

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2010 - 2011 SCHOOL IMPROVEMENT PLAN



School Name: NEW SMYRNA BEACH HIGH SCHOOL

District Name: Volusia

Principal: James Tager

SAC Chair: Tammy Owens

Superintendent: Margaret Smith

Date of School Board Approval: Pending School Board Action November 9, 2010

Last Modified on: 10-26-2010

Dr. Eric J. Smith, Commissioner  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, Florida 32399

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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)	1	5	2010- no data available  2009- A School, AYP 82% (73%R/68%M; 62%R/69%M; 60%R/65%M)  2008- A School, AYP 85% (75%R/64%M; 68%R/65%M; 67%R/62%M)  2007- B School, AYP 90% (71%R/65%M; 63%R/68%M; 57%R/66%M)  2006 B School- 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.
Assis Principal	Karen Nielson	Social Sciences (6-12) Educational Leadership (all levels)	1	1	No Data Available

Assis Principal	Mary Barringer	Exceptional Education (K-12) English (5-9) Educational Leadership (all Levels)	3	3	2010- no data available 2009- Pending, AYP 82% (53%R/74%M; 53%R/74%M; 43%R, 65%M) 2008- B School, AYP 79% (50%R/73%M; 51%r/75%M; 42%R,68%M)
Assis Principal	Bradford Hoch	General Science (5-9) Physical Education (K-8) Physical Education (6-12) Educational Leadership (all levels)	11	11	2010 no data available 2009- Pending, AYP 82% (53%R/74%M; 53%R/74%M; 43%R, 65%M) 2008- B School, AYP 79% (50%R/73%M; 51%r/75%M; 42%R,68%M) 2007-A School, AYP 72% (40%R/73%M; 55% R/ 81%M; 50%R/78%M) 2006- B School, AYP 72% (48%R/70%M; 59%R/76%M; 56%R, 69%M) 2005-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)	5	5	2010 no data available 2009- Pending, AYP 82% (53%R/74%M; 53%R/74%M; 43%R, 65%M) 2008- B School, AYP 79% (50%R/73%M; 51%r/75%M; 42%R,68%M) 2007-A School, AYP 72% (40%R/73%M; 55% R/ 81%M; 50%R/78%M) 2006- B School, AYP 72% (48%R/70%M; 59%R/76%M; 56%R, 69%M) 2005-C School, AYP 77 % (45%R/ 71%M; 52%R/74%M; 47%R, N/A)

### 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)
No data submitted					

### 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	New Teacher Programs (Individualized PD, mentors, peer classroom visits, other site visits)	Tim Merrick	June 2011	
2	Leadership Opportunities	Tim Merrick	June 2011	
3	Professional Development	Tim Merrick	June 2011	
4	PLC Activities	Tim Merrick	June 2011	

### 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
No data submitted			

### 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
115	7.0%(8)	27.8%(32)	31.3%(36)	33.9%(39)	45.2%(52)	100.0% (115)	10.4%(12)	5.2%(6)	13.9%(16)

### 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
Sean Desko	Matt Loucks	first year teacher paired with a subject mentor	lesson plan assistance, classroom management, open discussion for assistance
Susan Zona	Nate Rollerson	first year teacher paired with a subject mentor	lesson plan assistance, classroom management, open discussion for assistance
Daria Turner	Tyron Watkins	first year teacher paired with a subject mentor	lesson plan assistance, classroom management, open discussion for assistance
Susan Mccrosky	Rachel Hansen	first year teacher paired with a subject mentor	lesson plan assistance, classroom management, open discussion for assistance
Teresa Tyson	Brittany Kretz	first year teacher paired with a subject mentor	lesson plan assistance, classroom management, open discussion for assistance
Mary Francis Mosher	Trista Catineau	first year teacher paired with a subject mentor	lesson plan assistance, classroom management, open discussion for assistance

## 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

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

## 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 Psychologists will provide/facilitate training on skill building and understanding of the components of PS/RtI. Support the school's team in the completion of resource mapping (academic and behavioral) with focus on standard protocol interventions in order to enhance implementation of PS/RtI. Communicates with parents through school newsletters, relevant meetings, and the sharing of the

parent link of the VCS Problem Solving/RtI website (under Psychological Services) in order to address the purpose of PS/RtI in meeting student needs and to address frequently asked parental questions. In addition, parents are provided information about PS/RtI at PST meetings.

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

Select General Education Teachers: 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)

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

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

End of year: FAIR, FCAT

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?

## NCLB Public School Choice

- Notification of (School in Need of Improvement) SINI Status  
[No Attached a copy of the Notification of SINI Status to Parents](#)
- Public School Choice with Transportation (CWT) Notification  
[No Attached a copy of the CWT Notification to Parents](#)
- Notification of (School in Need of Improvement) SINI Status  
[No Attached a copy of the SES Notification to Parents](#)

## \*Elementary Title I Schools Only: Pre-School Transition

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

\*Grades 6-12 Only

**Sec. 1003.413(b) F.S.**

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

Every secondary school has the support of a Reading Coach to ensure that all teachers receive professional development related to current reading research and instructional pedagogy. All classroom teachers utilize effective reading strategies in order to meet the instructional needs of the students.

