

**FLORIDA DIFFERENTIATED ACCOUNTABILITY
PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN**



School Name: SPRUCE CREEK HIGH SCHOOL

District Name: Volusia

Principal: Dr. Todd J. Sparger

SAC Chair: Ms. Samantha Murray

Superintendent: Dr. Margaret A. Smith

**Date of School Board Approval: Pending School Board
Action on October 25, 2011**

Last Modified on: 10/18/2012

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

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

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	Joe Piggotte	MA Admin./Supervision 6 -12 Physical Education Certificate 6-12	11	22	2012 (SCHS) 71%R, 50% Algebra 2011- B School (SCHS)65% R, 87% M 2010 -B School (SCHS), AYP 82% (65% R/86% M;59% R/77% M; 42% R/62% M) *

Assis Principal	Susan W. Gangi	BS Elementary Education MA Educational Leadership Elementary Certification K-6 ESE Certification K-12 School Principal Certificate	2	12	<p>2009 – B School (SCHS), AYP 85% (64% R/87% M; 58% R/82% M; 46% R/71% M) *</p> <p>2008 – A School (SCHS), AYP 100% (69% R/88% M; 67% R/ 82% M; 48% R/69% M) *</p> <p>2007 – B School (SCHS), AYP 74% (61% R/85% M; 58% R/76% M; 42% R/59% M) *</p> <p>Prior to 2007 based on the Volusia County District evaluation system then in place, Mr. Piggotte either met or exceeded the 12 competencies required for administrators.</p> <p>2012 (SCHS) 71%R, %50% Algebra 2011- B (HHMS)55%R, 55% Math 2010-B School HHMS), AYP 60% (60% R/56 % M;61%R/71%M; 65% R/78% M) *</p> <p>2009-B School (HHMS), AYP 85% (62% R/54%M; 67% R/66% M; 75% R/67%M) *</p> <p>2008-B School (HHMS), AYP 85% (54%R/ 55% M; 61% R/70% M; 72% R; 71% M)*</p> <p>2007-C School (HHMS), AYP 70% (51% R/49%M; 52% R/75%M; 57%R/60%M)*</p> <p>Prior to 2007 based on the Volusia County District evaluation system then in place, Ms. Gangi either met or exceeded the 12 competencies required for administrators.</p>
Assis Principal	Dwayne Copeland	BA Elementary Education MA Educational Leadership Elementary Education Certificate Educational Leadership Certificate	3	9	<p>2012 (SCHS) 71%R, 50% Algebra 2011 B school(SCHS)65% R, 87% M 2010- A school (SSM), AYP- No (78% R/70% M; 61% R/68% M; 61% R/68% M) *</p> <p>2009- A school (SSM), AYP- 85% (77% R/71% M; 70% R/67% M; 71% R/55% M) *</p> <p>2008- A school (SSM), AYP- 92% (74% R/69% M; 63% R/67% M; 55% R/69% M) *</p> <p>2007- A school (Hurst Ele.), AYP-No (72% R/66% M; 77% R/62% M; 83% R/60% M) *</p> <p>Prior to 2007 based on the Volusia County District evaluation system then in place, Mr. Copeland either met or exceeded the 12 competencies required for administrators.</p>
Principal	Todd J. Sparger	BA Secondary Education MA Educational Leadership EDD Educational Leadership Social Science Education Certificate School Principal Certificate	4	18	<p>2012 (SCHS)71% R, 50% Algebra 2011- B(SPCH) 65% R,85% Math 2010 – B School (NSBH), AYP 82% (53% R/74% M;53% R/74% M; 43% R/65% M) *</p> <p>2009 – B School (NSBH), AYP 85% (50% R/73% M; 51% R/75% M; 42% R/68% M) *</p> <p>2008 – A School (NSBH), AYP 72% (49% R/73% M; 55% R/ 81% M; 50% R/78% M) *</p> <p>2007 – B School (NSBH), AYP 72% (48% R/70% M; 59% R/76% M; 56% R/69% M) *</p> <p>Prior to 2007 based on the Volusia County District evaluation system then in place, Dr. Sparger either met or exceeded the 12 competencies required for administrators.</p>
Assis Principal	Kevin Clark	B.A. Social Studies 6-12 M.S. Emotional Handicap K-12 Educational Leadership K-12 Reading Endorsement	1	1	<p>First year in administration</p>

Assis Principal	Jeff Reaves	Bachelor – Organizational Management MA – Religion MS Educational Leadership ESE and ED Certificate Educational Leadership Certificate	2	9	2012 SCHS) 71%R, 50% Algebra 2011 - B school (NSMS)71%R, 65% M 2010 - A School (NSMS)73%R, 68% M 2009 - A School (NSM) 75%R, 75%R, 64%M 2008 - A School (NSM)71%R, 65%M Prior to 2008 based on the Volusia County District evaluation system then in place, Mr.Reaves either met or exceeded the 12 competencies required for administrators.
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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	Deborah Croak	MA Elementary Education BA/Business Administration Reading Endorsed Media Certified National Board Certified	5	5	2012 (SCHS) 71%R, 50% Algebra 2011 B School(SCHS) - 65%R, 87%M 2010 B School (SCHS)- 65%R, 86%M 2009 B School (SCHS)- 64%R, 87%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	New Teacher Program (individualized PD, mentors, peer classroom visits, other site visits)	Administration	June 2013	
2	Leadership Opportunities	Administration	June 2013	
3	Professional Development	Administration	June 2013	
4	PLC Activities	Administration Department Chairs PLC	June 2013	
5	Participation in District Job Fair and Recruitment Activities	Administration	June 2013	

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
N/A	N/A

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
158	2.5%(4)	9.5%(15)	35.4%(56)	52.5%(83)	45.6%(72)	97.5% (154)	6.3%(10)	10.1% (16)	15.8% (25)

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
Dr.Linda J. White	Joe Giddens	Joe is a first year teacher being mentored by a highly effective teacher and a district assigned Peer Assistance and Review (PAR) teacher.	Coaching , observations, collaborative lesson planning, Empowering Education Excellence Program (E3).
Dr. Linda J. White	Jim Luebbring	Jim is a first year teacher being mentored by a highly effective teacher and a district assigned Peer Assistance and Review (PAR) teacher.	Coaching, observations, collaborative lesson planning, Empowering Education Excellence Program (E3)
Dr. Linda J. White	Nicole Sanclemente	Nicole is a first year teacher being mentored by a highly effective teacher and a district assigned Peer Assistance and Review (PAR) teacher.	Coaching, observations, collaborative lesson planning, Empowering Education Program (E3).

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

N/A

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

N/A

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

N/A

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

Multi-Tiered System of Supports (MTSS)/Response to Instruction/Intervention (RtI)**School-based MTSS/RtI Team**

Identify the school-based MTSS leadership team.

The leadership team consists of department chairs, guidance counselors, the reading coach, administration and support personnel under the direction of Dr. Todd Sparger, Principal. Additional support team members are the school psychologist and county support personnel.

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

The school based MTSS leadership team identifies school based resources (both materials and personnel) to determine the continuum of academic and behavioral support that is available to students at Spruce Creek High School. We use academic and behavioral data to determine priorities to consider the current teams' roles that match the needs of the issues. We use our Problem Solving Teams, Behavioral Leadership Team and Professional Learning Communities as well as our department chairs if needed to provide intervention according to the Problem Solving Process which will identify the problem, analyze the problem and devise an intervention to address the problem. Using the Problem Solving Process ensures that individual, class-wide, and school-wide issues are addressed systematically using data with interventions to support the targeted problem with a plan for monitoring. The school-based leadership team meets regularly to address academic and behavioral concerns.

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?

Our school improvement plan is data driven and focuses on areas of need for both specific content areas as well as student populations. MTSS is a data –driven framework that seeks to find solutions and resources that match the student need. The MTSS framework follows the district’s four-step problem solving process, with RtI as an integral component of the process. As a result, the school improvement plan is based on a strategic analysis of data , and identified resources matched to the needs of students and schools. Building the School Improvement Plan within the context of MTSS results in the school’s leadership team determining the areas of most significant need and, as importantly, enables the school to develop a plan that can be addressed based on existing resources.

MTSS Implementation

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

The Pinnacle Gradebook provides evidence of performance in core instruction across content areas. In addition, information gleaned from FAIR assessments, focus assessments in geometry, biology and algebra help determine progress in core course assessments. FCAT also provides critical information regarding

student performance in the areas of mathematics, science, and writing. Pinnacle Insight reports will also provide further information regarding performance of individuals and groups of students to inform instruction and intervention. Behavioral expectations are communicated by the school to all students and parents. Those students who do not obtain proficiency in behavioral expectations are provided support and intervention matched to student need. Discipline data is monitored to provide insight into student needs or general areas of concerns. Summary reports from PST system assist the leadership team to monitor concerns.

Describe the plan to train staff on MTSS.

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

Describe the plan to support MTSS.

School based support will be provided by the District MTSS Leadership Team. The school-based Leadership Team will disseminate relevant MTSS information for teachers and parents. Data-based meetings throughout the school year will identify those students in need of academic and/or behavioral supports. Using this data-based decision making, supports will be implemented and monitored. School-specific reports that will be accessed from Pinnacle Insight will assist in the development of a data-based MTSS framework. This data will guide the work of the school to support a Multi-Tiered System of Support.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The Literacy Leadership Team consists of the principal, the administrative team, department chairs, the reading coach, the media specialist, guidance and the support team. The LLT Team works to establish a clear school-wide literacy mission. The Principal works closely with the LLT to involve the entire staff in the process of refining the core literacy curriculum in the school. The Reading Coach coordinates and evaluates the elements of the literacy plan, monitoring and evaluating literacy instruction in the classroom. The Reading Coach also communicates expectations for what must be in place to have a successful literacy team across the curriculum. The department chairs work collaboratively to establish the clear school-wide literacy mission to their team to carry out the literacy plan.

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

The Literacy Leadership Team works with the faculty at regular meetings along with department meetings. The Assistant Principal of Curriculum serves as the LLT chair and ensures that each department is represented by a teacher on the team. Monthly meetings are used to assess the schools needs, establish goals and priorities for literacy, and develop a professional development agenda to meet goals. School literacy team members serve as liaisons to staff and parent and community committees.

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

1. Support staff with professional development in successful reading strategies that match Common Core expectations.

2. Use Deliberate Practice Plans of teachers to create a culture of reflective teaching and self assessment that support literacy.
3. Continue to increase learning gains in reading with a focus on the lower quartile students.

