

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2011-2012 SCHOOL IMPROVEMENT PLAN



School Name: NEW SMYRNA BEACH HIGH SCHOOL

District Name: Volusia

Principal: James Tager

SAC Chair: Tammy Owens/Kimberly Stevens

Superintendent: Margaret Smith

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

Last Modified on: 9/29/2011

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

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

### STUDENT ACHIEVEMENT DATA

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

[School Grades Trend Data](#)

(Use this data to complete Sections 1-4 of the reading and mathematics goals and Section 1 of the writing and science goals.)

[Adequate Yearly Progress \(AYP\) Trend Data](#)

(Use this data to complete Section 5 of the reading and mathematics goals and Section 3 of the writing goals.)

[Florida Comprehensive Assessment Test \(FCAT\) Trend Data](#)

(Use this data to inform the problem solving process when writing goals.)

### HIGHLY QUALIFIED ADMINISTRATORS

List your school's highly qualified 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 performance (Percentage data for Proficiency, Learning Gains, Lowest 25%), and Adequate Yearly Progress (AYP).

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT (High Standards, Learning Gains, Lowest 25%), and AYP information along with the associated school year)
Principal	James Tager	Elementary Education (1-6) Mentally Handicapped (K-12) School Principal (all levels)	2	6	2011-2012 Pending  2011-A school 72%AYP (50%R/79%M; 55%R/ 79%M; 49%R/65%M)  2010- A School (New Smyrna Beach Middle School NSBMS), AYP 82% (73%R/68%M; 62%R/69%M; 60%R/65%M)  2009- A School (NSBMS), AYP 85% (75% R/64%M; 68%R/65%M; 67%R/62%M)  2008- B School (NSBMS), AYP 90% (71% R/65%M; 63%R/68%M; 57%R/66%M)  2007 B School (NSBMS)- AYP 85% (63% R/58%M; 59%R/64M; 64% R/ N/A M)  Based on Volusia County district evaluation system currently in place, I have been rated either meeting or exceeding the 12 competencies required for administrators.
					2011-2012 Pending

Assis Principal	Karen Nielson	Social Sciences (6-12) Educational Leadership (all levels)	2	2	2011-A school 72%AYP (50%R/79%M; 55%R/ 79%M; 49%R/65%M)  Based on Volusia County district evaluation system currently in place, I have been rated either meeting or exceeding the 12 competencies required for administrators.
Assis Principal	Bradford Hoch	General Science (5-9) Physical Education (K-8) Physical Education (6-12) Educational Leadership (all levels)	12	12	2011-2012 Pending  2011 A school 72%AYP (50%R/79%M; 55% R/ 79%M; 49%R/65%M)  2010 B school, AYP 82% (53%R/74%M; 53%R/74%M; 43%R, 65%M)  2009- B School, AYP 79% (50%R/73%M; 51%r/75%M; 42%R,68%M)  2008-A School, AYP 72% (40%R/73%M; 55% R/ 81%M; 50%R/78%M)  2007- B School, AYP 72% (48%R/70%M; 59%R/76%M; 56%R, 69%M)  2006-C School, AYP 77 % (45%R/ 71%M; 52%R/74%M; 47%R, N/A)  Based on Volusia County district evaluation system currently in place, I have been rated either meeting or exceeding the 12 competencies required for administrators.
Assis Principal	Timothy Merrick	Adaptive Physical Education, Endorsement Physical Education (K-8) Educational Leadership (all levels)	6	6	2011-2012 Pending  2011 A school 72%AYP (50%R/79%M; 55% R/ 79%M; 49%R/65%M)  2010-B school, AYP 82% (53%R/74%M; 53%R/74%M; 43%R, 65%M)  2009- B School, AYP 79% (50%R/73%M; 51%r/75%M; 42%R,68%M)  2008-A School, AYP 72% (40%R/73%M; 55% R/ 81%M; 50%R/78%M)  2007- B School, AYP 72% (48%R/70%M; 59%R/76%M; 56%R, 69%M)  Based on Volusia County district evaluation system currently in place, I have been rated either meeting or exceeding the 12 competencies required for administrators.
Assis Principal	Tyler Rosenke	Educational Leadership (all levels) ESE K-12 Business Education 6-12 ESOL	1	5	2011- 2012- no data pending  2011-B School(Spruce Creek) AYP 85% (65%R/87%M; 59%/ 80%M; 40%R/71%M)  2010- A School (Hinson Middle) 87% AYP (79%R/77%M; 68%R/75%M; 63%R/72%M)  2009- A School (Hinson Middle) 85%AYP (81%R; 80%M; 67%R/77%M; 67%R/65%M)  2008- A School (Hinson Middle) 92% AYP (80%R?80%M; 70%R/78%M; 69%R/72% M)  Based on Volusia County district evaluation system currently in place, I have been rated either meeting or exceeding the 12 competencies required for administrators.