**\*High Schools Only**

**Note: Required for High School - Sec. 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
2010 Current Level of Performance: *	2011 Expected Level of Performance: *
9=31% (154) 10= 19 % (86)	9= 33% 10= 21%

#### 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.
2010 Current Level of Performance: *	2011 Expected Level of Performance: *
9= 21% (104) 10=24%(108)	9= 24% 10=27%

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

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

		specific to the higher 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%
2010 Current Level of Performance: *	2011 Expected Level of Performance: *
53% making Learning Gains	55% 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

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%.
2010 Current Level of Performance: *	2011 Expected Level of Performance: *
43% making learning gains	45% 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
	Challenges of working with students who	Teachers at 9 and 10 are using a number of	Department head and administration	Scantron assessments and meet regularly as	District Assessments and

1	come from low SES backgrounds.	common assessments		grade-level teams to foster growth among all students using formative data	FCAT Results
2	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

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).
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Reading Goal #5A: Ethnicity  
(White, Black, Hispanic, Asian, American Indian)

2010 Current Level of Performance: *	2011 Expected Level of Performance: *
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White: 49% not making AYP Black: N/A Hispanic: N/a Asian: N/A	White 44% not making AYP Black n/a Hispanic n/a Asian n/a
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Challenges 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:	
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Reading Goal #5B: English Language Learners (ELL)

2010 Current Level of Performance: *	2011 Expected Level of Performance: *
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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				

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)
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Reading Goal #5C: Students with Disabilities (SWD)

2010 Current Level of Performance: *	2011 Expected Level of Performance: *
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78% not making AYP	70% not making AYP
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	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)
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Writing Goal #5D: Economically Disadvantaged

2010 Current Level of Performance: *	2011 Expected Level of Performance: *
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64% not making AYP	58% not making AYP
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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
	Challenges of working	Ensure that all teachers	Reading Coach	Ongoing monitoring of	District

1	with students who come from low SES backgrounds.	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.	and Administrator	formative assessment and teacher observation by principal	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

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
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 Reading Goals*

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# 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 achieving proficiency (FCAT Level 3) in mathematics will increase by 2% in grades 9 and 10.
2010 Current Level of Performance: *	2011 Expected Level of Performance: *
9= 37% (184) 10=29% (129)	9= 39% 10=31%

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	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

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:	Students achieving above proficiency (FCAT Level 4 and 5) in mathematics will increase by 2% in grades 9 and 10.
2010 Current Level of Performance: *	2011 Expected Level of Performance: *
9= 28% (139) 10= 43% (192)	9= 30% 10= 45%

### 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 mathematics – specific to the higher level learner with implementation within classroom.	Administrator and Department head	Increased student achievement and implementation of strategies in the delivery of instruction	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:					
3. Percentage of students making Learning Gains in mathematics Mathematics Goal #3:		Students making Learning Gains in mathematics will increase by 2%.			
2010 Current Level of Performance: *		2011 Expected Level of Performance: *			
74% making learning gains		76% 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	Funds for professional development resources	Ensure that all teachers receive professional development related to effective instructional strategies in mathematics with implementation within classroom .	Administrator and Department head	Track student growth using common assessments and meet regularly as level (Algebra, Geometry, Algebra II etc.) 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:					
4. Percentage of students in Lowest 25% making learning gains in mathematics Mathematics Goal #4:		Students in the lowest 25% making Learning Gains will increase by 2%.			
2010 Current Level of Performance: *		2011 Expected Level of Performance: *			
65% making Learning Gains		67% 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 impacting the stability of our lowest 25%.	Provide tutoring in mathematics before and after school, during Academic Intervention (4 days per week 20 minutes built into school day)	Teachers, Department head and Administration	Track student growth using Scantron assessments	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 mathematics Mathematics Goal #5A:		Percentage of Students not making Adequate Yearly Progress will decrease by 10%. (Safe Harbor)			
Mathematics Goal #5A: Ethnicity (White, Black, Hispanic, Asian, American Indian)					

2010 Current Level of Performance: *		2011 Expected Level of Performance: *			
W=28% not making AYP B= n/a H=n/a A=n/a		W= 25% not making AYP B=n/a H=n/a A=n/a			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Challenges of working with students who come from low SES backgrounds.	Ensure that all teachers receive professional development related to effective instructional strategies in mathematics with implementation within classrooms.	Administration	Ongoing monitoring of formative assessment 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:

5B. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics	
Mathematics Goal #5B:	

Mathematics Goal #5B: English Language Learners (ELL)

2010 Current Level of Performance: *		2011 Expected Level of Performance: *	

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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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:	Percentage of Students not making Adequate Yearly Progress will decrease by 10%. (Safe Harbor)

Mathematics Goal #5C: Students with Disabilities (SWD)