Public School Choice

Supplemental Educational Services (SES) Notification

No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

N/A

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

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

*High Schools Only

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

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

The school offers students elective courses in art, business, technology, and career study. Many of these courses focus on job skills and offer students internships. A daily focus of the school is for teachers and students to ask each other, "why are we learning this?" to ensure that instruction is always relevant. Teachers are using reading activities which include articles and text relating to 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, especially students enrolled in our Academy of Finance and Academy of Technology and Robotics.

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

- Dual Enrollment
- Early College
- Career Academies
- High School Showcase
- Career and Technical Education Classes
- IB Diploma
- Advanced Placement Opportunities
- College Expo
- College Representatives 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.			2012 Current Level of Performance:*		
Reading Goal #1a:			26% (346)		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
Students achieving proficiency (FCAT Level 3) in reading will increase by 2%.			2013 Expected Level of Performance:*		
28% (356)					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Opportunities to train teachers, funding for follow-up on coaching.	Teachers will receive training in practices that promote high student engagement; receive follow-up support and coaching.	Reading Coach Administrator Student Advocate Media Specialist	Ongoing monitoring or formative and summative assessment data. VSET observations and conferences. Track student growth on assessments and meet as course teams to foster growth among all students using formative data.	Reading assessment, FAIR data, math assessment data, science assessment data and course assessments
2	Students who fall in the lower quartile, are SES, ELL, ethnic minorities and/or students with disabilities are impacted by multiple barriers and are at moderate to high risk.	Students identified through FAIR and FCAT data will receive additional reading instruction through intensive reading courses.	Reading Coach Administrators Teacher	Ongoing monitoring of reading formative and summative assessment data.	Reading assessment FAIR data FCAT results
3	Teachers who do not teach language arts or reading are	Train teachers to use literacy strategies that	Administrative staff Reading Coach	Ongoing monitoring through VSET observations.	FAIR data FCAT data

not familiar enough with the literacy strategies necessary to accomplish the rigor required by Common Core Standards.	support achieving the Anchor Literacy Standards.	Media Specialist	Teacher records of reflects literacy strategy use.
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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:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
Less than 10 students.	Less than 10 students.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not all instruction has been aligned to the NGSS 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 finding high quality lessons for students with cognitive disabilities that also address varying complexity levels.	District training for teachers on implementation of Unique Learning System for Access courses. Follow up coaching program 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 reports.
3	There is a need for more collaboration time among teachers of students with cognitive disabilities.	Offer Access course training for teachers in the District's monthly Virtual PLC using a webinar platform.	Administration ESE team	District follow up survey Check student progress data using Unique Rports.	Unique report 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:

<p>2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading.</p> <p>Reading Goal #2a:</p>	<p>Increase percent of students scoring at current level by 3%.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>45% (597)</p>	<p>48% (615)</p>

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	Implementation of effective reading strategies in the content area classroom.	PLC training in developing content area reading strategies with common assessments.	Department chairs Reading coach Administrators	Progress monitoring of assessments	FCAT 2.0 End of Course Exams
2	Time for teachers to review data, plan differentiated instruction, and deliver the instruction within the school day.	Teachers will meet as teams with the support of the reading coach and teacher on assignment to collaboratively collect and analyze data in order to plan for effective instruction.	Reading Coach Student Advocate Administration Teachers	Ongoing monitoring of formative and summative assessments. Meet on a regular basis for planning and analyzing data.	Reading Assessments FAIR data Formative and summative data.
3	More rigorous instruction is needed, with more opportunities for higher level thinking skills.	Professional Development on Charlotte Danielson's Framework 3b Using Questioning and Discussion Techniques (Domain 1)	Curriculum team Administration	Ratio of high-level questions to lower-level questions will be assessed.	Walk throughs Formative and summative data

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:

<p>2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading.</p>	<p>N/A</p>
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Reading Goal #2b:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
Less than 10 students		Less than 10 students.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have large reading gaps.	Provide students with intensive reading.	Teacher ESE team	Monitor reading growth	Reading Assessments FAIR

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.		Increase percent of students scoring at current level by 3%.			
Reading Goal #3a:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
63%		66%%			
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 using data from FCAT 2.0 and progress monitoring assessments to target instruction in classroom	Provide school based training	Department Chairs Reading Coach Administrators	Monitor common formative/summative assessments Standard based assessment	FCAT 2.0 Fair End of course exams
2	Students with large gaps in reading achievement.	Intensive assistance in Reading will be provided by Intensive Reading teachers.	Reading Coach TOA - Student Advocate ADministration	FAIR FCAT	FAIR assessments Reading assessments
3	Adequate time for teachers to review data, plan	Content area teams will meet to work collaboratively to	Reading Coach TOA-Student Advocate	Ongoing monitoring of formative and summative	Reading assessment FAIR data

differentiated instruction and deliver the instruction within a school day.	collect and analyze data in order to plan effective differentiated instruction and enrichment.	Department Chairs Administration	assessments Track student growth on assessments and meet as a reading team to analyze and foster growth among studnets.	Math and Science EOC
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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:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
Less than 10 students	Less than 10 students

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not all instruction has been aligned to the NGSS access points.	Implement Access courses in all core academic areas as well as Standards-Reference Grading	ESE Team Administration	Check usage and implementation as well as student progress data using Unique Reports Administrative observations tools	Unique Reports FAA scores
2	There is a need for more collaboration among teachers of students with cognitive disabilities.	Participation in Access course for teachers in the district's monthly Virtual PLC using webinar platform.	ESE team Administration	District follow up survey Monitor student progress data using Unique Reports.	Unique Reports FAA scores
3	Difficulty in 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	ESE team Administration	Check usage and implementation and 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:

<p>4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.</p> <p>Reading Goal #4:</p>	<p>Increase by at least 1% the students in the lower quartile making a learning gain.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>58% (199)</p>	<p>59% (202)</p>

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Adequate time for teachers to review data, plan for differentiated instruction, and the deliver the instruction within the school day.	Teams will meet as a PLC to work collaboratively in collecting and analyzing data in order to plan effective differentiated instruction and enrichment.	Reading Coach TOA - Student Advocate Teachers Administration	Ongoing monitoring of formative and summative assessment. Track student growth on assessments. Meet regularly as a team to foster growth among all students.	Reading assessments FAIR data Science, Math and Social Studies assessments
2	Funding for materials and tutoring	Students will use fluency passages to increase complex text reading	Reading Coach TOA-Student Advocate Teachers	Ongoing monitoring of formative and summative assessments Track student growth Meet regularly as Reading PLC to develop common assessments	Reading assessments FAIR data Science, Math and Social Studies assessments.

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%.			<p>Reading Goal # 5A :</p> <p>In 2012-2013, we will meet the AMO target of 73%.</p>			
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	71	73	76	79	81	

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 meet expected AMO target.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
White: 72% Black: 52% Asian: 90% Hispanic: 70%		White: 73% Black: Maintain as 2012 AMO was met. Asian: Maintain as 2012 AMO was met. Hispanic: Maintain as 2012 AMO was met.			
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 will need time to use data to identify and plan for student learning needs.	Teachers will use close reading and text complexity strategies to increase student growth in reading.	Reading Coach ELL resource Administration	Ongoing monitoring of assessments and teacher observation.	District Assessment 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 goal will be reduced to meet the targeted AMO goal or Safe Harbor.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
27%		30%			
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 from ELL backgrounds with gaps in vocabulary.	Use instructional time to address the meanings of common words, phrases and expressions not yet learned.	ELL Resource Teacher Reading Coach	Ongoing monitoring of formative assessments and teacher observation by administration.	District Assessments and FCAT
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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 subgroup:

<p>5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</p> <p>Reading Goal #5D:</p>	In 2012-2013, the achievement gap for SWD students will be reduced by meeting the AMO target or through Safe Harbor.
2012 Current Level of Performance:	2013 Expected Level of Performance:
32%	35%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The individual needs of some students in the Exceptional Student Program are not being met.	Provide students with intensive, systematic reading on foundational reading skills to students who score below the proficient level.	ESE Administrator ESE Lead Team	Ongoing monitoring of formative assessments	FAIR FCAT

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

<p>5E. Economically Disadvantaged students not making satisfactory progress in reading.</p> <p>Reading Goal #5E:</p>	In the 2012-2013 year, students in ED will meet AMO target or safe harbor.
2012 Current Level of Performance:	2013 Expected Level of Performance:
54% made our targeted goal.	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	Increases in number of students due to economic downturn and mobility.	Identify students for the purpose of monitoring for academic needs and provide with materials needed for class if necessary.	Teachers Guidance Administrators	Progress monitoring of assessments and attendance.	FCAT 2.0 End of course 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: Learn how to analyze and interpret reading data to drive classroom instruction.	Reading 9-12	Reading Coach	Reading Teachers	Initial training in September, with monthly follow up and structured coaching.	FAIR data Academic Progress pulled from reading assessments.	Reading Coach
PD Topic: Common Core Literacy Standards	All Subjects 9-12	Administration, Reading Coach, Media Specialist	School-wide	early release dates set by the district	Administrative walk-throughs	Administrative Team
PD Topic: Framework Fridays/ Professional Development to help teachers with their PGP	All Subjects 9-12	Reading Coach	School-wide, any teacher can choose to come	Fridays throughout the school year	The reading coach will follow up with teachers and continue to assist them throughout the year.	Reading Coach

PD Topic: Using Technology to Assist With Student Engagement and Performance	All Subjects 9-12	Media Specialist	School-wide, any teacher can choose to participate	Varies, on-line and in person	The media specialist will follow up with teachers and continue to assist them throughout the year.	Media Specialist
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Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
PLC meets to develop common lessons and assessments to meet benchmark standards in reading.	Stipend for teachers @\$15 each x 20 x 10 meetings.	SAI District	\$3,000.00
			Subtotal: \$3,000.00
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
Attend training or conferences	Registration fees	SAI District	\$1,000.00
			Subtotal: \$1,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$4,000.00

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:					
58% (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	Providing comprehensive reading instruction to English Language Learners.	Data on ELL students language proficiency achievement levels should be used for differentiated learning.	ELL teacher Administrator	Ongoing monitoring of formative assessments	CELLA, IPT, FCAT, District Assessments
2	Providing comprehensive reading instruction to English Language Learners.	Ensure that teachers use English Language Proficiency Standards for English Language Learners.	Administrator ELL teacher	Ongoing monitoring of formative assessments and teacher observations by administration.	CELLA, IPT, District Assessments, FCAT

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:					
39% (12)					
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.	ELL teacher Administrator	Ongoing monitoring of formative assessments and teacher observations by administrator.	CELLA, IPT, FCAT and District assessments.
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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:					
6% (2)					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Providing comprehensible instruction to English Language Learners.	Data on ELL students language proficiency and achievement levels should be used for differentiated instruction.	ELL teacher Administrator	Ongoing monitoring of formative assessments and teacher observations by administrator.	CELLA, IPT, FCAT and District assessments.
2	Providing comprehensible instruction to English Language Learners.	Ensure that teachers use English Language Standards for English Language Learners.	ELL teacher Administrator	Ongoing monitoring of formative assessments and teacher observations by administrator.	CELLA, IPT, FCAT, and District assessments.