## HIGHLY QUALIFIED INSTRUCTIONAL COACHES

List your school's highly qualified 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 performance (Percentage data for Proficiency, Learning Gains, Lowest 25%), and Adequate Yearly Progress (AYP). 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 (Proficiency, Learning Gains, Lowest 25%), and AYP information along with the associated school year)
Reading Coach	Beth Jensen	B.S. in General Studies, B.S. English Education, Masters in Business Administration (MBA)	1	2	2011-2012 no data available 2010-2011 72% AYP B school (68%R/61%M; 60%R/63%M; 64%R/63%M)

## HIGHLY QUALIFIED TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	Leadership Opportunities	Tim Merrick	on- going	
2	Professional Development	Tim Merrick	on going	
3	PLC Activities	Tim Merrick	on going	
4	Volusia Profeciency Model	Tim Merrick	on going	

## Non-Highly Qualified Instructors

List all instructional staff and paraprofessionals who are teaching out-of-field and/or who are NOT highly qualified.

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
			According to our district representative, NSBHS currently only employes Highly Qualified teachers

## Staff Demographics

Please complete the following demographic information about the instructional staff in the school who are teaching at least one academic course.

*\*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 Qualified Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
117	11.1%(13)	15.4%(18)	36.8%(43)	36.8%(43)	40.2%(47)	100.0% (117)	11.1%(13)	4.3%(5)	14.5%(17)

## Teacher Mentoring Program

Please describe the school's teacher mentoring program 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
Erin Everidge	St. Gelais, Duncan		Teachers will have contact with their PAR teacher on a monthly basis through face-to-face contact/ emails/webinars/phonecalls
			Teachers will have contact with their PAR

Erin Everidge	Lysholm, Brian		teacher on a monthly basis through face-to-face contact/ emails/webinars/phone calls
Denise Peddicord	Baker, Lance		Teachers will have contact with their PAR teacher on a monthly basis through face-to-face contact/ emails/webinars/phonecalls
Erin Everidge	Gollegly, Melissa		Teachers will have contact with their PAR teacher on a monthly basis through face-to-face contact/ emails/webinars/phonecalls
Denise Peddicord	Johns, Denise C.		Teachers will have contact with their PAR teacher on a monthly basis through face-to-face contact/ emails/webinars/phonecalls
Denise Peddicord	Shea, Tara K.		Teachers will have contact with their PAR teacher on a monthly basis through face-to-face contact/ emails/webinars/phonecalls

## 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

## Response to Instruction/Intervention (RtI)

### School-based RtI Team

Identify the school-based RtI Leadership Team.

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

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

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

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

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

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

Describe the role of the school-based RtI Leadership Team in the development and implementation of the school improvement plan.

Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

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

#### RtI 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.

Baseline data: Progress Monitoring and Reporting Network (PMRN), FAIR, Florida Comprehensive Assessment Test (FCAT), End of Course Exam (EOC)

Progress Monitoring: PMRN, FAIR, Curriculum Based Measurement (CBM), FCAT Simulation

Midyear: Florida Assessments for Instruction in Reading (FAIR),

End of year: FAIR, FCAT EOC

Frequency of Data Days: monthly for data analysis or as determined by principal

Describe the plan to train staff on RtI.

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

## Literacy Leadership Team (LLT)

### School-Based Literacy Leadership Team

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

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

Select General Education Teachers(Primary and Intermediate): Develop a series of common assessment based on the goals set forth by each department to track student success. Utilizing the Four Essential Questions of a PLC.

1. What is it we want our students to learn?
2. How will we know if each student has learned it?
3. How will we respond when some students do not learn it?
4. How can we extend and enrich the learning for students who have demonstrated proficiency?

teachers will provide information about core instruction and provide instructional strategies/ activities/ materials department wide to assist in the data collection for the school.

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

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

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

The team members meet regularly to engage in activities to review universal expectations. The teams meet regularly to constantly evaluate the common assessments by reviewing the data and making adjustments to meet the needs of the students population.

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

Professional Development focusing on Reading in all disciplines this school year.

Implementation of the Read Outloud grant will begin this school year as well.

New Smyrna Beach High School has also implemented a 22 minute per week sustained silent reading called Drop Everything And Read (DEAR) for the 2011-2012 school year.

## NCLB Public School Choice

Notification of (School in Need of Improvement) SINI Status

No Attachment

Public School Choice with Transportation (CWT) Notification

No Attachment

Notification of (School in Need of Improvement) SINI Status

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

## \*High Schools Only

**Note: Required for High School - Sec. 1008.37(4), F.S., Sec. 1003.413(g)(j) F.S.**

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

The school offers students elective courses in art, business, technology, and career study. Many of these courses focus on job skills and offer students internships. A daily focus of the school is for teachers and students to ask each other, "why are we learning this?" to ensure that instruction is always relevant. Teachers are also provided reading materials and "bell ringers" that are based on current events.

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

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

## Postsecondary Transition

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the School Feedback Report

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

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

## PART II: EXPECTED IMPROVEMENTS

### Reading Goals

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

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

1. Students achieving proficiency (FCAT Level 3) in reading Reading Goal #1:	Students achieving proficiency (FCAT Level 3) in reading will increase by 2% in grades 9 and 10
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
9=32% (135) 10= 15% (92)	9= 34% 10= 17%

#### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Challenges of working with students who come from low SES backgrounds.	Ensure that all teachers receive professional development related to effective instructional strategies in reading with implementation within classroom.	Reading Coach and Administrator	Ongoing monitoring of formative assessment and teacher observation by principal	District Assessments and FCAT results
2	Time for teacher collaboration as a follow up to professional development	Provide for uninterrupted teacher collaboration during planning times and faculty meeting dates.	Administration	Faculty survey in May 2011	Student outcomes

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

2. Students achieving above proficiency (FCAT Levels 4 and 5) in reading Reading Goal #2:	Students achieving above proficiency (FCAT Level 4 and 5) in reading will increase by 3% in grades 9 and 10.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
9= 22% (92) 10=21%(93)	9= 24% 10=23%

#### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Funds to purchase advanced reading materials	Ensure that all teachers receive professional development related to effective instructional strategies in reading – specific to the higher	Reading Coach and Administrator	Increased student achievement and implementation of strategies in the delivery of instruction	District Assessments and FCAT results

	level learner with implementation within classroom.		
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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:

3. Percentage of students making Learning Gains in reading Reading Goal #3:	Student making Learning Gains in reading will increase by 2%
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
55% making Learning Gains	57% making Learning Gains

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The school is experiencing a high mobility rate	Ensure that all teachers receive professional development related to effective instructional strategies in reading and implement those strategies within the classroom.	Reading Coach and Administrator	Track student growth using Scantron and common assessments and meet regularly as PLC teams to foster growth among all students using formative data. Administrative walk throughs and evaluations of instructional staff.	District Assessments and FCAT Results
2	Challenges of working with students who come from low SES backgrounds.	Teachers at 9 and 10 are using a number of common assessments	Department head and Administration	Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data	District Assessments and FCAT Results
3	Challenges of working with students with a low reading level.	School wide initiative of Academic Intervention (AI) for 23 minutes per day with Monday Designated as Drop Everything and Read (DEAR) on Monday's	All personnel	District Assessments and FCAT Results	District Assessments and FCAT Results

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

4. Percentage of students in Lowest 25% making learning gains in reading Reading Goal #4:	Students in the lowest 25% making Learning Gains will increase by 2%.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
49% making learning gains	51% making learning gains

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Funds for tutoring	Ensure that all teachers receive professional development related to effective instructional strategies in reading	Reading Coach and Administrator	Track student growth using Scantron assessments and meet regularly as department teams to foster growth among all students using formative data.	District Assessments and FCAT Results
2	Challenges of working with students who come from low SES backgrounds.	Teachers at 9 and 10 are using a number of common assessments	Department head and administration	Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data	District Assessments and FCAT Results

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

5A. Student subgroups not making Adequate Yearly Progress (AYP) in reading Reading Goal #5A:	The percentage of students with below grade level performance in reading will decrease by 10% (Safe Harbor).
Reading Goal #5A: Ethnicity (White, Black, Hispanic, Asian, American Indian)	
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
White: 51% not making AYP Black: N/A Hispanic: N/A Asian: N/A	White 46% not making AYP Black N/A Hispanic N/A Asian N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Challenges of working with students who come from low SES backgrounds.	Ensure that all teachers receive professional development related to effective instructional strategies in reading and implement with low SES students with implementation within classroom.	Reading Coach and Administrator	Ongoing monitoring of formative assessments and teacher observation by Principal	District Assessments and FCAT results
2	Challenges of working with students who come from low SES backgrounds.	Provide for uninterrupted teacher collaboration during planning times and faculty meeting dates as needed	Reading Coach and Administrator	Faculty survey in May 2011	Student outcomes

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

5B. Student subgroups not making Adequate Yearly Progress (AYP) in reading Reading Goal #5B:	N/A
Reading Goal #5B: English Language Learners (ELL)	
2011 Current Level of Performance: *	2012 Expected Level of Performance: *

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

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. Student subgroups not making Adequate Yearly Progress (AYP) in reading  Reading Goal #5C:	Percentage of Students with Disabilities not making Adequate Yearly Progress will decrease by 10%. (Safe Harbor)
Reading Goal #5C: Students with Disabilities (SWD)	
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
76% not making AYP	69% not making AYP

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The majority of our Students with Disabilities are below grade level.	Ensure that all teachers receive professional development related to effective instructional strategies in reading for SWD's and implementation of the strategies with implementation within classroom.	Reading Coach and Administrator	Ongoing monitoring of formative assessments and teacher observation by Principal	District Assessments and FCAT results

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. Student subgroups not making Adequate Yearly Progress (AYP) in reading  Reading Goal #5D:	Percentage of Economically Disadvantaged students not making Adequate Yearly Progress will decrease by 10%. (Safe harbor)
Reading Goal #5D: Economically Disadvantaged	
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
61% not making AYP	56% not making AYP

Problem-Solving Process to Increase Student Achievement					
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	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Challenges of working with students who come from low SES backgrounds.	Ensure that all teachers receive professional development related to effective instructional strategies in reading with implementation within classroom.  Implementation of Ruby Payne training is planned and tutoring for those not attending.	Reading Coach and Administrator	Ongoing monitoring of formative assessment and teacher observation by principal	District Assessments and FCAT results
2	The school is experiencing a high mobility rate impacting the economically disadvantaged.	Ensure that all teachers receive professional development related to effective instructional strategies in reading	Reading Coach and Administrator	Track student growth using Scantron assessments and meet regularly as department-level teams to foster growth among all students using formative data.	District Assessments and FCAT results

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules(e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Assessments	9-10	Linda Meehl	9 & 10 Language Arts teachers	2nd and 3rd Monday of each month	Scantron data	Administration and Department heads
School wide Literacy Strategies	9 & 10	Reading Coach/ English Department	Language Arts and Reading teachers	Monthly PLC meetings	Coaching in department meetings/ assessment review by Administrators	Administrator and Department Head
Read Out Loud grant with an implication for entire school to assist reading difficulties for all students.	school wide	Select cadre to start expanding to school wide	Langauge Arts teachers/ Reading Teachers / Department heads.	November 1, 2011	FCAT data will determine	Administrator, Reading coach, grant coordinator and Department Head
DEAR (Drop Everything and Read) is a school wide initiative for this year to address our level 3's, 4's and 5's.	school wide	all staff	all staff	every Monday school wide for 20 minutes all disciplines	FCAT data will determine if successful	Administrator and Department Head

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Pre and Post FCAT activities for 9th and 10th grade students	paper	Target funds	\$200.00
			Subtotal: \$200.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Read out Loud grant for assistance to level 3-5 on FCAT.	The grant application was offered to all Volusia Middle/High schools. The cost was \$900 for unlimited school site license with take-home rights. The software was purchased by ATEN Region 3 for FDLRS East/Volusia.	The software was purchased by ATEN Region 3 for FDLRS East/Volusia.	\$900.00
			Subtotal: \$900.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Reading strategies in all disciplines	Reading Coach and Language Arts Department head will spend Sept 23rd as PDD demonstrating and teaching reading strats. to all teachers within the high school.		\$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: \$1,100.00

End of Reading Goals

# Mathematics 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 achieving proficiency (FCAT Level 3) in mathematics Mathematics Goal #1:	Students passing the Algebra I End-of-Course Exam will increase by 2%. 78% of students will pass the Geometry End-of-Course Exam
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
76% passing Algebra I EOC No data - 1st year of Geometry EOC	78% Passing Algebra I EOC 65% Passing Geometry EOC

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Challenges of working with students who come from low SES backgrounds	Ensure that all teachers receive professional development related to effective instructional strategies in mathematics with implementation within classroom.	Administrator	Ongoing monitoring of formative assessment and teacher observation by principal	District Assessments and FCAT results
2	Challenge of first year testing for students of the End of Course exams.	Practice testing for students	Department head and Data Administrator	comparing test data	District and State 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 achieving above proficiency (FCAT Levels 4 and 5) in mathematics Mathematics Goal #2:	N/A Changed to End of Course Exam for Algebra 1 and Geometry starting in the 2011- 2012 school year.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
N/A Changed to End of Course Exam for Algebra 1 and Geometry starting in the 2011- 2012 school year.	N/A Changed to End of Course Exam for Algebra 1 and Geometry starting in the 2011- 2012 school year.

### Problem-Solving Process to Increase Student Achievement

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

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

3. Percentage of students making Learning Gains in mathematics Mathematics Goal #3:	N/A Changed to End of Course Exam for Algebra 1 and Geometry starting in the 2011- 2012 school year.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
N/A Changed to End of Course Exam for Algebra 1 and Geometry starting in the 2011- 2012 school year.	N/A Changed to End of Course Exam for Algebra 1 and Geometry starting in the 2011- 2012 school year.

Problem-Solving Process to Increase Student Achievement

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

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

4. Percentage of students in Lowest 25% making learning gains in mathematics Mathematics Goal #4:	N/A Changed to End of Course Exam for Algebra 1 and Geometry starting in the 2011- 2012 school year.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
N/A Changed to End of Course Exam for Algebra 1 and Geometry starting in the 2011- 2012 school year.	N/A Changed to End of Course Exam for Algebra 1 and Geometry starting in the 2011- 2012 school year.

Problem-Solving Process to Increase Student Achievement

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

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

5A. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics Mathematics Goal #5A:	N/A Changed to End of Course Exam for Algebra 1 and Geometry starting in the 2011- 2012 school year.
Mathematics Goal #5A: Ethnicity (White, Black, Hispanic, Asian, American Indian)	
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
N/A Changed to End of Course Exam for Algebra 1 and Geometry starting in the 2011- 2012 school year.	N/A Changed to End of Course Exam for Algebra 1 and Geometry starting in the 2011- 2012 school year.

Problem-Solving Process to Increase Student Achievement

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

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

5B. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics Mathematics Goal #5B:	N/A
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Mathematics Goal #5B: English Language Learners (ELL)

2011 Current Level of Performance: *	2012 Expected Level of Performance: *
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics Mathematics Goal #5C:	N/A Changed to End of Course Exam for Algebra 1 and Geometry starting in the 2011- 2012 school year.
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Mathematics Goal #5C: Students with Disabilities (SWD)

2011 Current Level of Performance: *	2012 Expected Level of Performance: *
N/A Changed to End of Course Exam for Algebra 1 and Geometry starting in the 2011- 2012 school year.	N/A Changed to End of Course Exam for Algebra 1 and Geometry starting in the 2011- 2012 school year.

Problem-Solving Process to Increase Student Achievement

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

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

In need of improvement for the following subgroup:

5D. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics  Mathematics Goal #5D:	N/A Changed to End of Course Exam for Algebra 1 and Geometry starting in the 2011- 2012 school year.
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Mathematics Goal #5D: Economically Disadvantaged

2011 Current Level of Performance: *	2012 Expected Level of Performance: *
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N/A Changed to End of Course Exam for Algebra 1 and Geometry starting in the 2011- 2012 school year.	N/A Changed to End of Course Exam for Algebra 1 and Geometry starting in the 2011- 2012 school year.
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Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules(e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
School wide Mathematics Strategies	9 & 10	Department Head	Mathematics Teachers	Monthly PLC meetings	Coaching in department meetings/ assessment review by Administrators	Administrator and Department Head

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Pre and Post FCAT activities for 9th and 10th grade students	paper	grant money	\$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 Mathematics Goals

## Science 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 achieving proficiency (FCAT Level 3) in science  Science Goal #1:	Based on analysis of FCAT Science a 2% increase will apply to the EOC of Biology1
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
39%	41%

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time for teacher collaboration as a follow up to professional development	Provide for uninterrupted teacher collaboration during planning times and faculty meeting dates as needed allowing for comon assessments to track student progress	Department head and Administration	Track student growth using Scantron assessments and meet regularly as subject based teams to foster growth among all students using formative data	District Assessments and EOC results

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 achieving above proficiency (FCAT Levels 4 and 5) in science  Science Goal #2:	N/A students will take the EOC for Biology 1
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
N/A students will take the EOC for Biology 1	N/A students will take the EOC for Biology 1

### Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates and Schedules(e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
School wide Science Strategies	11	Department Head	Science Teachers	Monthly PLC meetings	Coaching in department meetings/ assessment review by Administrators	Administrator and Department Head

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Pre and Post FCAT activities for 11th grade students	paper	grant money	\$100.00
			Subtotal: \$100.00
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: \$100.00

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:	
1. Students achieving Adequate Yearly Progress (FCAT Level 3.0 and higher) in writing  Writing Goal #1:	Increase our goal in writing by 1% in our level 3's or higher for FCAT
2011 Current Level of Performance: *	2012 Expected Level of Performance: *

84% of our students achieved a 3 or higher on the FCAT. 85%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Challenges of working with students who come from low SES backgrounds.	Ensure that all teachers receive professional development related to effective instructional strategies in writing with implementation within classroom	principal/ curriculum assistant pricipal	Track student growth using county required writing prompts scored on FCAT rubric and meet regularly as grade-level teams to foster growth among all students using formative data.	District writing prompts and FCAT assesments.

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. Student subgroups not making Adequate Yearly Progress (AYP) in writing Writing Goal #2A:	N/A in the current report for this section
Writing Goal #2A: Ethnicity (White, Black, Hispanic, Asian, American Indian)	
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
N/A in the current report for this section	N/A in the current report for this section

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Challenges of working with students who come from low SES backgrounds	Ensure that all teachers receive professional development related to effective instructional strategies in writing.	Department Head, and Administrator	Track student growth using county required writing prompts scored on FCAT rubric and meet regularly as grade-level teams to foster growth among all students using formative data.	District Assessments and FCAT Results

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

2. Student subgroups not making Adequate Yearly Progress (AYP) in writing Writing Goal #2B:	N/A in the current report for this section
Writing Goal #2B: English Language Learners (ELL)	
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
N/A in the current report for this section	N/A in the current report for this section

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

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

2. Student subgroups not making Adequate Yearly Progress (AYP) in writing  Writing Goal #2C:	N/A in the current report for this section
Writing Goal #2C: Students with Disabilities (SWD)	
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
N/A in the current report for this section	N/A in the current report for this section

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The majority of our Students with Disabilities are below grade level.	Ensure that all teachers receive professional development related to effective instructional strategies in reading for SWD's for implementation in the classroom.	Administrator	Ongoing monitoring of formative assessments and teacher observation by Principal	District Assessments and FCAT results

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

2. Student subgroups not making Adequate Yearly Progress (AYP) in writing  Writing Goal #2D:	N/A in the current report for this section
Writing Goal #2D: Economically Disadvantaged	
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
N/A in the current report for this section	N/A in the current report for this section

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

1	Challenges of working with students who come from low SES backgrounds.	Ensure that all teachers receive professional development related to effective instructional strategies in writing for implementation in the classroom.	Administrator	Ongoing monitoring of formative assessment and teacher observation by principal	District writing assessments and FCAT results
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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 and Schedules(e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Writing across the curriculum	all	Department heads	all	2nd and 3rd Monday PLC meetings of each month.	Writing scores/ writing workshops	Department heads/ Administration

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Pre and Post FCAT activities for 9th and 10th grade students.	paper/ ink	Target funds	\$100.00
			Subtotal: \$100.00
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: \$100.00

End of Writing 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:	Decrease the number of excessive absences and tardies by 3%.

2011 Current Attendance Rate: *	2012 Expected Attendance Rate: *
93%	93%
2011 Current Number of Students with Excessive Absences (10 or more)	2012 Expected Number of Students with Excessive Absences (10 or more)
680	660
2011 Current Number of Students with Excessive Tardies (10 or more)	2012 Expected Number of Students with Excessive Tardies (10 or more)
560	544

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	removal of AE for students tardy to class	institute new tardy policy within the school	Attendance Assistant principal	determine a decrease on the number of students with tardies and absences	Pinnacle reports on attendance

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates and Schedules (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						

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:	Decrease the current suspension rate by 2%.				
2011 Total Number of In-School Suspensions	2012 Expected Number of In-School Suspensions				
510	500				
2011 Total Number of Students Suspended In School	2012 Expected Number of Students Suspended In School				
278	272				
2011 Number of Out-of-School Suspensions	2012 Expected Number of Out-of-School Suspensions				
458	449				
2011 Total Number of Students Suspended Out of School	2012 Expected Number of Students Suspended Out of School				
284	278				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Challenges of working with students who come from low SES backgrounds.	Increase the visibility on campus through classroom visitations at 10 per week minimum	Administration	Track the rate of visitations per administrator	decrease in-between class and in-class referrals

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 and Schedules(e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Administrator visibility	All	Administration	Administration	On going	Compare data from previous years to current	Principal and Administrator of Student Services

Suspension Budget:

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

End of Suspension Goal(s)

Dropout Prevention Goal(s)

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

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Dropout Prevention Dropout Prevention Goal #1: <i>*Please refer to the percentage of students who dropped out during the 2009-2010 school year.</i>	Increase student graduation rate by 3% in 2010-2011 school year.
2011 Current Dropout Rate: *	2012 Expected Dropout Rate: *
.97% (based on 09-10 data since 10-11 data will not be available until November 2011)	.97%

2011 Current Graduation Rate: *		2012 Expected Graduation Rate: *			
79%(based on 09-10 data since 10-11 data will not be available until November 2011)		82%			
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 school is experiencing a high mobility rate impacting the stability of our lowest 25%.	Identifying lower quartile students/ placed w/i a group called Freshman Plus/ this SLC provides consistent support, encouragement, and commitment to meet student needs.	Freshman plus teachers and administration	Increased student achievement and implementation of strategies in the delivery of instruction	District Assessments and FCAT results

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates and Schedules (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:  <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>		Maintain our 5 star rating by continuing our current trend of parent involvement, parent conferences, and parent contact.			
2011 Current Level of Parent Involvement: *		2012 Expected Level of Parent Involvement: *			
currently a 5 star school		continue 5 star rating			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	insuring timely parent communications	Provide consistent timely parent communication of all events via- connect-ed phone calls, email by teachers, and guidance monitoring.	SAC Administration Teachers	sign in sheets. ticket sales. conferences. and parent surey tool	5-Star process

## 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 and Schedules(e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Pinnacle and its uses	All	Site Administrators	All Teachers	District Staff Development August 2010 and September 2010/ 1 on 1 tutoring for teachers	Parent Survey	Site Administrators

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Contact with parents through Cuda newsletter published quarterly and "Good News" cards sent at the discretion of teachers to students	postage	SAC	\$2,000.00
			Subtotal: \$2,000.00
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: \$2,000.00

End of Parent Involvement Goal(s)

## Additional Goal(s)

No Additional Goal was submitted for this school

# FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Pre and Post FCAT activities for 9th and 10th grade students	paper	Target funds	\$200.00
Mathematics	Pre and Post FCAT activities for 9th and 10th grade students	paper	grant money	\$200.00
Science	Pre and Post FCAT activities for 11th grade students	paper	grant money	\$100.00
Writing	Pre and Post FCAT activities for 9th and 10th grade students.	paper/ ink	Target funds	\$100.00
Parent Involvement	Contact with parents through Cuda newsletter published quarterly and "Good News" cards sent at the discretion of teachers to students	postage	SAC	\$2,000.00
				Subtotal: \$2,600.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Read out Loud grant for assistance to level 3-5 on FCAT.	The grant application was offered to all Volusia Middle/High schools. The cost was \$900 for unlimited school site license with take-home rights. The software was purchased by ATEN Region 3 for FDLRS East/Volusia.	The software was purchased by ATEN Region 3 for FDLRS East/Volusia.	\$900.00
				Subtotal: \$900.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Reading strategies in all disciplines	Reading Coach and Language Arts Department head will spend Sept 23rd as PDD demonstrating and teaching reading strats. to all teachers within the high school.		\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
				Grand Total: \$3,500.00

## Differentiated Accountability

School-level Differentiated Accountability Compliance

jn Intervene	jn Correct II	jn Prevent II	jn Correct I	jn Prevent I	jn NA
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# School Advisory Council

## School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.

✓ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Buses for Senior Boards	\$3,957.00
Postage	\$2,000.00
Misc fees	\$1,821.00

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

The SAC committee at NSBHS will continue to supplement the school when possible. At this time we project to pay for the following:

- 1- postage for monthly school news letters Cuda Chronicle
- 2- Buses for early pick up 2 days for Senior Boards
- 3- Misc. Dues and fees.

These items supplement the school to the benefit of students and parents.

The newsletters go out and keep parents abreast of what is happening at the school. They are a great opportunity for parents to see all the positive items happening at the school.

Buses for Senior Boards are a presentation by our senior class of their senior year to community members. Our Juniors, Sophmores, and Freshmen leave for a half day and our seniors present a portfolio they have worked on all year to teachers, administrators, and community members.

# AYP DATA

Adequate Yearly Progress (AYP) Trend Data 2010-2011  
 Adequate Yearly Progress (AYP) Trend Data 2009-2010  
 Adequate Yearly Progress (AYP) Trend Data 2008-2009

## SCHOOL GRADE DATA

Volusia School District NEW SMYRNA BEACH HIGH SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	50%	79%	84%	56%	269	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	55%	79%			134	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	49% (NO)	65% (YES)			114	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					527	
Percent Tested = 96%						Percent of eligible students tested
School Grade*					Pending	Grade based on total points, adequate progress, and % of students tested

Volusia School District NEW SMYRNA BEACH HIGH SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	53%	74%	89%	52%	268	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	53%	74%			127	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	43% (NO)	65% (YES)			108	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					503	
Percent Tested = 98%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Volusia School District NEW SMYRNA BEACH HIGH SCHOOL 2008-2009						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	50%	73%	85%	50%	258	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	51%	75%			126	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	42% (NO)	68% (YES)			110	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					504	
Percent Tested = 98%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested