with follow-up discussions during PLCs and modeling in the classroom.	District Assessments, FAIR and FCAT results, End of Course Exams. Progress Monitoring by Reading Coach.
2	Technology difficulties with the online gradebook. Professional development for teachers on standards referenced grading. Educating stakeholders about standards referenced grading.	Implementation of Standards Referenced Grading Practices school-wide.	Administrative Team Reading Coach Literacy Leadership Team	Dialogue with all stakeholders regarding standards referenced grading. Monitor PLCs to ensure all assignments and assessments are attached to standards. Monitor online grade books to support teachers with standards referenced grading implementation.	FCAT, End of Course Exams, District Assessments, SAT, ACT, PSAT, PLAN, FAIR
3	Opportunities to train new teachers, funding for follow up coaching	Teachers will receive training in practices that promote high student engagement; receive follow up support and coaching.	Coaching Staff Administrator Teachers	Ongoing monitoring of formative and summative assessment data VSET observations and conferences Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data	Reading assessment data, FAIR data, Math assessment data, Science assessment data, FCAT results
	Teachers who do not teach Language Arts are	Train teachers to use High-Impact Literacy	Administrative Staff	Ongoing monitoring through VSET	FAIR data, FCAT results

				observations	
4	not familiar enough with literacy strategies necessary to accomplish the rigor required by Common Core State Standards	Strategies that support achieving the Anchor Literacy Standards	Reading Coach	Teacher records of reflections on literacy strategy use	

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	The percentage of students scoring at Levels 4, 5, and 6 will increase by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
22% (2)	25%

<table>
<tr><td colspan="5" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>Behavior and academic difficulties of students with moderate to severe disabilities can cause instructional delays.</td><td>Professional development for VE Modified teachers on effective behavioral and academic interventions.</td><td>ESE Assistant Principal</td><td>Classroom observations</td><td>VSET Evaluation System</td></tr>
<tr><td>2</td><td>Not all instruction has been consistently aligned to the NGSSS access points</td><td>Implement Access courses in all core academic areas, as well as Standards-Referenced Grading</td><td>Administration ESE Team</td><td>Check usage and implementation, as well as student progress data using Unique Reports

Administrative observation tools</td><td>Unique Reports FAA Scores</td></tr>
</table>

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The percentage of students scoring Reading Achievement Level 4 will increase by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
19% (149)	22%

<table>
<tr><td colspan="5" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>Encouraging students to take advanced courses such as Advanced Placement and Honors.</td><td>Develop a campaign to promote higher levels of coursework for all students. For example, the establishment of an AP Lounge.
Incorporate more non-fiction writing into Social</td><td>Gifted Consultation teacher, Administration

Reading Coach

Department Chairs</td><td>Number of students enrolled in advanced coursework.</td><td>District assessments, FCAT, SAT, PSAT, ACT, and AP results.</td></tr>
</table>

		Studies classes.			
2	Adequate time for teachers to review data, plan differentiated instruction, and deliver the instruction within the school day.	Teams (with the support of the coaching staff) will meet weekly in Professional Learning Communities to work collaboratively in collecting and analyzing data in order to plan effective differentiated instruction and enrichment	Coaching Staff Administrator Teachers	Ongoing monitoring of formative and summative assessment data Track student growth using common assessments and meet regularly in PLC teams to foster growth among all students	Reading assessment data, FAIR data, Math assessment data, Science assessment data, FCAT results
3	More rigorous instruction is needed, with more opportunities for higher-level thinking skills.	Professional development on Charlotte Danielson's Framework	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:	The percentage of students scoring at or above Level 7 will increase by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
78% (7)	81%

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The percentage of students making learning gains in reading will increase by 3%.

	2012 Current Level of Performance:		2013 Expected Level of Performance:		
	56% (397)		59%		

	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 lower SES backgrounds.	Ensure that all teachers receive professional development related to effective instructional strategies in reading.	Reading Coach and Administration	Track student growth using common formative assessments and meet regularly in PLCs to foster growth among all students. Use of pre and post exams per semester.	Data from common formative assessments, district assessments, FAIR, and FCAT results.
2	Students with large gaps in reading achievement.	Intensive assistance in Reading will be provided by Intensive Reading teachers, assisted by the evaluation and monitoring of the administrative team	Reading Coach and Administration	FAIR assessments will be analyzed three times each year. FCAT Explorer and District Interim Assessments will be monitored monthly to note student improvements.	FAIR assessments FCAT Explorer District Interim Assessments
3	Teachers using data from available resources and progress monitoring assessments to target instruction in classroom	Provide school based training on Pinnacle Gradebook and Insight reports	Reading Coach and Administration	Monitor District Interim Assessments	FCAT 2.0 FAIR assessments End of course exams
4	Adequate time for teachers to review data, plan differentiated instruction, and deliver the instruction within the school day.	Teams (with the support of the coaching staff) will meet weekly in Professional Learning Communities to work collaboratively in collecting and analyzing data in order to plan effective differentiated instruction and enrichment.	Administration Teachers	Ongoing monitoring of formative and summative assessment data Track student growth using common assessments and meet regularly as PLC 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:	The percentage of students making learning gains in reading will increase by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
71% (5)	74%

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

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The percentage of students making learning gains in the lowest 25% in reading will increase by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
60% (122)	61%

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Adequate time for teachers to review data, plan differentiated instruction, and deliver the instruction within the school day.	Teams (with the support of the coaching staff) will meet weekly in Professional Learning Communities to work collaboratively in collecting and analyzing data in order to plan effective differentiated instruction and enrichment.	Coaching Staff Administrator Teachers	Ongoing monitoring of formative and summative assessment data 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
2	We have a growing number of "Students with Disabilities" who receive services.	Ensure that all teachers receive professional development related to effective instructional strategies in reading.	Reading Coach and Administration	Develop a lower quartile tracking system to make sure that students in bottom 1/4 of population are learning and making gains in reading.	District assessments,common formative and summative assessments, Performance Matters FAIR and 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.	Instructional coaches, tutors, administration	Track student growth using common assessments and meet regularly as PLC teams 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

	Reading Goal #

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	5A :	In 2012-2013, we will reduce the acievement gap by meeting the AMO target (52% proficient) or through Safe Harbor.

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	41%	52%	57%	61%	66%	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	In 2012-2013, each subgroup will reduce the achievement gap by meeting the AMO target or through Safe Harbor.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Percent Proficient: White: 52% Black: 26% Hispanic: 40% American Indian: N/A Asian Subgroup is not reported because the 2012 AMO target was met.	Percent Proficient: White: 63% Black: 34% Hispanic: 51% Asian: 52% 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	Hispanic: We have a growing number of Hispanic students that receive services in our ESOL program	Ensure that all teachers receive professional development related to effective instructional strategies in reading for ELL Students. Follow up and coaching will be provided.	Reading Coach and Administrators	Ongoing monitoring of formative assessments and teacher observation by administration.	District Assessments and FCAT results
2	Black: There is an achievement gap for black male students	Ensure that all teachers receive professional development related to effective instructional strategies. Follow up and coaching will be provided.	Reading Coach and Administrators	Ongoing monitoring of formative assessments and teacher observation by administration.	District Assessments and FCAT results
3	Challenges of working with students who come from lower SES backgrounds and making learning more relevant to students' lives by helping them set tangible goals beyond high school.	Ensure that all teachers receive professional development related to effective instructional strategies in reading for all learners.	Reading Coach and Administration	Ongoing monitoring of formative and summative assessments; teacher discussion forums; faculty meeting presentations; classroom observations; PLC discussions	District assessments, FAIR and 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 subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	In 2012-2013, the achievement gap for ELL students will be reduced by meeting the AMO target or through Safe Harbor.
2012 Current Level of Performance:	2013 Expected Level of Performance:

21% Proficient	32% Proficient	

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<tr><td>1</td><td>Challenges working with students who come ELL backgrounds with significant gaps in vocabulary.</td><td>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</td><td>Instructional Coaches

Administration</td><td>Ongoing monitoring of formative assessments and teacher observation by administration.</td><td>District Assessments and FCAT results

Progress monitoring of weekly data using graphs/trend lines</td></tr>
</table>

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	In 2012-2013, the achievement gap for SWD students will be reduced by meeting the AMO target or through Safe Harbor.
2012 Current Level of Performance:	2013 Expected Level of Performance:
21% Proficient	36% Proficient

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<tr><td>1</td><td>The individual needs of some students in the Exceptional Student Education program are not being met.</td><td>Provide intensive, systematic instruction on 3 foundational reading skills in small groups to students who score below the proficient level.</td><td>ESE Assistant Principal, ESE Lead Team</td><td>Ongoing monitoring of formative assessments</td><td>FAIR

FCAT</td></tr>
<tr><td>2</td><td>The majority of our Students with Disabilities are below grade level.</td><td>Ensure that all teachers receive professional development related to effective instructional strategies in reading for Students with Disabiities. Continue with the effective use of Support Facilitation.</td><td>Reading Coach and Support Facilitators</td><td>Ongoing monitoring of formative and summative assessments; teacher observations; PLC discussions</td><td>District assessments, FAIR and FCAT results</td></tr>
</table>

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	In 2012-2013, the achievement gap for SWD students will be reduced by meeting the AMO target or through Safe Harbor.
2012 Current Level of Performance:	2013 Expected Level of Performance:

	35% Proficient	43% Proficient		

		Problem-Solving Process to Increase Student Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	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 Observation Domain 3
2	Increasing number of students who come from lower SES backgrounds.	Ensure that all teachers receive professional development related to effective instructional strategies in reading.	Reading coach and Administration	Ongoing monitoring of formative and summative assessments; teacher observations; PLC discussions	District Assessments, FAIR and FCAT results.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core State Standards Awareness Training for Teachers	All Teachers	Reading Coach	School-wide	Early Release Professional Development Days	Monitor PLC Meetings	Reading Coach Administration
AVID Strategies	9th Grade	AVID Coordinator	Bucs 4 Life Freshman Elective Program	Weekly PLC Meetings	Classroom Observations	Reading Coach Administration
Volusia System for Empowering Teachers Training	All Teachers	Leadership Team	School-wide	Preplanning, faculty meetings	VSET evaluation system	Administration
Common Core State Standards teaching strategies	All subjects	Reading Coach	Faculty meetings, PLC meetings	Early Release Professional Development Days	Monitor PLC Meetings and classroom observation	Reading Coach Administration
Deliberate Practice Plan Training	All Teachers	Leadership Team	School-wide	September 21, 2012	Deliberate Practice review and monitoring	Administration
Common Core State Standards Integration Planning	All Core Teachers are paired with non-core teachers for integration planning	Administration, Reading Coach, Academic Coach	School-wide	Two days per month	Monitor PLC Meetings	Administration

Reading Budget:

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

End of Reading Goa

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 will increase by 3%.

2012 Current Percent of Students Proficient in listening/speaking:
44% (11)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Providing comprehensible instruction to English Language Learners	Data on ELL students language proficiency and achievement levels should be used for differentiated instruction	Administrator Academic Coach	Ongoing monitoring of formative assessments and teacher observations by principal	CELLA, FCAT, District Assessments

Students read in English at grade level text in a manner similar to non-ELL students.	
2. Students scoring proficient in reading. CELLA Goal #2:	The percentage of students scoring proficient in reading will increase by 3%.

2012 Current Percent of Students Proficient in reading:

68% (17)

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Providing comprehensible instruction to English Language Learners	Data on ELL students language proficiency and achievement levels should be used for differentiated instruction	Administrator Academic Coach	Ongoing monitoring of formative assessments and teacher observations by principal	CELLA, 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 will increase by 3%.
2012 Current Percent of Students Proficient in writing:	
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	Providing comprehensible instruction to English Language Learners	Data on ELL students language proficiency and achievement levels should be used for differentiated instruction	Administrator Academic Coach	Ongoing monitoring of formative assessments and teacher observations by principal	CELLA, 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:	The percentage of students scoring at Levels 4, 5, and 6 will increase by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (3)	36%

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

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:	The percentage of students scoring at or above level 7 in math will increase by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
56% (5)	59%

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	Unique Reports

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 Unique Reports

Administrative observation tools | FAA Scores |
| 2 | There is a need for more collaboration time amongst teachers of students with cognitive disabilities | 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 | Check student progress data using Unique Reports | Unique Reports |

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

3. Florida Alternate Assessment: Percent of students making learning gains in mathematics.

Mathematics Goal #3: | The percentage of students making learning gains in math will increase by 3%. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 71% (5) | 74% |

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 |

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.	The percentage of students scoring at Achievement Level 3

	Algebra Goal #1:		will increase by 3%.		
	2012 Current Level of Performance:		2013 Expected Level of Performance:		
	32% (133)		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	Large number of students low SES, ELL, other ethnic minority, and students with disabilities impacted by multiple barriers are moderate to high risk	Ensure that all teachers receive professional development related to Common Core State Standards implementation and effective instructional strategies.	Common Core State Standards Contact and Administrative Team	Ongoing monitoring/observation of planning and instruction. Follow Common Core State Standards School Implementation Plan. Informal observations conducted by Reading Coach to fully support teachers with follow-up discussions during PLCs and modeling in the classroom.	District Assessments, FAIR and FCAT results, End of Course Exams. Progress Monitoring by Reading Coach.
2	Technology difficulties with the online gradebook. Professional development for teachers on standards referenced grading. Educating stakeholders about standards referenced grading.	Implementation of Standards Referenced Grading Practices school-wide.	Administrative Team Reading Coach Literacy Leadership Team	Dialogue with all stakeholders regarding standards referenced grading. Monitor PLCs to ensure all assignments and assessments are attached to standards. Monitor online grade books to support teachers with standards referenced grading implementation.	FCAT, End of Course Exams, District Assessments, SAT ACT, PSAT, PLAN, FAIR
3	Teachers are not yet familiar with the Common Core State Standards in math	Provide professional development on embedding the 8 Standards for Mathematical Practices into daily instruction as appropriate Implement new math Curriculum Maps, which have these standards incorporated	Administration Instructional TOA	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:	The percentage of students scoring at Achievement Level 4 will increase by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
2% (10)	5%

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 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 similarities and differences, summarizing and note taking, setting objectives and providing feedback, and cooperative Learning	Administration Instructional Coach	Participation in professional development, coupled with follow-up observations Teacher reflections	VSET observation

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Algebra Goal # 3A :	In 2012-2013, we will reduce the achievement gap by meeting the AMO target (45% proficient) or through Safe Harbor.

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	48%	45%	51%	56%	62%	

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. Algebra Goal #3B:	In 2012-2013, each subgroup will reduce the achievement gap by meeting the AMO target or through Safe Harbor.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Percent Proficient: White: 57% Black: 36% Hispanic: 38% Asian: NA White Subgroup is not reported because the 2012 AMO target was met. Black Subgroup is not reported because the 2012 AMO target was met.	Percent Proficient: White: 48% Black: 39% Hispanic: 58% Asian: 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	Hispanic: We have a growing number of Hispanic students that receive services in our ESOL program	Ensure that all teachers receive professional development related to effective instructional strategies in reading for ELL Students. Follow up and coaching will be provided.	Reading Coach and Administrators	Ongoing monitoring of formative assessments and teacher observation by administration.	District Assessments and FCAT results
2	Black: There is an achievement gap for black male students	Ensure that all teachers receive professional development related to effective instructional	Reading Coach and Administrators	Ongoing monitoring of formative assessments and teacher observation by administration.	District Assessments and FCAT results

	strategies. Follow up and coaching will be provided.			

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

3C. English Language Learners (ELL) not making satisfactory progress in Algebra. Algebra Goal #3C:	In 2012-2013, the achievement gap for ELL students will be reduced by meeting the AMO target or through Safe Harbor
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

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<tr><td>1</td><td>Challenges working with students who come ELL backgrounds with significant gaps in vocabulary.</td><td>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</td><td>Instructional Coaches

Administration</td><td>Ongoing monitoring of formative assessments and teacher observation by administration.</td><td>District Assessements and FCAT results

Progress monitoring of weekly data using graphs/trend lines</td></tr>
</table>

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra. Algebra Goal #3D:	In 2012-2013, the achievement gap for SWD students will be reduced by meeting the AMO target or through Safe Harbor
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% Proficient	34% Proficient

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<tr><td>1</td><td>The individual needs of some students in the Exceptional Student Education program are not being met.</td><td>Provide intensive, systematic instruction on 3 foundational reading skills in small groups to students who score below the proficient level.</td><td>ESE Assistant Principal, ESE Lead Team</td><td>Ongoing monitoring of formative assessments</td><td>FAIR

FCAT</td></tr>
</table>

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

	3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:	In 2012-2013, the achievement gap for Economically Disadvantaged (ED) students will be reduced by meeting the AMO target or through Safe Harbor.
	2012 Current Level of Performance:	2013 Expected Level of Performance:
	40% Proficient	43% Proficient

		Problem-Solving Process to Increase Student Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	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 Observation Domain 3

End of Algebra EOC Goal

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

		Problem-Solving Process to Increase Student Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Large number of students low SES, ELL, other ethnic minority, and students with disabilities impacted by multiple barriers are moderate to high risk	Ensure that all teachers receive professional development related to Common Core State Standards implementation and effective instructional strategies.	Common Core State Standards Contact and Administrative Team	Ongoing monitoring/observation of planning and instruction. Follow Common Core State Standards School Implementation Plan. Informal observations conducted by Reading Coach to fully support teachers with follow-up discussions during PLCs and modeling in the classroom.	District Assessments, FAIR and FCAT results, End of Course Exams. Progress Monitoring by Reading Coach.
	Technology difficulties	Implementation of	Administrative	Dialogue with all	FCAT, End of

2	with the online gradebook. Professional development for teachers on standards referenced grading. Educating stakeholders about standards referenced grading.	Standards Referenced Grading Practices school-wide.	Team Reading Coach Literacy Leadership Team	stakeholders regarding standards referenced grading. Monitor PLCs to ensure all assignments and assessments are attached to standards. Monitor online grade books to support teachers with standards referenced grading implementation.	Course Exams, District Assessments, SAT, ACT, PSAT, PLAN, FAIR
3	Teachers are not yet familiar with the Common Core State Standards in math	Provide professional development on embedding the 8 Standards for Mathematical Practices into daily instruction as appropriate Implement new math Curriculum Maps, which have these standards incorporated	Administration Math Department Chair	Ongoing monitoring of formative assessments and teacher observations by administrators	VSET Evaluation

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

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	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 similarities and differences, summarizing and note taking, setting objectives and providing feedback, and cooperative Learning	Administration Instructional Coaches	Participation in professional development, coupled with follow-up observations Teacher reflections	VSET observation

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

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

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

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry. Geometry Goal #3B:	NA
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
NA	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	Hispanic: We have a growing number of Hispanic students that receive services in our ESOL program	Ensure that all teachers receive professional development related to effective instructional strategies in reading for ELL Students. Follow up and coaching will be provided.	Reading Coach and Administrators	Ongoing monitoring of formative assessments and teacher observation by administration.	District Assessments and FCAT results
2	Black: There is an achievement gap for black male students	Ensure that all teachers receive professional development related to effective instructional strategies. Follow up and coaching will be provided.	Reading Coach and Administrators	Ongoing monitoring of formative assessments and teacher observation by administration.	District Assessments and FCAT results

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:	NA
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
NA	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 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	Instructional Coaches Administration	Ongoing monitoring of formative assessments and teacher observation by administration.	District Assessements and FCAT results Progress monitoring of weekly data using graphs/trend lines.

		meanings of common words, phrases, and expressions not yet learned			

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:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	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	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.	ESE Assistant Principal, ESE Lead Team	Ongoing monitoring of formative assessments	FAIR FCAT

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3E. Economically Disadvantaged students not making satisfactory progress in Geometry. Geometry Goal #3E:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	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 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 State Standards Implementation Training for Teachers	Grades 9-12	Reading Coach	PLCs	Early Release Professional Development Days	Monitor PLC Meetings	Reading Coach Administration
AVID Strategies	9th Grade	AVID Coordinator	Bucs 4 Life Freshman Elective Program	Weekly PLC Meetings	Classroom Observations	Reading Coach Administration
Volusia System for Empowering Teachers Training	All Teachers	Leadership Team	School-wide	Preplanning, faculty meetings	VSET evaluation system	Administration
Common Core State Standards teaching strategies	All subjects	Reading Coach	Faculty meetings, PLC meetings	Early Release Professional Development Days	Monitor PLC Meetings and classroom observation	Reading Coach Administration
Deliberate Practice Plan Training	All Teachers	Leadership Team	School-wide	September 21, 2012	Deliberate Practice review and monitoring	Administration
Common Core State Standards Integration Planning	All Core Teachers are paired with non-core teachers for integration planning	Administration, Reading Coach, Academic Coach	School-wide	Two days per month	Monitor PLC Meetings	Administration

Mathematics Budget:

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

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

Technology

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

Professional Development

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

Other

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

End of Mathematics Goals

Florida Alternate Assessment High School Science Goals

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

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

1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1:	The percentage of students scoring Achievement Levels 4, 5, and 6 will increase by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
80% (4)	83%

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:	The percentage of students scoring at or above Achievement Level 7 will increase by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
20% (1)	23%

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	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 ASAP Science Curriculum-based assessments	ASAP Science Curriculum-based assessments Unique Reports FAA Scores

	levels	Follow-up coaching provided by program specialists		and Unique Reports Administrative observation tools	
2	There is a need for more collaboration time amongst teachers of students with cognitive disabilities	Evaluation of the student's need to access more rigorous courses and change placement if necessary Discussion of application of skills and knowledge at a higher level and in various settings	Administration ESE Team	District follow-up survey Check student progress data using ASAP Science Curriculum-based assessments and Unique Reports	ASAP Science Curriculum-based assessments Unique Reports Survey

Biology End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Biology. Biology Goal #1:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	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	Large number of students low SES, ELL, other ethnic minority, and students with disabilities impacted by multiple barriers are moderate to high risk	Ensure that all teachers receive professional development related to Common Core State Standards implementation and effective instructional strategies.	Common Core State Standards Contact and Administrative Team	Ongoing monitoring/observation of planning and instruction. Follow Common Core State Standards School Implementation Plan. Informal observations conducted by Reading Coach to fully support teachers with follow-up discussions during PLCs and modeling in the classroom.	District Assessments, FAIR and FCAT results, End of Course Exams. Progress Monitoring by Reading Coach.
2	Technology difficulties with the online gradebook. Professional development for teachers on standards referenced grading. Educating stakeholders about standards referenced grading.	Implementation of Standards Referenced Grading Practices school-wide.	Administrative Team Reading Coach Literacy Leadership Team	Dialogue with all stakeholders regarding standards referenced grading. Monitor PLCs to ensure all assignments and assessments are attached to standards. Monitor online grade books to support teachers with standards referenced grading	FCAT, End of Course Exams, District Assessments, SAT, ACT, PSAT, PLAN, FAIR

					implementation.
3	Lack of knowledge of CCSS standards and literacy strategies to incorporate into science instruction	Participate in training on incorporating CCSS Literacy and Mathematics Standards in Science Lessons (such as close reading)	Administration Science PLCs Science Department Chair	Monitor usage and implementation through: ISN (Interactive Student Notebooks) or Cornell Note-taking Formal Lab Reports (2 per quarter)	Formal Lab Reports
4	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:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	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	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 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 Common Assessment Data	VSET Evaluation Domain 3 Biology EOC

Note: the header table row has 6 columns but the first is blank.

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 State				Early Release		

Standards Awareness Training for Teachers	All Teachers	Reading Coach	School-wide	Professional Development Days	Monitor PLC Meetings	Reading Coach Administration
AVID Strategies	9th Grade	AVID Coordinator	Bucs 4 Life Freshman Elective Program	Weekly PLC Meetings	Classroom Observations	Reading Coach Administration
Common Core State Standards teaching strategies	All subjects	Reading Coach	Faculty meetings, PLC meetings	Early Release Professional Development Days	Monitor PLC Meetings and classroom observation	Reading Coach Administration
Common Core Standards Integration Planning	All core teachers are paired with non-core teachers for CCSS integration planning time	Administration, Reading Coach, Academic Coach	School-wide	Two days per month	Monitor PLC Meetings	Administration
Volusia System for Empowering Teachers Training	All Teachers	Leadership Team	School-wide	Preplanning, faculty meetings	VSET evaluation system	Administration
Deliberate Practice Plan Training	All Teachers	Leadership Team	School-wide	September 21, 2012	Deliberate Practice monitoring and review	Administration

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:	The percentage of students scoring Achievement Level 3 will increase by 3%.

	2012 Current Level of Performance:		2013 Expected Level of Performance:		
	78% (288)		81%		

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student motivation to do well on a test that does not affect graduation status.	Incorporate more writing across the curriculum so that essay writing is second nature to students. Include Volusia Writes assessment and date analysis in core content areas.	Instructional Coach, Administration, Department Chairs, County Language Arts Specialist	Classroom observations, data chats, monitoring Volusia Writes assessment scores	District assessments and FCAT
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 Implement CCSS Anchor Literacy Standards school-wide.	Classroom Teachers Administration Instructional Coaches	Monitor growth of Volusia Writes scores	Volusia Writes data FCAT Writing scores
3	Language Arts teachers are not yet familiar enough with the state changes in scoring of FCAT Writing responses.	Implement writing strategies provided through district training which focus on the change in state writing expectations.	Instructional Coaches Language Arts Department Chair Administration	Monitor Volusia Writes scores	Volusia Writes FCAT Writing

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:	The percentage of students scoring Level 4 or higher will maintain current percentage.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (2)	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	Unique Reports FAA Scores
2	Difficulty of finding high-quality lessons for students with cognitive disabilities that also address varying	District training for teachers on the implementation of Unique Learning System for Access courses	Administration ESE Team	Check usage and implementation, as well as student progress data using Unique Reports	Unique Reports FAA Scores

complexity levels				
	Follow-up coaching provided by program specialists		Administrative observation tools	

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 State Standards teaching strategies	All subjects	Reading Coach	Faculty meetings, PLC meetings	Early Release Professional Development Days	Monitor PLC Meetings and classroom observation	Reading Coach Administration
Deliberate Practice Plan Training	All Teachers	Leadership Team	School-wide	September 21, 2012	Deliberate Practice review and monitoring	Administration
Common Core State Standards Awareness Training for Teachers	All Teachers	Reading Coach	School-wide	Early Release Professional Development Days	Monitor PLC Meetings	Reading Coach Administration
AVID Strategies	9th Grade	AVID Coordinator	Bucs 4 Life Freshman Elective Program	Weekly PLC Meetings	Classroom Observations	Reading Coach Administration
Volusia System for Empowering Teachers Training	All Teachers	Leadership Team	School-wide	Preplanning, faculty meetings	VSET evaluation system	Administration
Common Core State Standards Integration Planning	All Core Teachers are paired with non-core teachers for integration planning	Administration, Reading Coach, Academic Coach	School-wide	Two days per month	Monitor PLC Meetings	Administration

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Writing Budget:

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

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in U.S. History. U.S. History Goal #1:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	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	Large number of students low SES, ELL, other ethnic minority, and students with disabilities impacted by multiple barriers are moderate to high risk	Ensure that all teachers receive professional development related to Common Core State Standards implementation and effective instructional strategies.	Common Core State Standards Contact and Administrative Team	Ongoing monitoring/observation of planning and instruction. Follow Common Core State Standards School Implementation Plan. Informal observations conducted by Reading Coach to fully support teachers with follow-up discussions during PLCs and modeling in the classroom.	District Assessments, FAIR and FCAT results, End of Course Exams. Progress Monitoring by Reading Coach.
2	Technology difficulties with the online gradebook. Professional development for teachers on standards referenced grading. Educating stakeholders about standards referenced grading.	Implementation of Standards Referenced Grading Practices school-wide.	Administrative Team Reading Coach Literacy Leadership Team	Dialogue with all stakeholders regarding standards referenced grading. Monitor PLCs to ensure all assignments and assessments are attached to standards. Monitor online grade books to support teachers with standards referenced grading implementation.	FCAT, End of Course Exams, District Assessments, SAT, ACT, PSAT, PLAN, FAIR
3	Lack of knowledge about American History EOC Lack of knowledge of CCSS standards and literacy strategies to incorporate into social studies instruction	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:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	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	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 State Standards Awareness Training for Teachers	All Teachers	Reading Coach	School-wide	Early Release Professional Development Days	Monitor PLC Meetings	Reading Coach Administration
AVID Strategies	9th Grade	AVID Coordinator	Bucs 4 Life Freshman Elective Program	Weekly PLC Meetings	Classroom Observations	Reading Coach Administration
Volusia System for Empowering Teachers Training	All Teachers	Leadership Team	School-wide	Preplanning, faculty meetings	VSET evaluation system	Administration
Common Core State Standards teaching strategies	All subjects	Reading Coach	Faculty meetings, PLC meetings	Early Release Professional Development Days	Monitor PLC Meetings and classroom observation	Reading Coach Administration
Deliberate Practice Plan Training	All Teachers	Leadership Team	School-wide	September 21, 2012	Deliberate Practice review and monitoring	Administration
Common	All Core Teachers					

| Core State Standards Integration Planning | are paired with non-core teachers for integration planning | Administration, Reading Coach, Academic Coach | School-wide | Two days per month | Monitor PLC Meetings | Administration |

U.S. History Budget:

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

End of U.S. History EOC Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	Our goal is to increase attendance rate by one percent and reduce excessive absences and tardies by at least 5%.
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)
521	495
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
96	90
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	A reduction in staff on our campus makes it more difficult to monitor student attendance and tardies.	Continue with tardy policy that requires teachers to lock doors at late bell. Late students are swept into the "Buc Stop" for the remainder of class time.	Administrative team, campus advisors	Supervision of hallways during class change. Adult presence in Buc Stop during all class periods.	Number of student tardies and absences at end of each grading period.
2	A reduction in staff on our campus makes it more difficult to monitor student attendance and tardies.	Academic "foot soldiers" who follow up with individual students who have excessive tardies or absences from class (tier 3 intervention).	Scott Wilson, Danny Stein, Paul Zimmerman	Progress reports at weekly leadership team meetings.	Student attendance, behavior and grade reports.
3	Pattern of unexcused absences and lates	Parent/guardian notification of absences/tardies 5, 10, 15 day absence letters and/or tardy notes and Connect Ed PST or IEP Attendance Meetings Attendance contracts w/student and/or parent/guardian	Administrators, Teachers, Attendance Clerk, School Counselors, , School Social Workers PST Chair or IEP Facilitator/Case Manager	Analyzing data gathered from daily attendance reports to show patterns of non-attendance/ tardies	School-wide and/or individual student attendance reports

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Acurate Attendance Reporting for Teachers	All Teachers	Data Administrator, Attendance Clerk	School wide	Preplanning	Monitor attendance reports	Data Administrator Attendance Clerk School Social Worker

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

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:	Our school goal is to reduce in-suspensions by 1% and out of school suspensions by 5%.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
316	312
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
110	108
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
487	462
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
277	263

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	Increasing number of students enrolling from Department of Juvenile Justice programs.	Proper placement in appropriate academic program to ensure safety of all students.	Administration	Monitoring student behavior, attendance and grades at weekly leadership meetings.	data on attendance, behavior, academic assessments.
2	Students who are not involved in a school club, sport, or program are more likely to get discipline referrals.	Utilize interventions from the Multi Tiered System of Support and Problem Solving Team. Offer a wide range of programs, sports,	Administration	Monitoring student behavior, attendance and grades at weekly leadership and PLC meetings.	Academic and behavioral data

		academies, and clubs to motivate students to be involved in school.			

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
Alternatives to Suspension Discussion Group	Deans, Teacher Leaders, Administration	Assistant Principal for Safety and Security	Referral Center employees, Administration	Quartly Meetings	Monitor Suspension Rates	Assistant Principal for Safety and Security

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Suspension Budget:

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

End of Suspension Goal(s)

Dropout Prevention Goal(s)

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

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Dropout Prevention Dropout Prevention Goal #1: *Please refer to the percentage of students who*	Our goal is to reduce the dropout rate by one percent and increase the graduation rate by one percent.

dropped out during the 2011-2012 school year.

2012 Current Dropout Rate:	2013 Expected Dropout Rate:
0.8% (2010 Rate)	0.7%
2012 Current Graduation Rate:	2013 Expected Graduation Rate:
80.2% (2010 Rate)	81%

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	Increasing number of transient students and families.	Buc Starts Here program for at-risk students.	Appointed program director, Administration, Guidance	Monitor student data for attendance, tardies,grades, and behavior.	State and County assessments, attendance, graduation rate
2	Increasing graduation requirements and increased rigor of classes.	"Foot Soldiering" strategy of providing targeted individualized plans for success for every at-risk student.	Administration, Leadership Team, Foot Soldiers	Footsoldiers check in with the student and teacher daily.	Graduation Rate
3	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
Progress Monitoring and Graduation Requirements - topics at faculty meetings	All Teachers	Assistant Principals, Guidance Director	School wide	Monthly Faculty Meetings	Monitor student progress toward graduation (GPAs, credits,etc.)	Assistant principal for data, guidance director

Dropout Prevention Budget:

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

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

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	Our goal is to increase the number of parents who attend Parent Night by 5%.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
35% (562)	40% (680)

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	Increasing number of single-parent or grandparent homes in which multiple jobs keep parents from being able to attend school activities.	Offer a variety of activities and hours so that parents are able to attend at least one event.	Administration, Title 1 Parent Liasion	Number of parents in attendance.	Sign-in sheets and Parent surveys
2	Many parents do not know about all of the programs at school.	Offer a Parent Information Night	Administration, Title 1 Parent Liasion	Number of parents in attendance.	Sign-in sheets and Parent surveys.
	High mobility rate	The school will strive to maintain community/business partnerships, family involvement, active volunteers, student community service, and School Advisory Council through ongoing	Administration	Climate Survey April 2011	Number of business partners

| 3 | | effective communication to ensure that parents are provided opportunities to meet regularly with the school to participate in decisions relating to the education of their children. Refer to PIP | | | | |

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
New Initiatives Training for Parents: Parent Night	All Parents	Administrative Team	School-wide: All Parents Invited	October 9, 2012	Parking Lot Strategy for Parents to Ask Questions	Administration

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
Communication through professionally developed website.	Supplement for webmaster	Supplement Budget	$1,200.00
			Subtotal: $1,200.00
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
Parent Liason Paraprofessional	Paraprofessional hired to help with parent involvement and the Buc Starts Here Academy.	Title 1	$7,768.00
Fall, Winter, Spring, and Summer School	School sessions during weekends during weekends and holidays for remediation and reassessment.	School Improvement Budget	$3,800.00
			Subtotal: $11,568.00
			Grand Total: $12,768.00

End of Parent Involvement Goal(s)

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

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

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

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

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

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

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

STEM Budget:

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

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. CTE CTE Goal #1:	In 2012-2013, at least 4 of our 6 academies will receive a Gold rating.
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of knowledge of specific programs Time	Participate in school-based academy visits. Write integrated curriculum projects. Participate in Academy Director PLCs	Administration Academy Director	Career Academy Wiki	Academy Evaluation

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

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

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

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
Parent Involvement	Communication through professionally developed website.	Supplement for webmaster	Supplement Budget	$1,200.00
				Subtotal: $1,200.00

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
Parent Involvement	Parent Liason Paraprofessional	Paraprofessional hired to help with parent involvement and the Buc Starts Here Academy.	Title 1	$7,768.00
Parent Involvement	Fall, Winter, Spring, and Summer School	School sessions during weekends during weekends and holidays for remediation and reassessment.	School Improvement Budget	$3,800.00
				Subtotal: $11,568.00
				Grand Total: $12,768.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

Priority	Focus	Prevent	NA

Are you a reward school: Yes   No

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

No Attachment (Uploaded on 10/3/2012)

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

Fall, Winter, Spring, and Summer Schools.	$3,800.00

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

Monthly Meetings
Participation in the District Advisory Council
Provide input for the School Improvement Process
Assist with budget decisions

AYP DATA

SCHOOL GRADE DATA

No Data Found

Volusia School District MAINLAND HIGH SCHOOL 2010-2011	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	39%	65%	65%	38%	207	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	44%	62%			106	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?	47% (NO)	51% (YES)			98	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					411	
Percent Tested = 98%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Volusia School District MAINLAND HIGH SCHOOL 2009-2010	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	41%	69%	83%	41%	234	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	45%	72%			117	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?	37% (NO)	61% (YES)			98	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					449	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					D	Grade based on total points, adequate progress, and % of students tested