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount

Provide language dictionaries as needed.	Dictionaries that meet the language of the ELL student.	Textbook or SAC	\$200.00
			Subtotal: \$200.00
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: \$200.00

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.			N/A		
Mathematics Goal #1:					
2012 Current Level of Performance:			2013 Expected Level of Performance:		
Less than 10 students.			Less than 10 students.		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Difficulty of finding high-quality lessons for students with cognitive disabilities that also address varying complexity levels.	Follow up coaching provided by program specialists.	ESE team Administration	Ongoing monitoring of assessments Administrative observation	FAA scores
2	There is a need for more collaboration time among teachers of students with cognitive disabilities.	Participation in the District's Virtual Training.	ESE Team Administration	Ongoing monitoring of assessments Administrative observation.	FAA scores

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.	
Mathematics Goal #2:	
Less than 10 students	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Less than 10 students		Less than 10 students			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Difficulty in 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.	ESE Team Administration	Check usage and implementation of student progress data using Unique Reports. Administrative observation tools.	Unique reports FAA Scores
2	There is a need for more collaboration time among teachers of students with cognitive disabilities.	Participation of Access Course teachers in district monthly Virtual PLC using webinar platform. Evaluation of the student's need to access more rigorous courses and change placement where needed. Discussion of application of skills and knowledge at a high level and in various settings.	ESE Team Administration	District follow up survey. Check student progress using Unique Reports	Unique Report 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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
Less than 10 students	Less than 10 students.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not all instruction has been consistently aligned to the NGSS access points	Implement Access courses in all core academic areas	ESE team Administration	Check usage and monitoring of student progress data using Unique Reports. Administrative observation tools	Unique reports FAA scores
2	There is a need for more collaboration time among teachers of students with cognitive disabilities	Participation in Access course by teachers in the district's monthly Virtual PLC using webinar platform	ESE team Administration	District follow up survey Check student progress data using Unique Reports	Unique Reports Survey

High School Mathematics AMO Goals

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%.			Mathematics Goal # 5A :			
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
<p>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.</p> <p>Mathematics Goal #5B:</p>	In 2012-2013 each subgroup will meet AMO target or through Safe Harbor.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Am. Indian: N/A Asian: N/A	Am. Indian: N/A Asian: N/A

Black: 46% Hispanic: 63% White: 48%			Black: 47% Hispanic: 64% White: 49%		
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	We have a growing number of students from a variety of nationalities that are receiving ELL services.	Use professional development related to effective instructional ELL strategies. Follow-up and coaching will be provided.	ELL teacher Reading Coach Administration	Ongoing monitoring of formative assessments and administrative observation.	District assessments FCAT EOC in algebra

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 mathematics. Mathematics Goal #5C:	In the 2012-2013 year, the achievement gap will meet AMO or Safe Harbor.
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 from ELL backgrounds with significant gaps in vocabulary.	Teach essential content words in depth. Use instructional time to address the meanings of common words, phrases and expressions.	ELL teacher Classroom teacher Administration	Ongoing monitoring of formative assessments	District assessments Algebra EOC

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.		In 202-2013, the achievement for SWD students in Algebra will meet AMO target or Safe Harbor.			
Mathematics Goal #5D:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
40%		42%			
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.	Provide high quality vocabulary instruction throughout the day. Teach essential content words in depth. Use instructional time to address the meanings of cocmmon words, phrases, and expressions not yet learned.	ELL teacher Teacher Administration	Ongoing monitoring of formative assessments.	District assessments Algebra EOC

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

E. Economically Disadvantaged students not making satisfactory progress in mathematics.		In 2012-2013, ED students will meet AMO target or Safe Harbor.			
Mathematics Goal E:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
60%		62%			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position	Process Used to Determine	Evaluation Tool

1	Challenge is working with students who do not have exposure to high-level academic vocabulary in their home.	Emphasize a systematic approach to the teaching of vocabulary using research-based strategies. Mentoring	Responsible for Monitoring	Effectiveness of Strategy	VSET Domain 3 observation Progress monitoring of students who fall in this category.
			Administration TOA - Student Advocate Teachers	Classroom Walk-through Lower Quartile Team Meetings	

End of **High School Mathematics** Goals

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.			Students passing the End Of Course Algebra 1 exam will increase by 3%.		
Algebra Goal #1:					
2012 Current Level of Performance:			2013 Expected Level of Performance:		
42% (173)			45% (180)		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers are not yet familiar with the Common Core State Standards in Math.	Provide professional development on embedding the Common Core 8 Standards for Mathematical Practices into daily instruction as appropriate. Implement new math curriculum maps, which have these standards incorporated.	Math Department Chairs Administration	Ongoing monitoring of formative assessments and teacher observations by administrators.	District assessments

2	Time needed to familiarize and work with strategies to implement the new Math Curriculum Maps.	Implement new math Curriculum Maps, which have these standards incorporated.	Math Department Chair Algebra teachers Administration	Ongoing monitoring of formative assessments and focus assessments.	VSET evaluation Math assessments
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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:

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	Students passing the End Of Course Exam in Algebra 1 at a level 4 or higher will increase by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
8% (34)	11%(46)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of time and focus to devote to professional dialogue about teaching practices. Teachers need time to understand and implement the Common Core Standards.	Participate in professional development on lesson study, to include a focus on the following elements: identifying similarities and differences, summarizing and note taking, setting objectives and providing feedback.	Math teachers Administration	Participating in professional development, coupled with follow up observations.	Focus assessments Administration observation
2	Teachers need time to understand and implement the Common Core Standards.	PLC time will review Focus assessments to use to provide intervention.	Algebra Teachers Administration	Focus assessments for Algebra will show improvement.	Focus assessments

End of Algebra EOC Goals

Geometry End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. Students scoring at Achievement Level 3 in Geometry.					
Geometry Goal #1:			N/A		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
N/A			N/A		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers are not yet familiar with the Common Core Standards in math.	Provide professional development on embedding the 8 Standards For Mathematical Practice into daily instruction. Implement new Curriculum Maps with these standards.	Math Department Chair Teachers Administrators	Ongoing monitoring of formative assessments and teacher observations	VSET Domain 3 District assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.	
Geometry Goal #2:	
N/A	
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of time to focus on implementing teaching strategies to support the new standards.	Provide professional development to focus on identifying similarities and differences, summarizing and note taking, setting objectives and provided student feedback.	Math teachers Administration	Ongoing monitoring of formative assessments Teacher reflections	Geometry EOC District assessments Administrative walk-throughs

End of **Geometry EOC Goals**

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school -wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core Standards for Math Study	9-12	Math Dept. Chair or District	Math teachers	Monthly meetings	Collaborative planning to use assessments to monitor proficiency on math standards	Administration Math Chair Math teachers

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
PLC teams meet for Geometry and Algebra	10 teachers x 10 meetings x \$15	District funds	\$1,500.00
PD to align CCSS	School based time requiring substitutes	District Funds SAC	\$1,500.00
Subtotal: \$3,000.00			
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
Subtotal: \$0.00			
Grand Total: \$3,000.00			

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.			Less than 10 students		
Science Goal #1:					
2012 Current Level of Performance:			2013 Expected Level of Performance:		
Less than 10 students			Less than 10 students		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not all instruction has been consistently aligned to the NGSS access points.	Implement Access courses in all core academic areas as well as Standards Referenced Grading.	ESE team Administration	Check usage and implementation as well as student progress data using Unique Reports.	FAA Scores Unique Reports

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.			Less than 10 students.		
Science Goal #2:					
2012 Current Level of Performance:			2013 Expected Level of Performance:		
Less than 10 students			Less than 10 students		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Difficulty of finding high quality lessons for students with cognitive disabilities that also address varying complexity levels.	Follow-up coaching by program specialists.	ESE team Administration	Check usage and implementation, as well as student progress data used. Access science curriculum-based assessments and Unique Reports. Administrative observation tools.	ASAP Science Curriculum based assessments. FAA scores Unique Reports.

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.	Data not available.
Biology Goal #1:	
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	Students do not all come in with the same science exposure.	Use student FSA (Formative Summative Assessment) to direct the instruction.	Administration Teachers Department Chair	Progress monitoring of assesemtns which include Focus Assessments	Focus Assessments FSA assessments Biology EOC
2	Time for teachers to plan collaboratively	PLC meetings to develop and use common assessments and planning	Teachers Department Chair Administration	Ongoing monitoring of assessments	Pinnacle Biology EOC

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Biology.	
Biology Goal #2:	Data not available.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack study skills to interpret high level assessment questions	Implement formative assessments as a Biology Department. Increase the level of student questions to focus on cognitive complexity of learning targets for instruction and assessment.	Biology PLC Administration Science department chair	Monitor ongoing formative assessments	VSET Evaluation Formative Summative Assessments

Participate in Project IBIS.

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
Study use of texts with a higher level of complexity and study assessment for science	Science 9-12	Department chair	Science teachers with a focus on biology	Monthly meetings	Monitor ongoing biology assessments	Administration

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
PD on use of literacy strategies to assist with understanding text complexity.	Funding for substitutes	District funds that can be accessed or SAC funds.	\$1,000.00
			Subtotal: \$1,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount

Biology PLC meetings	Funding for stipend for teachers to meet off school hours to develop common assessments	District SAC	\$2,000.00
			Subtotal: \$2,000.00
			Grand Total: \$3,000.00

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.			Students scoring at a 3 or higher will increase by 2%.		
Writing Goal #1a:					
2012 Current Level of Performance:			2013 Expected Level of Performance:		
89% (607)			91%		
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 outside of Language Arts do not often provide practice for students to write about their content area.	Administer Volusia Write schedule with fidelity in all curriculum areas. Provide support and coaching to teachers on scoring. Implement CCSS Anchor Literacy Standards school-wide.	Classroom teachers Administrators Reading Coach	Monitor growth of Volusia Writes scores	Volusia Writes Data FCAT Writes