2010 Current Level of Performance: *		2011 Expected Level of Performance: *	
58% not making AYP		52 % 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.	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 mathematics Mathematics Goal #5D:	Percentage of Students not making Adequate Yearly Progress will decrease by 10%. (Safe Harbor)
Writing Goal #5D: Economically Disadvantaged	
2010 Current Level of Performance: *	2011 Expected Level of Performance: *
40% not making AYP	36% 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	Challenges of working with students who come from low SES backgrounds.	Implementation of Ruby Payne training is planned.	Administrator	Ongoing monitoring of formative assessment and teacher observation by principal	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
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
<b>Technology</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$200.00</b>

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		Students achieving proficiency (FCAT Level 3) in science will increase by 3% in grade 11			
Science Goal #1:					
2010 Current Level of Performance: *			2011 Expected Level of Performance: *		
39%			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	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 FCAT results

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students achieving above proficiency (FCAT Levels 4 and 5) in science	Students achieving proficiency (FCAT Level 4 and 5) in science will increase by 3% in grade 11
Science Goal #2:	
2010 Current Level of Performance: *	2011 Expected Level of Performance: *

8%		11%			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	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	Administration and Department head	Common Assessment in Science courses. District end of year exam	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
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

## 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:			Maintain the current school status of 73% making a 4 or higher on the FCAT writing assessment.		
2010 Current Level of Performance: *			2011 Expected Level of Performance: *		
73% of our students achieved a 4 or higher on the FCAT.			73% to maintain our goal.		
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 assessements.

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:			Maintian current AYP improvement by 1% of 89%		
Writing Goal #2A: Ethnicity (White, Black, Hispanic, Asian, American Indian)					
2010 Current Level of Performance: *			2011 Expected Level of Performance: *		
white: 89% Black: 87%, Hispanic n/a, Asian n/a,			White: 89%, Black 87%, 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 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:	
--	--

Writing Goal #2B: English Language Learners (ELL)

2010 Current Level of Performance: *	2011 Expected Level of Performance: *

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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:	increase students not making AYP by 1%
--	--

Writing Goal #2C: Students with Disabilities (SWD)

2010 Current Level of Performance: *	2011 Expected Level of Performance: *
69% currently improved performance in writing	70% improve performance in writing

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:	increase students improving their performance in writing by 1%
--	--

Writing Goal #2D: Economically Disadvantaged					
2010 Current Level of Performance: *			2011 Expected Level of Performance: *		
91% currently improved by 1% AYP			92% will improve by 1% 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	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

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 10%.
2010 Current Attendance Rate: *	2011 Expected Attendance Rate: *
92.39%	93% or above
2010 Current Number of Students with Excessive Absences (10 or more)	2011 Expected Number of Students with Excessive Absences (10 or more)
845	760
2010 Current Number of Students with Excessive Tardies (10 or more)	2011 Expected Number of Students with Excessive Tardies (10 or more)
504	454

### 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 5%.
2010 Total Number of In-School Suspensions	2011 Expected Number of In-School Suspensions
757	720
2010 Total Number of Students Suspended In School	2011 Expected Number of Students Suspended In School
372	354
2010 Number of Out-of-School Suspensions	2011 Expected Number of Out-of-School Suspensions
527	501
2010 Total Number of Students Suspended Out of School	2011 Expected Number of Students Suspended Out of School

308	292				
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.
2010 Current Dropout Rate: *	2011 Expected Dropout Rate: *
1.4% (based on 08-09 data since 09-10 data will not be available until November 2010)	1.4%
2010 Current Graduation Rate: *	2011 Expected Graduation Rate: *
86.1% (based on 08-09 data since 09-10 data will not be available until November 2010)	89%

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

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:		Maintain our 5 star rating by continuing our current trend of parent involvement, parent conferences, and parent contact.			
*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.					
2010 Current Level of Parent Involvement: *		2011 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
Parental 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
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
				Grand Total: \$2,600.00

## Differentiated Accountability

### School-level Differentiated Accountability Compliance

<input type="checkbox"/> Intervene	<input type="checkbox"/> Correct II	<input type="checkbox"/> Prevent II	<input type="checkbox"/> Correct I	<input type="checkbox"/> Prevent I	<input type="checkbox"/> NA
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[Show Attached School's Differentiated Accountability Checklist of Compliance \(Uploaded on 10/10/2010 6:01:21 PM\)](#)

## 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
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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

No Data Found  
No Data Found  
No Data Found

## SCHOOL GRADE DATA

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 3.5 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.
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

Volusia School District NEW SMYRNA BEACH HIGH SCHOOL 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	49%	73%	79%	51%	252	Writing and Science: Takes into account the % scoring 3.5 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%	81%			136	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?	50% (YES)	78% (YES)			128	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.
Points Earned					526	
Percent Tested = 96%						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 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	48%	70%	80%	49%	247	Writing and Science: Takes into account the % scoring 3.5 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%	76%			135	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?	56% (YES)	69% (YES)			125	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.
Points Earned					517	
Percent Tested = 96%						Percent of eligible students tested

School Grade					B	Grade based on total points, adequate progress, and % of students tested
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