

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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

Dr. Mike Grego, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

School Name: UNIVERSITY HIGH SCHOOL

District Name: Volusia

Principal: Dennis Neal

SAC Chair: Jay Strother/Melissa Francois

Superintendent: Margaret Smith

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

Last Modified on: 10/18/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Assis Principal	Steafon Jenkins	BA Elementary Education & ESE MS Ed. Leadership Certification Elementary Ed. ESE Ed. Leadership	2	2	2012 - Grade Pending, AYP Pending (54% R/50%M, 66%/45%, 70%R/55%M)* 2011 - C School, AYP 69% (47%R/72%M, 51%R/71%M, 45%R/61%M)* I used data to guide my decision making relating to student and faculty needs of the school and discipline issues. *(Proficient Reading/Math; Learning Gains R/M; Lowest 25% R/M)
					2012 - Grade Pending, AYP Pending (54% R/50%M, 66%/45%, 70%R/55%M)* 2011 - C School, AYP 69% (47%R/72%M, 51%R/71%M, 45%R/61%M)* 2010- D, AYP 69% (41%R/69%M,44%

Assis Principal	John Devito	BA Exceptional Student Education MA Ed. Leadership Specific Learning Disabilities Certificate Ed. Leadership Certificate	3	11	R/72%M, 41%R/59%M)* 2009 – D School, AYP 62% (38%R/67%M, 44%R/68%M, 42%R/60%M)* 2008- C School, AYP 67% (37%R/64%M, 49%R/73%M, 50%R/74%M)* 2007- D School, AYP 59% (31%R/60%M, 44%R/67%M, 48%R/71%M)* 2006- D School, AYP 59% (30%R/58%M, 41%R/64%M, 42%R)* I used data to guide my instruction in an attempt to meet the individual needs of each student in my department. *(Proficient Reading/Math; Learning Gains R/M; Lowest 25% R/M)
Assis Principal	Joan Lee	BA Psychology MS Emotionally Disturbed Ed. S. Ed. Leadership Emotionally Disturbed K-12 Certificate Mental Retardation K-12 Certificate Ed. Leadership Certificate ESOL Endorsement	3	12	2012 - Grade Pending, AYP Pending (54% R/50%M, 66%/45%, 70%R/55%M)* 2011 - C School, AYP 69% (47%R/72%M, 51%R/71%M, 45%R/61%M) 2010- A School, AYP 87% (67%R/64%M, 64%R/67%M, 67%R/68%M)* 2009- C School, AYP 77% (46%R/52%M, 57%R/65%M, 71%R/62%M)* 2008 – A School, AYP 74% (68%R/64% M,61%R/70%M, 57%R/67%M)* 2007 – School exempt from school grades and AYP 2006 – School exempt from school grades and AYP I used data and other relevant information regarding students' educational performance needs to drive administrative decisions pertaining to curriculum and program implementation. Student data was gathered through Individual Education Plans; FCAT and Alternative Assessments; Formative Assessments; Functional Behavior Assessments; Psychological Evaluations; grade, attendance, and discipline browse; and other various sources. Additionally, I actively participated in the School Improvement Process, extensive staff development, and completed the Principal Internship program as a means of becoming a more highly qualified administrator. *(Proficient Reading/Math; Learning Gains R/M; Lowest 25% R/M)
Assis Principal	Craig Pender	BA Music Education MS Ed. Leadership Music K-12 Certificate Ed. Leadership Certificate	3	9	2012 - Grade Pending, AYP Pending (54% R/50%M, 66%/45%, 70%R/55%M)* 2011 - C School, AYP 69% (47%R/72%M, 51%R/71%M, 45%R/61%M)* 2010 - D, AYP 69% (41%R/69%M,44% R/72%M, 41%R/59%M)* 2009 – D School, AYP 62% (38%R/67%M, 44%R/68%M, 42%R/60%M)* 2008- C School, AYP 67% (37%R/64%M, 49%R/73%M, 50%R/74%M)* 2007- D School, AYP 59% (31%R/60%M, 44%R/67%M, 48%R/71%M)* 2006- D School, AYP 59% (30%R/58%M, 41%R/64%M, 42%R)* I used data to guide my decision making relating to facility needs of the school and discipline issues. *(Proficient Reading/Math; Learning Gains R/M; Lowest 25% R/M)
Assis Principal	Karen Chenoweth	BA Social Science MA Education Certification Social Science 6-12, Ed. Leadership, ESOL Endorsement	3	3	2012 - Grade Pending, AYP Pending (54% R/50%M, 66%/45%, 70%R/55%M)* 2011 - C School, AYP 69% (47%R/72%M, 51%R/71%M, 45%R/61%M)* 2010 Pending, AYP 69% (41%R/69%M,44% R/72%M, 41%R/59%M)* I used data to guide my decisions regarding professional dvelopment and discipline issues. *(Proficient Reading/Math; Learning Gains R/M; Lowest 25% R/M)
					2012 - Grade Pending, AYP Pending (54% R/50%M, 66%/45%, 70%R/55%M)* 2011 - C School, AYP 69% (47%R/72%M, 51%R/71%M, 45%R/61%M)* 2010 - A School, AYP 72% (73%R/69%M, 65%R/70%M, 69%R/69%M)*

Principal	Dennis Neal	BS Elem. Education MS Ed. Leadership Elementary Education Certificate Principal K-12 Certificate	3	13	2009 – A School, AYP 92% (72%R/69%M, 68%R/70%M, 70%R/67%M)* 2008 – A School, AYP 74% (68%R/64%M, 61%R/70%M, 57%R/67%M)* 2007 – A School, AYP 87% (69%R/64%M, 61%R/67%M, 61%R/65%M)* I was a highly effective administrator prior to that by working hard and doing what was right for students. *(Proficient Reading/Math; Learning Gains R/M; Lowest 25% R/M) 2006 – A School, ATP 85% (68%R/64%M, 65%R/69%M, 70%R)*
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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 Coach	Heather Henderson	BS Secondary English Ed. MFA Writing English 6-12 Certificate Middle Grades Endorsement Reading Endorsement ESOL Endorsement	3	8	2012 - Grade Pending, AYP Pending (54% R/50%M, 66%/45%, 70%R/55%M)* 2011 - C School, AYP 69% (47%R/72%M, 51%R/71%M, 45%R/61%M) 2010 - A School, AYP 72% (73%R/69%M, 65%R/70%M, 69%R/69%M)* 2009 – A School, AYP 92% (72%R/69%M, 68%R/70%M, 70%R/67%M)* 2008 – A School, AYP 74% (68%R/64%M, 61%R/70%M, 57%R/67%M)* 2007 – A School, AYP 87% (69%R/64%M, 61%R/67%M, 61%R/65%M)* 2006 – A School, AYP 85% (68%R/64%M, 65%R/69%M, 70%R)* *(Proficient Reading/Math; Learning Gains R/M; Lowest 25% R/M)

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Regular meetings of new teachers with administration in charge of E3 program.	Assistant Principal	May, 2013	
2	2. E3 teachers will be partnered with a PAR teacher as well as a school-based mentor.	District Personnel	May, 2013	
3	3. Provide ongoing professional development supported by coaching	School-based Coach Department Heads Administration	On-going	
4	4. Leadership Opportunities	Administration	On-going	
5	5. Showcase student accomplishments	All Administration and staff	On-going	
6	6. Promotion of School (Brochures/Advertisements)	All Administration and staff	On-going	
7	7. Teachers new to the school partnered with a school-based mentor	Assistant Principal	On-going	

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
1	Regular Contact with Department Chair and Peer Teacher

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
153	7.2%(11)	23.5%(36)	40.5%(62)	28.8%(44)	41.2%(63)	95.4%(146)	11.8%(18)	6.5%(10)	14.4%(22)

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
Estelle Haubert	Andor-Rice, Stephanie	Second year teacher being mentored by a Highly Qualified teacher in the same department.	School Peer Support for year 2 teachers; Support provided by Instructional Coaches; professional development
Heather Henderson	Atkinson, Elizabeth	Teacher new to our school mentored by a Highly Qualified teacher in the same department.	School Peer Support for teachers new to our school; Support provided by instructional coaches; professional development
Bill Lastowski	Bares, Kenneth	First year teacher being mentored by a Highly Qualified teacher in the same department.	School Peer Support for E3 teachers who have a district PAR; Support provided by Instructional Coaches; professional development
Jayne Baxter	Bise, Justin	Second year teacher being mentored by a Highly Qualified teacher in the same department.	School Peer Support for year 2 teachers; Support provided by Instructional Coaches; professional development
Estelle Haubert	Boyd, Natasha	Second year teacher being mentored by a Highly Qualified teacher in the same department.	School Peer Support for year 2 teachers; Support provided by Instructional Coaches; professional development
		Second year	

Estelle Haubert	Burgos, Robert	teacher being mentored by a Highly Qualified teacher in the same department.	School Peer Support for year 2 teachers; Support provided by Instructional Coaches; professional development
Heather Henderson	Burnside, Jason	First year teacher being mentored by a Highly Qualified teacher in the same department.	School Peer Support for E3 teachers who have a district PAR; Support provided by Instructional Coaches; professional development
Vincent Roeshink	Buteau, Natalie	First year teacher being mentored by a Highly Qualified teacher in the same department.	School Peer Support for E3 teachers who have a district PAR; Support provided by Instructional Coaches; professional development
Eilleen Bornman	Cheek, Edward	Second year teacher being mentored by a Highly Qualified teacher in the same department.	School Peer Support for year 2 teachers; Support provided by Instructional Coaches; professional development
Heather Henderson	Debellis, Patricia	Teacher new to our school mentored by a Highly Qualified teacher in the same department.	School Peer Support for teachers new to our school; Support provided by instructional coaches; professional development
Bill Lastowski	Diaz-Morales, Yahaira	Teacher new to our school mentored by a Highly Qualified teacher in the same department.	School Peer Support for teachers new to our school; Support provided by instructional coaches; professional development
Diane Mahoney	Emerson, John	First year teacher being mentored by a Highly Qualified teacher in the same department.	School Peer Support for E3 teachers who have a district PAR; Support provided by Instructional Coaches; professional development
Jessica Clayton	Emmert, John	First year teacher being mentored by a Highly Qualified teacher in the same department.	School Peer Support for E3 teachers who have a district PAR; Support provided by Instructional Coaches; professional development
Estelle Haubert	Garrett, Debra	Teacher new to our school mentored by a Highly Qualified teacher in the same department.	School Peer Support for teachers new to our school; Support provided by instructional coaches; professional development
Diane Mahoney	Hood, Karen	Teacher new to our school mentored by a Highly Qualified teacher in the same department.	School Peer Support for teachers new to our school; Support provided by instructional coaches; professional development
Diane Mahoney	Horvath, Christopher	First year teacher being mentored by a Highly Qualified teacher in the same department.	School Peer Support for E3 teachers who have a district PAR; Support provided by Instructional Coaches; professional development
		First year teacher being mentored by	School Peer Support for E3 teachers who have a

Reid Conrad	Lane, Terrence	a Highly Qualified teacher in the same department.	district PAR; Support provided by Instructional Coaches; professional development
Reid Conrad	Logan, Philip	Second year teacher being mentored by a Highly Qualified teacher in the same department.	School Peer Support for year 2 teachers; Support provided by Instructional Coaches; professional development
Reid Conrad	Martin, David	Teacher new to our school mentored by a Highly Qualified teacher in the same department.	School Peer Support for teachers new to our school; Support provided by instructional coaches; professional development
Martha Mitchell	Melendez, Mindy	Second year teacher being mentored by a Highly Qualified teacher in the same department.	School Peer Support for year 2 teachers; Support provided by Instructional Coaches; professional development
Heather Henderson	Morris, Paul	First year teacher being mentored by a Highly Qualified teacher in the same department.	School Peer Support for E3 teachers who have a district PAR; Support provided by Instructional Coaches; professional development
Diane Mahoney	Nogle, Dean	First year teacher being mentored by a Highly Qualified teacher in the same department.	School Peer Support for E3 teachers who have a district PAR; Support provided by Instructional Coaches; professional development
Reid Conrad	Odom, Paula	Teacher new to our school mentored by a Highly Qualified teacher in the same department.	School Peer Support for teachers new to our school; Support provided by instructional coaches; professional development
Bill Lastowski	Perrick, Stephanie	First year teacher being mentored by a Highly Qualified teacher in the same department.	School Peer Support for E3 teachers who have a district PAR; Support provided by Instructional Coaches; professional development
Bill Lastowski	Petka, Kevin	Teacher new to our school mentored by a Highly Qualified teacher in the same department.	School Peer Support for teachers new to our school; Support provided by instructional coaches; professional development
Bill Lastowski	Piatkiewicz, Cheryl	First year teacher being mentored by a Highly Qualified teacher in the same department.	School Peer Support for E3 teachers who have a district PAR; Support provided by Instructional Coaches; professional development
Bill Lastowski	Reed, Erin	Second year teacher being mentored by a Highly Qualified teacher in the same department.	School Peer Support for year 2 teachers; Support provided by Instructional Coaches; professional development
		Second year	

Jayne Baxter	Tyler, Kate	teacher being mentored by a Highly Qualified teacher in the same department.	School Peer Support for year 2 teachers; Support provided by Instructional Coaches; professional development
Jayne Baxter	Usilton, Daniel	Second year teacher being mentored by a Highly Qualified teacher in the same department.	School Peer Support for year 2 teachers; Support provided by Instructional Coaches; professional development
Martha Mitchell	VanNewkirk, Jeannette	Teacher new to our school mentored by a Highly Qualified teacher in the same department.	School Peer Support for teachers new to our school; Support provided by instructional coaches; professional development
Estelle Haubert	Verzaro, Angelic	Second year teacher being mentored by a Highly Qualified teacher in the same department.	School Peer Support for year 2 teachers; Support provided by Instructional Coaches; professional development

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 University High School include:

- Reading Intervention Teacher to provide interventions for students in need via a push-in model
- Supplemental Tutoring before and after school
- Supplemental materials and supplies needed to close the achievement gap
- Supplemental funds for on-going staff development as determined by the results of FCAT data

Title I, Part C- Migrant

The District Migrant 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 provides ongoing Professional Development 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 progress monitor the ELL students to identify specific needs, target interventions/enrichments to 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. University High School utilizes these resources through the following:

- Tutoring in Math
- Tutoring in Reading
- Science Camp
- FCAT Camp

Violence Prevention Programs

University High School offers the following non-violence and anti-drug programs:

- Student mentoring program
- Peer Mediation program
- Crisis training program
- Suicide prevention program
- Bullying program
- Teens against violence by Domestic Abuse Counsel

Nutrition Programs

University High School offers a variety of nutrition programs including:

- Free and Reduced Meal Plan
- Wellness Policy School Plan
- Nutrition and Wellness Classes
- Health Classes
- Personal Fitness Classes
- Various Athletic Teams

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

STEM (Foundations of Gaming, Simulation, & Robotics, Biomedical, Agriscience, Agriscience Biotechnology, Intro. to Engineering), Finance Academy, Digital Design, Multimedia Foundations, Web Design, Computing for College Careers, TV Production, Nutrition and Wellness, Culinary Arts

Job Training

University 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. Each program offers students the opportunity to earn the Ready to Work national certification and Industry Certifications in their specific career cluster. Volusia County's career academies have been nationally recognized for excellence. The Ford Fund named Volusia County Schools as a Career Academy Innovative Community at the Leadership Level. The third district in the country to receive such recognition.

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal: Provides a common vision for the use of data-based decision-making by promoting the common secondary grading guidelines. Ensures that educators are implementing the district's Progress Monitoring Plan (PMP) accessible through the K-12 curriculum link on the webpage and the VCPS Solving/RtI model (i.e., Problem Identification, Analysis of Problem, Intervention Implementation and Response to Intervention) for those students who do not respond effectively to core instruction. For those students who do not respond positively to interventions beyond core, ensure that the school's Problem Solving Team (PST) is accessed as needed. Ensure adequate professional development is scheduled for faculty. School Psychologists will provide/facilitate training on skill building and understanding of the components of PS/RtI. Support the school's team in the completion of resource mapping (academic and behavioral) with focus on standard protocol interventions in order to enhance implementation of PS/RtI. Communicates with parents through ConnectEd, school newsletters, relevant meetings, and the sharing of the parent link of the VCS Problem Solving/RtI website (under Psychological Services) in order to address the purpose of PS/RtI in meeting student needs to address frequently asked parental questions. In addition, parents are provided information about PS/RtI at PST meetings.

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

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

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

Academic Coaches: Develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis, participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

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's RtI leadership Team functions as a natural extension of the school's Problem Solving Team (PST). The school's PST includes RtI as an explicit step of problem solving and addresses individual as well as class, grade-level and school-wide issues. The PST is embedded in the infrastructure of the school. Core members of the PST are the principal, assistant principal, curriculum specialists, academic coaches, school psychologist, speech/language clinician, school counselor, school social worker, and ad hoc teachers. In addition, since parent collaboration is essential for the success of PS/RtI implementation, parent input will be actively sought to enhance student outcomes. The school's leadership team will focus PS/RtI meetings around two PLC essential questions: 1) "How will we respond when they don't learn?" and 2) "How will we respond when they already know it?" The team meets regularly to engage in the following activities: Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and the classroom level to identify student who are either meeting/exceeding expectations or those who are at risk for not meeting benchmarks. For those students who are at risk, tiered level supports are in place to address the deficits and to ensure grade-level proficiency as appropriate. For those students who are exceeding expectations, enrichment activities are in place to ensure acceleration of learning.

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 Problem Solving/RtI Leadership Team met with the School Advisory Council (SAC) and principal to help develop the SIP. The team provided data on: Tier 1, 2, and 3 targets; academic, behavioral and social/emotional areas that needed to be addressed; helped to set clear expectations for instruction (Rigor, Relevance, Relationship); facilitated the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligned processes and procedures.

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.

Baseline data: Progress Monitoring and Reporting Network (PMRN), Florida Assessments of Instruction in Reading (FAIR), Florida Comprehensive Assessment Test (FCAT)
Progress Monitoring: PMRN, FAIR, Curriculum Based Measurement (CBM), FCAT Simulation, Formative Assessment in core courses, Volusia Writes, DA Math and Science, Scantron
Midyear: Florida Assessments for Instruction in Reading (FAIR), Diagnostic Assessment for Reading (DAR), Early Reading Diagnostic Assessment (ERDA), Data Warehouse
End of year: FAIR, FCAT
Frequency of Data Days: once a semester

Describe the plan to train staff on MTSS.

Professional development will be provided to staff through faculty meetings, grade level meetings, and individual teacher and parent consultations in order to scale up understanding of PS/RtI. School-wide training is provided by members of the School Psychological Services department. Training modules for each step of the Problem Solving/RtI process as well as an overview of PS/RtI is accessible through the PS/RtI link on Psychological Services link of the district website. Specific training is provided on the intervention design, data collection, and development of hypotheses and goal statements. School staff has access to web-based state training on PS/RtI. Job-embedded learning through academic and behavioral data analysis and progress monitoring will enhance the acquisition and application of PS/RtI.

Describe the plan to support MTSS.

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

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Principal: Provides a common vision for the use of data based decision making by promoting the use of Data Notebooks and implementation of RTW. Ensures implementation of both initiatives through classroom observations.
Assistant Principals of Curriculum and Instructional Support: Supports Principal vision for the use of data based decision making by promoting the use of Data Notebooks and implementation of RTW (Read, Think, Write). Ensures implementation of both initiatives through classroom observations.
Academic Coaches: Identifies systematic patterns of student need while working with school-based personal to identify appropriate evidence-based literacy strategies. Assist with whole school screening programs that identify students to be considered "at risk". Assist in the design and implementation of progress monitoring, data collection and data analysis. Participates in the design and delivery of professional development.
Department Heads: Monitoring and supporting implementation within their departments.
Media Specialist: Provides literacy resources for teachers and students.

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

Look at school based literacy data to drive instruction in all content areas.
The team meets regularly to engage in the following activities: Review school based literacy data and link to instructional decisions; identify students who are either meeting/exceeding expectations or those who are at risk for not meeting literacy expectations

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

Establish Data Notebooks to increase awareness of individual student performance in Reading and Writing.
Implement RTW (Read, Think, Write) in every class, every day.

Public School Choice

Supplemental Educational Services (SES) Notification
[View uploaded file](#) (Uploaded on 9/24/2012)

*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.

*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 utilize effective reading strategies in order to meet the instructional needs of the students.

*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:

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	Students achieving proficiency (FCAT 2.0 Level 3) in reading will increase by 3% in grades 9 and 10.
2012 Current Level of Performance:	2013 Expected Level of Performance:
24.23% (305)	27.23%

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	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 Literacy Leadership Team	Classroom Walkthrough LLT meetings	VSET Observations
2	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 PLCs Department Chair	Observation and monitoring through evaluations Teacher Data	VSET Observation
3	Teachers who do not teach Language Arts are not familiar enough with literacy strategies necessary to accomplish the rigor required by Common Core State Standards	Train teachers to use High-Impact Literacy Strategies that support achieving the Anchor Literacy Standards	Administrative Staff Literacy Coach	Ongoing monitoring through VSET observations Teacher records of reflections on literacy strategy use	FAIR data, FCAT results
4	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	FCAT Reading assessment data, FAIR data, Math assessment data, Science assessment data, FCAT results

5	Large number of students low SES, ELL, other ethnic minority, and students with disabilities impacted by multiple barriers are moderate to high risk	Identified students through FAIR and MacMillan Interim tests will receive additional reading instruction using scientifically research based reading strategies.	Academic Coach Administrator Teachers	Ongoing monitoring of reading formative and summative assessment data Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data	Reading assessment data, FAIR data, FCAT results
6	Level 3 freshman are not prepared for the rigor of high school reading.	Increased monitoring of freshman reading data through FAIR. Teachers will be trained to interpret the data and use it to drive instruction.	9th grade English Teachers Reading Teachers Reading Coach Administration	FAIR data gathered and compared to FAIR AP1 data	End-of-the-year FAIR testing data FCAT 2.0 scores

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	Students scoring at or Levels 4,5,and 6 on FAA in reading will increase by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27.78%(5)	29.78%

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	More rigorous instruction is needed, with more opportunities for higher-level thinking skills.	Professional development on Charlotte Danielson's Framework 3b: Using Questioning and Discussion Techniques	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.	Administrative Walk-throughs
2	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
3	Difficulty of finding high-quality lessons for students with cognitive disabilities that also address varying complexity levels	District training for teachers on the implementation of Unique Learning System for Access courses Follow-up coaching provided by program specialists	Administration ESE Team	Check usage and implementation, as well as student progress data using Unique Reports Administrative observation tools	Unique Reports FAA Scores

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading.	Students achieving above proficiency (FCAT 2.0 Level 4 and
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Reading Goal #2a:	5) in reading will increase by 3% in grades 9 and 10.
2012 Current Level of Performance:	2013 Expected Level of Performance:
9th 20% Level 4 or 5 10th 15% Level 4 or 5	9th 23% 10th 18%

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 that also address varying complexity levels	District training for teachers on the implementation of common core standards. Follow-up coaching provided Leadership Team	Administration	Check usage and implementation, as well as student progress data Administrative observation tools and classroom walk-throughs	VSET Observation
2	Teachers do not consistently implement reading best practices.	Ensure that all teachers receive professional development/ resources related to effective instructional strategies in reading through school-based staff development. English teachers will also be encouraged to obtain NGCAR-PD certification.	Literacy Coach Administrators	Classroom Observations Coaching In-Service Records	FCAT 2.0 scores AP/ SAT/ ACT scores
3	Rigor is not consistently evident in English classes.	The English teachers will be trained to use the College Board Springboard Program in their classes. Emphasis will be placed on teaching critical reading, writing and thinking skills as outlined in the courses.	Literacy Coach Literacy Department Chairs Administration	Embedded assessments Volusia Writes Department-based formatives	FCAT 2.0 scores AP scores
4	More rigorous instruction is needed, with more opportunities for higher-level thinking skills.	Professional development on Charlotte Danielson's Framework 3b: Using Questioning and Discussion Techniques (Domain 1)	Curriculum Team	Ratio of higher-level questions to lower-level questions will be assessed during walk-throughs and coaching provided to those with a low percentage of higher-level questions.	Walk-throughs

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	Students scoring at Level 7 or higher on FAA in reading will increase by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33.33%(6)	35.33%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	More instruction is needed, with more opportunities for higher-level thinking skills.	Professional development on Charlotte Danielson's Framework 3b: Using Questioning and Discussion Techniques	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.	Administrative Walk-throughs
2	There is a need for more collaboration time amongst teachers of students with cognitive disabilities	Participation of Access course teachers in District's monthly PLC Meeting Evaluation of the student's need to access more rigorous courses and change placement if necessary	Administration ESE Team	District follow-up survey Check student progress data using Unique Reports	Unique Reports Survey
3	Difficulty of finding high-quality lessons for students with cognitive disabilities that also address varying complexity levels	District training for teachers on the implementation of Unique Learning System for Access courses Follow-up coaching provided by program specialists	Administration ESE Team	Check usage and implementation, as well as student progress data using Unique Reports Administrative observation tools	Unique Reports FAA Scores
4	There is a need for more collaboration time amongst teachers of students with cognitive disabilities	Participation of Access course teachers in District's monthly Virtual PLC using webinar platform Evaluation of the student's need to access more rigorous courses and change placement if necessary Discussion of application of skills and knowledge at a higher level and in various settings	Administration ESE Team	District follow-up survey Check student progress data using Unique Reports	Unique Reports Survey

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	Students making Learning Gains in Reading will increase by 3%
2012 Current Level of Performance:	2013 Expected Level of Performance:
66% of students made learning gains in Reading	69% making learning gains in Reading

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Teachers who do not	Train teachers to use	Administrative	Ongoing monitoring	FAIR data, FCAT

1	teach Language Arts are not familiar enough with literacy strategies necessary to accomplish the rigor required by Common Core State Standards	High-Impact Literacy Strategies that support achieving the Anchor Literacy Standards	Staff Literacy Coach	through VSET observations Teacher records of reflections on literacy strategy use	results
2	Adequate time for teachers to review data, plan differentiated instruction, and deliver the instruction within the school day.	Teams will meet weekly in Professional Learning Communities to work collaboratively in collecting and analyzing data in order to plan effective differentiated instruction and enrichment.	Literacy Coach 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
3	Students need test-taking strategies to pass the FCAT.	Create FCAT Boot Camp to remediate reading skills tested by FCAT 2.0.	English Teachers Reading Teachers Reading Coach	Classroom formatives as well as FAIR data gathered from AP 2 and AP3 will be used to determine the effectiveness of the FCAT Boot Camp.	FCAT 2.0 scores
4	Lack of student motivation impedes performance on FCAT.	Motivational program for FCAT success.	Reading Coach English Teachers Reading Teachers Administration Guidance Counselors	Fall Retake scores as well as FAIR data from AP 2 and AP 3 will be used to determine the effectiveness of Motivational Program.	FCAT 2.0 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:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	Students making learning gains on FAA in reading will increase by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (7)	52%

Problem-Solving Process to Increase Student Achievement

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

2	disabilities that also address varying complexity levels	Learning System for Access courses Follow-up coaching provided by program specialists	using Unique Reports Administrative observation tools
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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:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	Students in the lowest 25% making Learning Gains will increase by 3%
2012 Current Level of Performance:	2013 Expected Level of Performance:
70% of students in lowest 25% made learning gains in reading.	73% making Learning Gains

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	Funding for materials Time Volunteers	Students will also receive leveled fluency passages which will come from Approaching Teacher Resource from Macmillan reading series.	CRT Parents Volunteer	Teacher observation Student work Weekly reading assessments	Reading Unit Tests District Assessments FCAT Results
2	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.	Tutors Administration	Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data.	Reading assessment data, FAIR data, FCAT results.
3	Students need more time in order to become proficient in tested reading skills.	The Literacy Department will implement a Proficiency Model to better meet the needs of the lowest 25%.	Participating Teachers Literacy Coach Administrators Consultation Teachers Guidance Counselors	Ongoing monitoring of classroom formatives and FAIR data will be used to determine the effectiveness of the Proficiency Model.	FCAT 2.0 scores
4	Students need test-taking strategies to pass the FCAT.	FCAT Boot Camp	English Teachers Reading Teachers Literacy Coach	Classroom formatives as well as FAIR data gathered from AP 2 and AP3 will be used to determine the effectiveness of the FCAT Boot Camp.	FCAT 2.0 scores
5	Lack of student motivation impedes performance on FCAT.	Motivational program for FCAT success.	Literacy Coach Literacy Department Chairs Administration	FCAT October 2010 retake scores will be used in comparison with district average from March 2010 retakes.	FCAT 2.0 scores
6	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 Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data.	Reading assessment data, FAIR data, FCAT results.

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Reading Goal # In 2011-2012, 54% scored at a level 3 or higher in Reading. Target: Increase level 3 or higher rate to 58% in 2012-2013. 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	54%	58%	63%	67%	71%	

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 Safe Harbor.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Percentage of students making satisfactory White 60% Black 43% Hispanic 44% Asain 61% ED 45% ELL 9% SWD 21%	White (64%)* Black (49%)* Hisp. (50%)* Asain (65%)* ED (61%)* ELL (18%)* SWD (76%)* * Safe Harbor

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 as needed.	Literacy Coach Administration	Ongoing monitoring of formative assessments and teacher observation by administration.	District Assessments and FCAT results
2	Students do not identify with classical literature.	Teachers will reinforce reading strategies by using contemporary text in a variety of genres that are culturally and ethnically diverse.	Reading Coach Literacy Department Chairs Teachers	FAIR data	FCAT 2.0 scores
3	Students lack the necessary skills to interpret and analyze a variety of texts.	Teachers will utilize CCSS Anchor Literacy Strategies.	Reading Coach Literacy Department Chairs Teachers	Ongoing monitoring of formative assessments and teacher observation. FAIR Data	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:

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 Safe Harbor.
2012 Current Level of Performance:	2013 Expected Level of Performance:

ELL: 9% Proficient	ELL: 18% Proficient
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Challenges working with students who come ELL backgrounds with significant gaps in vocabulary.	Provide high-quality vocabulary instruction throughout the day. Teach essential content words in depth. Use instructional time to address the meanings of common words, phrases, and expressions not yet learned	Literacy Coach Administration	Ongoing monitoring of formative assessments and teacher observation by administration.	District Assessments, EOC's, and FCAT results Progress monitoring of weekly data using graphs/trend lines.
2	Students need more time in order to become proficient in tested reading skills.	The Literacy Department will implement a Proficiency Model to better meet the needs of our lowest 25%.	Participating Teachers Literacy Coach Administrators Consultation Teachers Guidance Counselors	Ongoing monitoring of classroom formatives and FAIR data will be used to determine the effectiveness of the Proficiency Model.	FCAT 2.0 scores
3	Students need test-taking strategies to pass the FCAT.	FCAT Boot Camp	English Teachers Reading Teachers Literacy Coach	Classroom formatives as well as FAIR data gathered from AP 2 and AP3 will be used to determine the effectiveness of the FCAT Boot Camp.	FCAT 2.0 scores
4	Teachers do not consistently implement reading best practices.	Ensure that all teachers receive professional development / resources related to effective instructional strategies in reading through school-based staff development. English teachers will also be encouraged to obtain NGCAR-PD certification.	Literacy Coach Administrators	Classroom observation, coaching, in-service records	FCAT 2011 & 2012 scores FAIR 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 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 Safe Harbor.
2012 Current Level of Performance:	2013 Expected Level of Performance:
SWD: 21% Proficient	SWD: 29% 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
	The individual needs of	Provide intensive,	ESE Assistant	Ongoing monitoring of	FAIR

1	some students in the Exceptional Student Education program are not being met.	systematic instruction on 3 foundational reading skills in small groups to students who score below the proficient level. Typically, these groups meet between three and five times a week, for 20 to 40 minutes	Principal ESE Leadership Team	formative assessments	FCAT
2	Students need more time in order to become proficient in tested reading skills.	The Literacy Department will implement a Proficiency Model to better meet the needs of our lowest 25%.	Participating Teachers Reading Coach Academic Coach Administrators Consultation Teachers Guidance Counselors	Ongoing monitoring of classroom formatives and FAIR data will be used to determine the effectiveness of the Proficiency Model.	FCAT 2.0 scores
3	Students need test-taking strategies to pass the FCAT.	FCAT Boot Camp	English Teachers Reading Teachers Reading Coach	Classroom formatives as well as FAIR data gathered from AP 2 and AP3 will be used to determine the effectiveness of the FCAT Boot Camp.	FCAT 2.0 scores
4	Teachers do not consistently implement reading best practices.	Ensure that all teachers receive professional development / resources related to effective instructional strategies in reading through school-based staff development. English teachers will also be encouraged to obtain NGCAR-PD certification.	Reading Coach Administrators	Classroom Observations Coaching In-Service Records	FCAT 2011 & 2012 scores FAIR 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 subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	In 2012-2013, the achievement gap for ED students will be reduced by meeting Safe Harbor.
2012 Current Level of Performance:	2013 Expected Level of Performance:
ED: 45% Proficient	ED: 51% 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 Literacy Leadership Team	Classroom Walkthrough Literacy Leadership Team Meetings	VSET Observations Domain 3
2	Students need more time in order to become proficient in tested reading skills.	The Literacy Department will implement a Proficiency Model to better meet the needs of our lowest 25%.	Participating Teachers Reading Coach Academic Coach Administrators Consultation	Ongoing monitoring of classroom formatives and FAIR data will be used to determine the effectiveness of the Proficiency Model.	FCAT 2.0 scores

			Teachers Guidance Counselors		
3	Students may not have access to private tutoring for test-taking strategies to pass the FCAT.	FCAT Boot Camp	English Teachers Reading Teachers Reading Coach	Classroom formatives as well as FAIR data gathered from AP 2 and AP3 will be used to determine the effectiveness of the FCAT Boot Camp.	FCAT 2.0 scores
4	Teachers do not consistently implement reading best practices.	Ensure that all teachers receive professional development related to effective instructional strategies / resources in reading through school-based staff development. English teachers will also be encouraged to obtain NGCAR-PD certification.	Reading Coach Administrators	Classroom Observation Coaching In-Service Records	FCAT 2011 & 2012 scores FAIR scores

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PD topic = Integrating CCSS into all Language Arts courses.	Literacy (9-12)	Administration Literacy Coach District Personnel	Reading and Language Arts Teachers	Monthly PDD	Analysis of lesson plans, formative, and summative assessments.	Literacy Coach Literacy Department Co-Chair
PD topic = Learn how to analyze and interpret reading data to drive classroom instruction.	Literacy (9-12)	Literacy Coach	Reading and Language Arts Teachers	Initial training August 16th, implementation within 30 days, and structured coaching and mentoring within 60 days as follow-up.	Reports on students' academic progress pulled from Pinnacle and PMRN following reading assessments.	Literacy Coach
PD topic = Train teachers to use High-Impact Literacy Strategies that support achieving the Anchor Literacy Standards.	Literacy (9-12)	CCSS Team Leaders	Reading and Language Arts Teachers	Early Release Monthly PDD's	Training reflections and classroom observations	CCSS Team Leaders VSET Administrators

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
	Novels for Lunch Time Book Club		

Increase high achievement in Reading	Books/ Workbooks for SSTEPS classes Classroom Library book purchases for Science and Social Sciences	FUTURES Grants	\$1,500.00
			Subtotal: \$1,500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,500.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking. CELLA Goal #1:		The percentage of students scoring proficient in Listening/Speaking on CELLA will increase by 2%.			
2012 Current Percent of Students Proficient in listening/speaking:					
71% (60)					
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 Reading Coach	Ongoing monitoring of formative assessments and teacher observations by principal	CELLA, IPT, FCAT, District Assessments
2	Providing comprehensible instruction to English Language Learners	Ensure that teachers use English Language Proficiency Standards for English Language Learners	Administrator Reading Coach	Ongoing monitoring of formative assessments and teacher observations by principal	CELLA, IPT, FCAT, District Assessments
3	Providing comprehensible instruction to English Language Learners	Ensure that teachers receive professional development related to effective instructional practices for teaching ELLs.	Administrator Reading Coach	Ongoing monitoring of formative assessments and teacher observations by principal	CELLA, IPT, 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 on CELLA will increase by 2%.

2012 Current Percent of Students Proficient in reading:

40% (34)

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

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

3. Students scoring proficient in writing.

CELLA Goal #3:

The percentage of students scoring proficient in Writing on CELLA will increase by 2%.

2012 Current Percent of Students Proficient in writing:

11% (9)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	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, IPT, FCAT, District Assessments
2	Providing comprehensible instruction to English Language Learners	Ensure that teachers use English Language Proficiency Standards for English Language Learners	Administrator Academic Coach	Ongoing monitoring of formative assessments and teacher observations by principal.	CELLA, IPT, FCAT, District Assessments
	Providing	Ensure that teachers	Administrator	Ongoing monitoring of	CELLA, IPT,

3	comprehensible instruction to English Language Learners	receive professional development related to effective instructional practices for teaching ELLs.	Academic Coach	formative assessments and teacher observations by principal.	FCAT, District Assessments
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CELLA Budget:

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

End of CELLA Goals

Florida Alternate Assessment High School Mathematics Goals

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

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

1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1:	Students scoring at Levels 4,5,and 6 on FAA in math will increase by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33.33%(6)	35.33% (6)

Problem-Solving Process to Increase Student Achievement

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

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

2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics. Mathematics Goal #2:	Students scoring at Level 7 or higher on FAA in Math will increase by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
22.22% (4)	24.22% (4)

Problem-Solving Process to Increase Student Achievement

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

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

3. Florida Alternate Assessment: Percent of students making learning gains in mathematics. Mathematics Goal #3:	Students making learning gains on FAA in math will increase by 2%
2012 Current Level of Performance:	2013 Expected Level of Performance:
36% (5)	38% (6)

Problem-Solving Process to Increase Student Achievement

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

disabilities	webinar platform	data using Unique Reports
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Algebra End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	Students passing the Algebra 1 End-of-Course (EOC) Exam with a level 3 will increase by 2%
2012 Current Level of Performance:	2013 Expected Level of Performance:
26% (142)	28%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	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 Literacy Leadership Team	Classroom Walkthrough LLT meetings	VSET Observations
2	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 PLCs Department Chair	Observation and monitoring through evaluations Teacher Data	VSET Observation
3	Teachers who do not teach Language Arts are not familiar enough with literacy strategies necessary to accomplish the rigor required by Common Core State Standards	Train teachers to use High-Impact Literacy Strategies that support achieving the Anchor Literacy Standards	Administrative Staff Literacy Coach	Ongoing monitoring through VSET observations Teacher records of reflections on literacy strategy use	FAIR data, FCAT results

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

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	Students passing the Algebra 1 End-of-Course Exam with a level 4 or higher will increase by 2%
2012 Current Level of Performance:	2013 Expected Level of Performance:

1%(6)	8%				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	More rigorous instruction is needed, with more opportunities for student engagement and higher level thinking	Professional development on Charlotte Danielson's Framework 3b: Using Questioning and Discussion Techniques	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.	Administrative Walk-throughs
2	Difficulty of finding high-quality lessons for students that also address varying complexity levels	District training for teachers on the implementation of common core standards. Follow-up coaching provided Leadership Team	Administration	Check usage and implementation, as well as student progress data Administrative observation tools and classroom walk-throughs	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 # In 2011-2012, 46% scored at a level 3 or higher in Math. Target: Increase level 3 or higher rate to 48% in 2012-2013. 3A :			
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	46	38	44	50	56	

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 Safe Harbor.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Percentage of students making satisfactory White 49% Black 38% Hispanic 41%	White (54%)* Black (44%)* Hisp. (47%)* * Safe Harbor

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 as needed.	Literacy Coach Administration	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 Algebra. Algebra Goal #3C:	In 2012-2013, the achievement gap for ELL students will be reduced by meeting Safe Harbor
2012 Current Level of Performance:	2013 Expected Level of Performance:
ELL 13% Proficient	ELL 22% 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 working with students who come ELL backgrounds with significant gaps in vocabulary.	Provide high-quality vocabulary instruction throughout the day. Teach essential content words in depth. Use instructional time to address the meanings of common words, phrases, and expressions not yet learned	Literacy Coach Administration	Ongoing monitoring of formative assessments and teacher observation by administration.	District Assesments, EOC's, and FCAT results Progress monitoring of weekly data using graphs/trend lines.

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra. Algebra Goal #3D:	In 2012-2013, the achievement gap for SWD students will be reduced by meeting Safe Harbor
2012 Current Level of Performance:	2013 Expected Level of Performance:
SWD 22% Proficient	SWD 30% 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	The individual needs of some students in the Exceptional Student Education program are not being met.	Provide intensive, systematic instruction on 3 foundational reading skills in small groups to students who score below the proficient level. Typically, these groups meet between three and five times a week, for 20 to 40 minutes	ESE Assistant Principal ESE Leadership 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 Algebra. Algebra Goal #3E:	In 2012-2013, the achievement gap for ED students will be reduced by meeting Safe Harbor
2012 Current Level of Performance:	2013 Expected Level of Performance:
ED 39% Proficient	ED 45% 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 Literacy Leadership Team	Classroom Walkthrough Literacy Leadership Team Meetings	VSET Observations Domain 3

End of Algebra EOC Goals

Geometry End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:	2011-2012 was a Baseline Test so No Data Available
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	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 Literacy Leadership Team	Classroom Walkthrough LLT meetings	VSET Observations
2	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	Administration PLCs Department Chair	Observation and monitoring through evaluations Teacher Data	VSET Observation

		Infusion of technology and collaboration among students			
3	Teachers who do not teach Language Arts are not familiar enough with literacy strategies necessary to accomplish the rigor required by Common Core State Standards	Train teachers to use High-Impact Literacy Strategies that support achieving the Anchor Literacy Standards	Administrative Staff Literacy Coach	Ongoing monitoring through VSET observations Teacher records of reflections on literacy strategy use	FAIR data, FCAT results

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

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	2011-2012 was a Baseline Test so No Data Available
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	More rigorous instruction is needed, with more opportunities for student engagement and higher level thinking	Professional development on Charlotte Danielson's Framework 3b: Using Questioning and Discussion Techniques	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.	Administrative Walk-throughs
2	Difficulty of finding high-quality lessons for students that also address varying complexity levels	District training for teachers on the implementation of common core standards. Follow-up coaching provided Leadership Team	Administration	Check usage and implementation, as well as student progress data Administrative observation tools and classroom walk-throughs	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 # No Data Available 3A :				
Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	N/A	N/A			

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

3B. Student subgroups by ethnicity (White, Black,	
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Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.		No Data Available			
Geometry Goal #3B:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
N/A		N/A			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	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 as needed.	Literacy Coach Administration	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.		No Data Available			
Geometry Goal #3C:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
N/A		N/A			

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

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.		No Data Available			
Geometry Goal #3D:					

2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The individual needs of some students in the Exceptional Student Education program are not being met.	Provide intensive, systematic instruction on 3 foundational reading skills in small groups to students who score below the proficient level. Typically, these groups meet between three and five times a week, for 20 to 40 minutes	ESE Assistant Principal ESE Leadership 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:	Data not Available
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2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Challenges of working with students who do not have exposure to high-level academic vocabulary in their homes	Implementation of a school-wide literacy system that emphasizes a unified, systematic approach to the teaching of vocabulary using research-based strategies	Administration 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
PD topic =						

Train teachers to use High-Impact Literacy Strategies that support achieving the Anchor Literacy Standards.	Math (9-12)	CCSS Team Leaders	Math (9-12) teachers	Early Release PDD's	Training reflections and classroom observations	CCSS Team Leaders VSET Administrators
PD topic = Unpacking the CCSS, match new strategies to standards, and identifying specific examples and activities for each strategy.	Math (9-12)	Math Department Chair	PLC's	Monthly Department and PLC meetings	Monthly meeting progress reports	Math Department Chair

Mathematics Budget:

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

End of Mathematics Goals

Florida Alternate Assessment High School Science Goals

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

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

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

28.57% (2)			30.57%		
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 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 ESE Team	Check usage and implementation, as well as student progress data using Unique Reports Administrative observation tools	Unique Reports FAA Scores
2					
3	Not all instruction has been consistently aligned to the CCSS access points. Lack of targeted curriculum for science	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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Florida Alternate Assessment: Students scoring at or above Level 7 in science. Science Goal #2:	Students scoring at Level 7 or higher on FAA in Science will increase by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
42.86% (3)	44%

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Difficulty of finding high-quality lessons for students with cognitive disabilities that also address varying complexity levels	District training for teachers on the implementation of Unique Learning System for Access courses Follow-up coaching provided by program specialists	Administration ESE Team	Check usage and implementation, as well as student progress data using ASAP Science Curriculum-based assessments and Unique Reports Administrative observation tools	ASAP Science Curriculum-based assessments Unique Reports FAA Scores
2	Adequate time for teachers to review data, plan differentiated instruction, and deliver the instruction within the school day.	Teams will meet weekly in PLC's to work collaboratively in collecting and analyzing data in order to plan effective differentiated instruction.	Administration ESE Team	Check usage and implementation, as well as student progress data using ASAP Science Curriculum-based assessments and Unique Reports Administrative observation tools	ASAP Science Curriculum-based assessments Unique Reports FAA Scores

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:	2011-2012 was a Baseline Test so No Data Available
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	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 Literacy Leadership Team	Classroom Walkthrough LLT meetings	VSET Observations
2	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 PLCs Department Chair	Observation and monitoring through evaluations Teacher Data	VSET Observation
3	Teachers who do not teach Language Arts are not familiar enough with literacy strategies necessary to accomplish the rigor required by Common Core State Standards	Train teachers to use High-Impact Literacy Strategies that support achieving the Anchor Literacy Standards	Administrative Staff Literacy Coach	Ongoing monitoring through VSET observations Teacher records of reflections on literacy strategy use	FAIR data, FCAT results
4	Students are not mastering all of the course content due to improper pacing of curriculum.	Teachers will develop a plan to structure the pace of instruction to ensure all Science content in the Curriculum Map is mastered.	Science Teachers Department Head Administration	Summative Assessments Lesson Plans Formative Assessments	FCAT scores
5	Time constraints	Teachers will utilize the Volusia Proficiency Model to analyze data, drive instruction and request support as needed.	Participating Teachers Department Head Administration	Report Cards Proficiency Contract	FCAT scores
	Teacher unfamiliar with technology	Technology is incorporated in	Science Teachers	Report Cards Formative Assessments	FCAT scores

6		Science lessons to increase student engagement and monitor progress.	Administration		
7	Students are not mastering course content.	Build a program of rigorous, high level advanced Science courses which include offerings in AP Chemistry and AP Biology in addition to the currently offered AP Environmental Science.	Department Head Administration Guidance Counselors	Expanded offerings in the Program of Studies for the 2011-2012 school year.	Crosspointe FCAT scores
8	Program integrity has been compromised by scheduling.	Stem courses are supporting the level of high rigor required in AP and Honors courses.	Stem Coordinator Administration Guidance	AP Enrollment compared to Stem participation	Crosspointe FCAT 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. Students scoring at or above Achievement Levels 4 and 5 in Biology. Biology Goal #2:	2011-2012 was a Baseline Test so No Data Available
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PD topic = Train Science teachers in Bioscopes Science content.	Science (9-12)	District Teacher-on-Assignment	Science (9-12) teachers	Two, 2-week modules during the summer.	Lesson study	District Teacher-on-Assignment
PD topic = Train teachers to use High-Impact Literacy Strategies that support achieving the Anchor Literacy Standards.	Science (9-12)	CCSS Team Leaders	Science (9-12) teachers	Early Release Monthly PDD's	Training reflections and classroom observations	CCSS Team Leaders VSET Administrators

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:	Percentage of 10th grade students scoring a 3 or higher will increase by 2%
2012 Current Level of Performance:	2013 Expected Level of Performance:

82% ()			84%		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers do not consistently implement writing strategies.	Ensure that all teachers receive professional development / resources related to effective instructional strategies in writing through school-based staff development.	Administration	Classroom Observation Coaching In-Service Records County Writing Prompts	Florida Writes
2	Rigor is not consistently evident in English classes.	The English teachers will be trained to use the College Board Springboard Program in their classes. Emphasis will be placed on teaching critical writing and thinking skills as outlined in the courses.	Literacy Department Chairs Administration	Embedded Assessments Volusia Writes Department-Based Formatives	Florida Writes
3	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	Monitor growth of Volusia Writes scores	Volusia Writes data FCAT Writing scores
4	Language Arts teachers are not yet familiar enough with the state changes in scoring of FCAT Writing responses.	Use the state-provided CD of 2012 students' FCAT Writing responses for professional development Implement writing strategies provided through district training which focus on the change in state writing expectations.	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:	Percentage of 10th grade students scoring a 3 or higher will increase by 2%
2012 Current Level of Performance:	2013 Expected Level of Performance:
44.4% (4)	46.4%

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

			Monitoring	Strategy	
1	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	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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PD topic = Train teachers to use High-Impact Literacy Strategies that support achieving the Anchor Literacy Standards.	(9-12) All subject areas	CCSS Team Leaders	All (9-12) teachers	Early Release Monthly PDD's	Training reflections and classroom observations	CCSS Team Leaders VSET Administrators
PD topic = Train teachers to use the FCAT Writing rubric and research-based writing strategies.	(9-12) All subject areas	Literacy Leadership Team	All (9-12) teachers	Fall/Spring faculty meetings	Training reflections and classroom observations	VSET Administrative Team Literacy Leadership Team

Writing Budget:

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

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

End of Writing Goals

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

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

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

1. Students scoring at Achievement Level 3 in U.S. History. U.S. History Goal #1:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Challenges of working with students who do not have exposure to high-level academic vocabulary in their homes	Implementation of a school-wide literacy system that emphasizes a unified, systematic approach to the teaching of vocabulary using research based strategies	Administration Literacy Leadership Team	Classroom Walkthrough LLT meetings	VSET Observations
2	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 PLCs Department Chair	Observation and monitoring through evaluations Teacher Data	VSET Observation
3	Teachers who do not teach Language Arts are not familiar enough with literacy strategies necessary to accomplish the rigor required by Common Core State Standards	Train teachers to use High-Impact Literacy Strategies that support achieving the Anchor Literacy Standards	Administrative Staff Literacy Coach	Ongoing monitoring through VSET observations Teacher records of reflections on literacy strategy use	FAIR data, FCAT results

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

2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History. U.S. History Goal #2:	N/A
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2012 Current Level of Performance:		2013 Expected Level of Performance:		
N/A		N/A		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PD topic = Train teachers to use High-Impact Literacy Strategies that support achieving the Anchor Literacy Standards.	U.S. History teachers	CCSS Team Leaders	U.S. History teachers	Early Release Monthly PDD's	Training reflections and classroom observations	CCSS Team Leaders VSET Administrators

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:	The number of students with excessive absences and tardies will decrease by 10%
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
94.37%(2,616)	95%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
827	740
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
1505	1355

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parents not registering to receive information.	Pinnacle will be used as a form of communication with parents to report attendance.	Administration	Data collected from Pinnacle	Pinnacle Crosspointe
2	Teachers not following through with policies.	School-wide Tardy Policy will be implemented.	Administration	Referrals Data from Pinnacle Crosspoint	Crosspointe Data Warehouse Pinnacle
3	Pattern of unexcused absences and lates	Parent/guardian notification of absences/tardies 10 and 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
4	Compliant attendance sometimes goes unrecognized and unrewarded.	Attendance incentives/recognition	Administration	Analyzing data gathered from attendance reports	School-wide, classroom, and/or individual student attendance

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PD topic = Pinnacle training.	All (9-12) teachers	Assistant Principals of Data and Curriculum, and Media Specialist	All (9-12) teachers	Pre-planning and during school year, as needed.	Monitoring attendance reports for compliance.	Assistant Principal of Data

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	The number of in-school and out-of-school suspensions will decrease by 5%
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions

1254	1190
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
587	557
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
645	610
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
397	377

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 available mentors and meeting time.	Develop and support a mentoring program made up of community volunteers, students, teachers and staff members to encourage improvement in student behavior.	Administration	Mentoring Log	Pinnacle Data Warehouse Crosspointe
2	A gap in communication between the Administration, IEP Facilitator and Case Manager.	IEP Suspension Reviews for ESE students.	ESE Administrator IEP Facilitator Case Manager	Parent Contact Log Mentoring Log Referral Data	Pinnacle Data Warehouse Crosspointe
3	Parental permission and participation required	Identified at risk students will participate in the Alpha program implemented in partnership with community counseling agency The House Next Door.	Administration Guidance Counselor	Intervention data will be analyzed and reviewed at BLT meetings and grade level PLC meetings.	Discipline 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
Enhancing Professional						

Practice: A Framework for Teaching by Charlotte Danielson	ALL	Administration Literacy Coach	Teachers	Monthly 2012-2013	Teacher Observations VSET	Amministration
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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: <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>	The number of students at University High School who will dropout will be less than 5%.
2012 Current Dropout Rate:	2013 Expected Dropout Rate:
Less than 1% (14)	Less than 5%(132)
2012 Current Graduation Rate:	2013 Expected Graduation Rate:
94% (425)	95%(463)
Problem-Solving Process to Increase Student Achievement	
	Person or Process Used to

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Students have not mastered grade-level skills.	Teachers will utilize the Volusia Proficiency Model to analyze data, drive instruction and request support as needed.	Administration Department Heads	Decreased retention rates Increased passing rates on all District and State Assessments	Report Cards District Assessments FCAT scores DA scores
2	Master schedule constraints	Ninth and tenth grade students who scored at the lower 25% on the FCAT will be identified and curriculum and placement decisions will be made based on this information.	Administration Guidance Counselors	Course passing rates	Report Cards District Assessments FCAT scores DA scores
3	Lack of voluntary participation	Develop and support a mentoring program made up of community volunteers, students, teachers and staff members to encourage higher academic achievement of our underperforming students.	Teach One, Lead One Coordinator Parent Involvement Student Advocate Guidance Counselors	Decreased retention rates Increased passing rates on all District and State Assessments	Report Cards District Assessments FCAT scores DA scores
4	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	Crosspoint 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
ChaEnhancing Professional Practice: A Framework for Teaching by Charlotte Danielson	All	Administration & Literacy Coach	Teachers	Monthly 2012-2013	Observations and VSET	Administration

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
Professional Development training for teachers and administrators for implementation of AVID based best practices and strategies	AVID Summer Institute	Title I	\$7,400.00
			Subtotal: \$7,400.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Improve the retention level of students scoring below 3 on FCAT reading	.5 teaching unit for AVID Elective	Title 1	\$27,180.34
Improve academics and provide opportunities for academic growth	Academic Tutors and Field Studies	Title 1	\$21,340.00
			Subtotal: \$48,520.34
			Grand Total: \$55,920.34

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

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

1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	Maintain strong parent-school communication and parental involvement in school activities and events. This will be done through our school website, school marquis, and ConnectEd telephone system and a parent liaison. The PTSA, School Advisory Committee and other organizations will assist in this goal.				
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:				
Parent Participation within SAC and PTSA was good with our enrollment history. 2012 enrollment was 2565 students.	Maintain consistent levels of parental involvement at school events and activities. This goal will be realized by offering different types of activities, including all students and parents, alternating meeting start times when necessary, and monitor attendance and feedback to make use of parent input.				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Language Computers access	Continue with strong parent-school communication. Offer tutoring for students, FCAT training and additional computer access.	Web master AP curriculum PIP coordinator AP data	Test scores Grades Computer usage	Report Cards Test scores Comments
2	Refer to PIP	Refer to PIP	Refer to PIP	Refer to PIP	Refer to PIP

(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
SAT Prep Course	11th and 12th	School Instructor	Targeted Parents/Students	Spring 2013	Results Attendance Survey Feedback	Administration PIP Contact
Pinnacle Training	All	PIP Contact Administration	Staff Teachers Parents	November 2012	Survey Policies Response	PIP Contact Administration
FCAT Training	All	Testing Coordinator	Students	October 2012 January 2013	Survey Results	Testing Coordinator

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Increase communication efforts between school and parents in order to increase awareness	Parent Liaison	Title I	\$9,067.00
			Subtotal: \$9,067.00
			Grand Total: \$9,067.00

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 (choose the appropriate grade level or subject areas for your school).			
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
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PD topic = Train teachers to use High-Impact Literacy Strategies that support achieving the Anchor Literacy Standards.	(9-12) STEM teachers	CCSS Team Leaders	(9-12) STEM teachers	Early Release Monthly PDD's	Training reflections and classroom observations	CCSS Team Leaders VSET Administrators

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, the number of students participating in Industry Certification Exams will increase by 10%.		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	So program-rich that it is difficult to provide adequate support to all Lack of knowledge of specific programs Time	Utilize Industry Certification Exam data to support program area teachers in areas of need Participate in CTE Program PLCs Participate in virtual training provided by CTE department	Administration Academy Directors	Monitor participation in CTE Program PLCs	Industry Certification Exams

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PD topic = Curriculum development for specific career and technical education content.	(9-12) CTE teachers	District personnel	(9-12) CTE teachers	Fall, 2012	Training reflections and classroom observations	District personnel VSET Administrators
PD topic = Train teachers to use High-Impact Literacy Strategies that support achieving the Anchor Literacy Standards.	(9-12) CTE teachers	CCSS Team Leaders	(9-12) CTE teachers	Early Release Monthly PDD's	Training reflections and classroom observations	CCSS Team Leaders VSET Administrators

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
Reading	Increase high achievement in Reading	Novels for Lunch Time Book Club Books/ Workbooks for SSTEPS classes Classroom Library book purchases for Science and Social Sciences	FUTURES Grants	\$1,500.00
				Subtotal: \$1,500.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Dropout Prevention	Professional Development training for teachers and administrators for implementation of AVID based best practices and strategies	AVID Summer Institute	Title I	\$7,400.00
				Subtotal: \$7,400.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Dropout Prevention	Improve the retention level of students scoring below 3 on FCAT reading	.5 teaching unit for AVID Elective	Title 1	\$27,180.34
Dropout Prevention	Improve academics and provide opportunities for academic growth	Academic Tutors and Field Studies	Title 1	\$21,340.00
Parent Involvement	Increase communication efforts between school and parents in order to increase awareness	Parent Liaison	Title I	\$9,067.00
				Subtotal: \$57,587.34
				Grand Total: \$66,487.34

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

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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
Improve Student Achievement	\$146.00

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

The School Advisory Council (SAC) will meet on a monthly basis to address the School Improvement Plan and review budgetary expenses and school related issues and concerns.

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Volusia School District UNIVERSITY HIGH SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	47%	72%	77%	42%	238	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	51%	71%			122	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	45% (NO)	61% (YES)			106	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					466	
Percent Tested = 97%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

No Data Found