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:
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1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.					
Writing Goal #1b:		Less than 10 students			
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	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.	ESE Team Administration	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
Language Arts teachers will meet as a PLC to review changes in scoring writing.	9-12	Department Chairs	LA department	Monthly department meetings	Volusia Writes data	Administration

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
PD for research based writing skills across the content area	\$2400 for teacher stipend	District SAC	\$2,400.00
			Subtotal: \$2,400.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$2,400.00

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.			Data not available.		
U.S. History Goal #1:					
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	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

1	Lack of knowledge about American History EOC. Lack of knowledge of CCSS standards and literacy strategies to incorporate into social studies instruction.	Participate in the creation of District Formative Assessments for American History EOC. Participate in District Professional Development and Webinars to explain support materials, such as item specifications, test reviews. Participate in training on incorporating CCSS Literacy Standards in Social Studies Lessons (such as close reading).	for Monitoring	Administration Social Studies PD Social Studies Dept. Chair Monitor teacher formative assessments Document-based questions assessments Participation in Professional Development	Document based assessment questions American History EOC field test Administrative observations
			Administration Social Studies PD Social Studies Dept. Chair		
2	Need for a social studies course in 9th grade as US History is moved to 11th grade.	Develop a World Cultural Geography course for 9th graders to develop literacy skills through social studies. PLC development of course content and literacy strategies	Administration Social Studies teachers TOA-Student Advocate Reading Coach	Monitor ongoing formative bases assessments	Administrative Observation Assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.			Data not available.		
U.S. History Goal #2:					
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	It is difficult to determine what individual students know on a daily basis.	Increase level of student questioning Focus on cognitive complexity of learning targets for instruction and assessment.	Social studies PLC Social studies chair Administration	Observation and monitoring of assessments Teacher data Administration	Domain 3 VSET evaluation American History EOC
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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
Establish PLC to develop assessments to match American History EOC	Social Studiers	Department Chair	Social studies department	Monthly meetings	Data from EOC American History test	Administration

U.S. History Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
PLC meetings to focus on developing common American History formative and summative assessments	PLC time	District	\$1,000.00
Subtotal: \$1,000.00			
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: \$1,000.00

End of U.S. History EOC Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Attendance					
Attendance Goal #1:			Increase average daily attendance for all students by 1%.		
2012 Current Attendance Rate:			2013 Expected Attendance Rate:		
94%			95%		
2012 Current Number of Students with Excessive Absences (10 or more)			2013 Expected Number of Students with Excessive Absences (10 or more)		
1018			999		
2012 Current Number of Students with Excessive Tardies (10 or more)			2013 Expected Number of Students with Excessive Tardies (10 or more)		
1205			1193		
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	Inaccurate report of absences or tardies	Run attendance/tardy report daily. Use Connect Ed to inform parents of excessive absence or tardy.	Attendance clerk	Review of attendance by evaluator.	Pinnacle attendance report.

2	Increased population, configuration of school campus and limited number of campus advisors.	Check daily tardy report to see if there is a pattern.	Teachers Administrators	Note trend of absence/tardy reports.	Compulsory attendance report.
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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
Develop a US History PLC team	US HHistory	Social Studies Chair	US History teachers	Early Release days	Analyze District EOC exams and State	Administration

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:			To decrease the total number of periods/days suspended both in and out of school by 3%.		
2012 Total Number of In-School Suspensions			2013 Expected Number of In-School Suspensions		
417			404		
2012 Total Number of Students Suspended In-School			2013 Expected Number of Students Suspended In-School		
897 (32% of the population)			870 (29%)		
2012 Number of Out-of-School Suspensions			2013 Expected Number of Out-of-School Suspensions		
324			314		
2012 Total Number of Students Suspended Out-of-School			2013 Expected Number of Students Suspended Out-of-School		
233			226		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of parental involvement	Parent contact by phone or email.	Teachers Guidance Dean of Discipline	Review of suspension reports	Suspension report
2	The large population of students with relationship to size of the school.	Utilize teachers during class change to stand by their door and	Administration Teachers	Feedback from teachers, administrators at dept. monthly meetings.	Suspension reports.

administrators in halls.

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 up/Monitoring (e.g., frequency of meetings)	Strategy for Follow-	Person or Position Responsible for Monitoring
No Data Submitted						

Suspension Budget:

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

End of **Suspension** Goal(s)

Dropout Prevention Goal(s)

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

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Dropout Prevention					
Dropout Prevention Goal #1:			Continue to maintain a graduation rate status for all sub-groups and to decrease the drop-out rate.		
<i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>					
2012 Current Dropout Rate:			2013 Expected Dropout Rate:		
.03 or 3%			.02 or 2%		
2012 Current Graduation Rate:			2013 Expected Graduation Rate:		
92%			93%		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student motivation to pass FCAT.	Encourage alternative ways to earn concordant scores for FCAT.	Guidance	ACT, SAT	Dropout rate report
2	Behavioral issues lead to failure and lack of credits for graduation	Encourage VVS or FVS as alternative format for earning credits.	Guidance Teachers	VS/FVS enrollment	Increased graduation rate

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

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

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

Dropout Prevention Budget:

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

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement	
Parent Involvement Goal #1:	Increase parent involvement by 3%.

*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.					
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
62% involvement		65% involvement			
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 may feel that they do not get the information on their child's school.	Ensure that all parents have access to Pinnacle information.	Pinnacle administrator	Increased use of Pinnacle by parents	Pinnacle report
2	Specific volunteering opportunities at the high school level are not always as obvious to parents	Involve parents with Teen Zone initiative through Food Brings Hope program. Seek volunteers and mentors for this program.	Teachers assigned as sponsors for this program.	Level of parental involvement increases as reported by parent climate survey	Parent volunteer logs kept through VIP office
3					

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

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

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

Parent Involvement Budget:

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

End of **Parent Involvement** Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM					
STEM Goal #1:			Increase participation in Robotics Competition and Science Fair.		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student participation in the robotics competition is a part of the expectations of the Academy of	The faculty of AITR will work with students to encourage participation.	Dru Urqhardt	Number of entries and competitions will be monitored.	Award from competition.

2	Information and Robotics.	Science teachers will work with students to prepare for the science fair in lab opportunities at school.	Science Department	The number of participants will exceed by 10 the number from the 2012 school fair.	Science fair records and awards
	Students feel that participating in science fair requires a lot of work and they need the time for other coursework.				

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 for Science Fair preparation	Science 9-12	Science Department Chair	Students enrolled in science classes	December school fair	Monitor the entrants forms and number of students who actively participate	Science Fair Coordinator Administration

STEM Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
Substitutes will be needed to cover the classes of Science Fair Administrators.	4 days of substitutes at \$100 each.	SAC District	\$400.00
Subtotal: \$400.00			
Grand Total: \$400.00			

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:			AITR and Academy of Finance students will participate in an on-site internship where they assist the district technology team in fixing computer issues on campus.		
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	Inexperience of students going to faculty and staff to communicate and complete the job with confidence.	AITR sponsor will monitor and support the students in the internship to understand the process of completing a work ticket for computers.	Dru Urqhardt Kate Freeland	Monitor the number of work tickets that students complete successfully.	Work tickets for computer service completed.

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,	Target Dates (e.g., early release) and Schedules	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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			or school-wide)	(e.g., frequency of meetings)		
Training from Volusia Information Services for teachers and students	Grades 9-12 enrolled in Academy of Information and Robotics	Dru Urqhardt	Faculty of Academy of Information and Robotics	Monthly meetings	Monitor attendance at meetings	Dru Urqhardt

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
Update technology as needed for AITR and Academy of Finance.	Computer hardware	District Grants	\$25,000.00
			Subtotal: \$25,000.00
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
			\$0.00
			Subtotal: \$0.00
			Grand Total: \$25,000.00

End of CTE Goal(s)

Additional Goal(s)

N/A Goal:

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 Schedulesup/ Monitoring (e.g., frequency of meetings)	Strategy for Follow-	Person or Position Responsible for Monitoring
No Data Submitted						

Budget:

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

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

End of N/A Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	PLC meets to develop common lessons and assessments to meet benchmark standards in reading.	Stipend for teachers @\$15 each x 20 x 10 meetings.	SAI District	\$3,000.00
CELLA	Provide language dictionaries as needed.	Dictionaries that meet the language of the ELL student.	Textbook or SAC	\$200.00
U.S. History	PLC meetings to focus on developing common American History formative and summative assessments	PLC time	District	\$1,000.00
Parent Involvement				\$0.00
				Subtotal: \$4,200.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
CTE	Update technology as needed for AITR and Academy of Finance.	Computer hardware	District Grants	\$25,000.00
				Subtotal: \$25,000.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Attend training or conferences	Registration fees	SAI District	\$1,000.00
Mathematics	PLC teams meet for Geometry and Algebra	10 teachers x 10 meetings x \$15	District funds	\$1,500.00
Mathematics	PD to align CCSS	School based time requiring substitutes	District Funds SAC	\$1,500.00
Science	PD on use of literacy strategies to assist with understanding text complexity.	Funding for substitutes	District funds that can be accessed or SAC funds.	\$1,000.00
Writing	PD for research based writing skills across the content area	\$2400 for teacher stipend	District SAC	\$2,400.00
				Subtotal: \$7,400.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Science	Biology PLC meetings	Funding for stipend for teachers to meet off school hours to	District SAC	\$2,000.00

STEM	Substitutes will be needed to cover the classes of Science Fair Administrators.	develop common assessments	4 days of substitutes at \$100 each.	SAC District	\$400.00
CTE					\$0.00
					Subtotal: \$2,400.00
					Grand Total: \$39,000.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

Priority
 Focus
 Prevent
 NA

Are you a reward school: Yes No

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

No Attachment (Uploaded on 9/20/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
SAC funds are used for: professional development of faculty, technology, and support of school programs.	\$5,000.00

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

SAC has monthly meetings which include shared decision making and training as needed. Guest speakers attend meetings to share information on programs at school or provide information from the community that can assist with the school's success and may include police, fire, city managers, business partners, Parent Advisory Committee, Student Government representatives and special programs. Meetings also report on issues pertaining to climate survey, SAC fund distribution and District Advisory MEetings. The purpose of the meetings i to bring information to stakeholders about tehthe school, Volusia County School Board information and legislative information.

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 SPRUCE CREEK HIGH SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	65%	87%	82%	62%	296	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	59%	80%			139	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?	40% (NO)	71% (YES)			111	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					556	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Volusia School District SPRUCE CREEK HIGH SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	65%	86%	88%	68%	307	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	59%	77%			136	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?	42% (NO)	62% (YES)			104	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					557	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested