

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2010 - 2011 SCHOOL IMPROVEMENT PLAN



School Name: ATLANTIC HIGH SCHOOL

District Name: Volusia

Principal: Ron Pagano

SAC Chair: Regina Spatcher

Superintendent: Dr. Margaret Smith

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

Last Modified on: 10-27-2010

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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	Ron Pagano	Masters of Science/Administration and Supervision	13	21	2010 TBD - AYP: No 72% (38% R, 66% M, 45% LG-R, 71% LG-M, 42% LQ-R, 64% LQ-M) 2009 D - AYP: No 69% (39% R, 70% M, 48% LG-R, 77% LG-M, 47% LQ-R, 73% LQ-M) 2008 C - AYP: No 72% (39% R, 70% M, 48% LG-R, 77% LG-M, 47% LQ-R, 73% LQ-M) 2007 D - AYP: No 72% (37%-R, 67%-M, 47% LG-R, 69% LG-M, 41% LQ-R, 64% LQ-M) 2006 C - AYP: No 74% (29% R, 60% M, 42% LG-R, 69% LG-M, 47% LQ-R) 2005 C - AYP: No 70% (33%-R, 61%-M, 45% LG-R, 67% LG-M, 50% LQ-R) 2004 C - AYP: No 77% (34% R, 60% M, 44% LG-R, 72% LG-M, 46% LQ-R) 2003 B - AYP: No (41%R, 61% M, 56% LG-R, 73% LG-M, 63% LQ-R) 2002 C - AYP: No- 72% (35% R, 57% M, 52% LG-R, 66% LG-M, 56% LQ-R) 2010 TBD AYP: No - 72% (38% R, 66% M, 45% LG-R, 71% LG-M, 42%, LQ-R, 64%

Assis Principal	Efrain Alejandro	Masters of Science/Administration and Supervision	2	4	LQ-M) 2008-2009 B AYP: No-85%(51% R, 74% M,57% LG-R, 80% LG-M, 46% LQ-R, 64% LQ-M) 2007-2008 B AYP - 79% NO (55%R, 79% M, 56% LG-R, 76% LG-M, 46% LQ-R,65% LQ-M)
Assis Principal	Alicia Parker	Doctorate of Educational Leadership/Educational Leadership	1	1	N/A
Assis Principal	Jamie Robinson	Masters of Social Science Education/Certification in Educational Leadership K-12	1	3	2010 A - AYP No- 74% (73% R, 69% M, 65% LG-R, 70% LG-M, 69% LQ-R, 69% LQ-M) 2009 A - AYP No - 92% (72% R, 69% M, 68% LG-R, 70% LG-M, 70% LQ-R, 67% LQ-M) 2008 A - AYP No- 74% (68%R, 64% M, 61% LG-R, 70% LG-M, 57% LQ-R, 67% LQ-M)
Assis Principal	Craig Zablo	Masters in Educational Leadership	7	14	2010 TBD - AYP: No 72% (38% R, 66% M, 45% LG-R, 71% LG-M, 42% LQ-R, 64% LQ-M) 2009 D - AYP: No 69% (39% R, 70% M, 48% LG-R, 77% LG-M, 47% LQ-R, 73% LQ-M) 2008 C - AYP: No 72% (39% R, 70% M, 48% LG-R, 77% LG-M, 47% LQ-R,73% LQ-M) 2007 D - AYP: No 72% (37%-R, 67%-M, 47% LG-R, 69% LG-M,41% LQ-R, 64% LQ-M) 2006 C - AYP: No 74% (29% R, 60% M, 42% LG-R, 69% LG-M, 47% LQ-R) 2005 C - AYP: No 70% (33%-R, 61%-M, 45% LG-R, 67% LG-M, 50% LQ-R) 2004 C - AYP: No 77% (34% R, 60% M, 44% LG-R, 72% LG-M, 46% LQ-R)

## 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	Meg Roa	BS, Elementary, Master of Ed., Reading, K-12	12	8	2010 ? - AYP: No 72% (38% R, 66% M, 45% LG-R, 71% LG-M, 42% LQ-R, 64% LQ-M) 2009 D - AYP: No 69% (39% R, 70% M, 48% LG-R, 77% LG-M, 47% LQ-R, 73% LQ-M) 2008 C - AYP: No 72% (39% R, 70% M, 48% LG-R, 77% LG-M, 47% LQ-R,73% LQ-M) 2007 D - AYP: No 72% (37%-R, 67%-M, 47% LG-R, 69% LG-M,41% LQ-R, 64% LQ-M) 2006 C - AYP: No 74% (29% R, 60% M, 42% LG-R, 69% LG-M, 47% LQ-R) 2005 C - AYP: No 70% (33%-R, 61%-M, 45% LG-R, 67% LG-M, 50% LQ-R) 2004 C - AYP: No 77% (34% R, 60% M, 44% LG-R, 72% LG-M, 46% LQ-R) 2003 B - AYP: No (41%R, 61% M, 56% LG-R, 73% LG-M, 63% LQ-R) 2002 C - AYP: No- 72% (35% R, 57% M, 52% LG-R, 66% LG-M, 56% LQ-R)
Instructional Resource Teacher all subjects (focus on ESE)	Brian Mulder	M.S. Varying Exceptionalities Cert. VE K-12	2	2	2010 ? - AYP: No 72% (38% R, 66% M, 45% LG-R, 71% LG-M, 42% LQ-R, 64% LQ-M) 2009 D - AYP: No 69% (39% R, 70% M, 48% LG-R, 77% LG-M, 47% LQ-R, 73% LQ-M)
Academic Coach	Karen Hanson	BA Internation Studies, MS Counseling. Cert English 6-12, ESE K-12, ESOL K-12	1	1	N/A 1st year coach

## 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 including individualized professional development, mentors, and peer classroom visits)	Assistant Principal for Curriculum	May 2011	
2	Leadership opportunities (Department Chairs, School Advisory Council, Faculty Senate, AVID, Summer Construction Team, and PLCs)	All administrators	May 2011	
3	Professional Development	Principal, Assistant Principal for Curriculum, all instructional coaches	May 2011	
4	Celebration/Teacher Recognition through the Shark Recognition Program	all administrators	May 2011	
5	Networking with Community and Business Partners	Assist. Principal and Activities Director	May 2011	
6	Promotion of Atlantic High School through brochures and community advertisements	Principal and Activities Director	May 2011	
7	Student showcase and acknowledgements in community and district publications	Principal	May 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
Nathan Fincher	E.S.E K-12, Business	Co-taught social studies	He will be taking the Social Studies certification exam.
M. Cathy Riley	ESE K-12	Co-taught social studies	She will be taking the Social Studies certification exam.

## 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
78	1.3%(1)	11.5%(9)	34.6%(27)	52.6%(41)	51.3%(40)	97.4%(76)	10.3%(8)	5.1%(4)	7.7%(6)

## 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
Brian Mulder	Camille Tolley	Brian is a highly trained instructional coach. He has mentored several new teachers in the past. He has the ability to observe a lesson, perceive the	Brian will observe and complete follow up coachings once a month.

strengths and weaknesses and deftly debrief with the teacher.

## ADDITIONAL REQUIREMENTS

### Coordination and Integration

**Note: For Title I schools only**

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

#### Title I, Part A

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

Programs supported by Title I at Atlantic High School include:

- Academic Coach for the purpose of comprehensive staff development
- Family Center teacher who facilitates our extensive parent involvement program
- Academic Intervention (tutoring) during the school day
- Supplemental materials and supplies needed to close the achievement gap
- Supplemental funds for on-going staff development as determined by the results of FCAT, college placement test, and teacher based summative data

#### Title I, Part C- Migrant

#### Title I, Part D

#### Title II

The district provides ongoing Professional Development in the core subject areas to ensure quality instruction and student success.

#### Title III

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

#### Title X- Homeless

The school works closely with Pam Woods, Title X Coordinator, to ensure that homeless students have the materials

#### Supplemental Academic Instruction (SAI)

The district provides remedial and supplemental instructional resources to students who fail to meet performance levels. Atlantic High School utilizes these resources through the following: (Add/Delete from suggested list below – must be specific to your school)

- Credit Retrieval through APEX after school
- SAT prep classes
- Extended Media Center hours before and after school and during lunch
- Academic Intervention during lunch
- Academic Intervention wednesdays after school
- Referrals to Volusia Virtual School for enrichment or credit retrieval

## Violence Prevention Programs

The school offers the following non-violence and anti-drug programs:

- Student mentoring program
  - Crisis training program
  - Suicide prevention program
  - Teens against violence by Domestic Abuse Counsel through Personal Fitness classes.
- Awareness Week, sponsored by the Student Government Association

## Nutrition Programs

Atlantic High School offers a variety of nutrition programs including:

- Free and Reduced Meal Plan
- Wellness Policy School Plan
- Nutrition and Wellness classes
- Personal Fitness classes

## Housing Programs

N/A

## Head Start

## Adult Education

N/A

## Career and Technical Education

There are four career academies at Atlantic High School.

ALAG - Academy of Law and Government

CAPA - Communications and Performing Arts Academy

HEMS - Horticulture and Environmental Marine Sciences

ESSA - Education and Support Services Academy

## Job Training

Atlantic High School offers students' career awareness opportunities through Jr. Achievement programs, job shadowing opportunities, guest speakers from business and industry, and field trips to business and industry locations.

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

Atlantic also runs two school based enterprizes. Sharkbucks Cafe is open in the mornings and Shark Cove Cafe is open during lunch. Our ESE students in the modified program are involved in both of these enterprizes. They can apply for several different job roles and rotate through those roles throughout the year learning how to fill out job applications, interview, manage inventory, create menus, make various coffee drinks and food items, run a cash register, serve/take orders, and create a customer friendly environment.

Our students with multiple handicaps participate in weekly trips to a variety of local business where they work (CBI). This helps them prepare to enter the work force when they exit high school.

## 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 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.

Assistant Principals: Assistant Principals provide curriculum and program insight that impact RtI. They also provide input to the parents during the PS/RtI meetings and help strategies for solutions.

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

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

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

Describe how the school-based 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 RtI team met this past summer during June of 2010 for five days. Plans were developed to address RtI-A and RtI-B issues at Atlantic High School. This team then spent 4 hours training the whole staff during pre-planning. The RtI team meets once a month on every third Thursday. The team discusses RtI initiatives and assesses needs brought by other faculty members that have to deal with individual student concerns as well as whole school concerns. The RtI team also receives updates and makes recommendation to the Problem Solving Team. The Problem Solving Team (PST) is a subsidiary of the RtI team. It includes an administrator, a guidance counselor, the school psychologist, and the school social worker. This team meets weekly with students who are in the second tier of our RtI pyramid of interventions.

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?

This team had significant impact over the summer in developing strategies that are included in this school improvement plan. A major thrust of the vision for Atlantic High School is centered on the RtI concept. This team worked in conjunction with the school administration and the School Advisory Board in developing strategies that would support our School Improvement Plan goals.

#### 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.

The Professional Learning Communities at Atlantic High School are using Literacy Focus Lessons to address data at all three tiers. All students in 9th and 10th grade were tested using a baseline test for Reading Comprehension skills. The data was sorted and analyzed using the district software program "Scantron Achievement Series". The PLCs have each developed and continue to develop 3-5 focus lessons per quarter to explicitly teach 1 designated literacy focus standard. They will progress monitor and re-teach throughout 1st semester. Then, the students will post-test in December. The process will repeat during second semester.

In writing all students participate in Volusia Writes. This is a district initiative where all students respond to three prompts in every core class three times a year. These are graded and analyzed with feedback to the student in a timely manner. All 10th Language Arts teachers progress monitor throughout the year using a Writing Program called "My Access". This allows them to track student writing data and provide relevant and quick feedback. Interventions at each tier included small group instruction, pull out instruction, and re-teaching during our Academic Intervention period.

All students in 9th, 10th and 11th grade take the DA assessments which are analyzed using Scantron Achievement Series. These tests are then used to modified instruction or provide interventions at all three tiers.

Describe the plan to train staff on RtI.

Our first initial training was for four hours during pre-planning. The second wave of training took place during the second week of school for two hours on an early release day. We have PLC meetings regularly scheduled twice a month for the remainder of the year. These meetings will be infused with trainings throughout the year. We also have a comprehensive staff development plan that our instructional coaches have designed and will follow through on during the school year. They work with small groups of teachers in 1/2 day pull outs to address RtI staff development needs.

## Literacy Leadership Team (LLT)

### School-Based Literacy Leadership Team

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

Academic Coach: Hanson, Karen  
AP Curriculum: Parker, Alicia  
Business & Technology: Bowrosen, Rick \*  
CTE Vocational: McDowall, Mike \*  
ESE: Alves, Dawn \*  
English: Gelmini, Pattie  
Fine Arts: Triplett, Jay  
Foreign Language: Kuhn, Denny  
Guidance: All Counselors  
Instructional Support: Mulder, Brian  
Math: Boyle, Dennis  
Media: McCallister, Cindy  
Multi-VE High School: Ali-bhola, Farisha \*\*  
Multi-VE High School: Morgan, Celeste  
Multi-VE Transition: Calise, Dorothy  
P.E.: Luers, Matt  
Principal: Pagano, Ron  
Reading: Garrett, Ronnie (Literacy Council Co-Chair)  
Reading: Roa, Meg (Reading Coach; Literacy Council Co-Chair)

\*CAR-PD Certified

\*\*In CAR-PD certification process

ROTC Lazu, Jorge \*\*

Science Curtis, Sandy \*

Social Studies Poulsen, Keith

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

The LLT meets bi-weekly on Mondays during lunch for 54 minutes. The LLT co-chairs, Ronnie Garrett and Meg Roa, provide an agenda and facilitate the meeting. LLT members responsibilities include attending all meetings. If a member is unable to attend a meeting, it is that person's responsibility to send another representative from his/her department. LLT members are asked to actively participate in a minimum of two after school and/or evening literacy events.

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

Traditionally, the Literacy Leadership Team has helped with staff development, has been a source of literacy information, has hosted literacy events, and has helped to share best practices. This will continue to be the goal of the LLT; however, the main focus will be on our Wednesday Literacy Initiative and school-wide literacy events.

### Wednesday Literacy Initiative:

The Wednesday Literacy Initiative is a school-wide effort to support reading and writing in every classroom. The plan would require each teacher to dedicate ten to fifteen minutes of class time each Wednesday to specifically promote reading and writing within their content area. This in no way should deviate or take away from their curriculum. The strategies/activities that will occur on these days will change monthly as voted on by the LLT. September was Word Wall Wednesday Month which focused on activities to help make classroom Word Walls interactive. October is Visual Literacy Month.

### School-wide Literacy Events:

The LLT is dedicated to providing a variety of literacy building events throughout the school year. These would be offered both during school and after school to encourage parent involvement. The LLT decided to focus on four events for the first semester: Parent FCAT night, a poetry slam, a book fair, and a game night after school. The following is a breakdown of volunteers:

FCAT Parent Night: Tuesday, September 21 - Dawn Alves, Meg Roa, Cindy McCallister, Karen Hanson, Keith Poulson, Ronnie Garrett

Poetry Slam: First semester (Week of Dec. 6-10) - Sandy Curtis, Dawn Alves, Dorothy Calise, Pattie Gelmini, Cindy McCallister, Meg, Roa, Jay Triplett

Book Fair: Week of Dec. 6-10 - Everyone

Game Night: Thursday before Halloween during the first semester - Karen Hanson, Ronnie Garrett and Sandy Curtis

## 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. Our Literacy Leadership Team holds activities throughout the year that bring connections from literacy in the real world to everyday application for our students.

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?

Atlantic High 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.

Each of our Academies offers four year plans that help guide the students in their career planning including post-secondary education.

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

## PART II: EXPECTED IMPROVEMENTS

### Reading Goals

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

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

1. Students achieving proficiency (FCAT Level 3) in reading Reading Goal #1:	Students achieving proficiency (FCAT Level 3) in reading will increase by 5%.
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2010 Current Level of Performance: *	2011 Expected Level of Performance: *
9th Grade: 27% (65) 10th Grade: 16% (40)	9th Grade: 32% 10th Grade: 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	Closing the achievement gap that exists for many of our students.	Intensive Reading/Read 180 program.	Reading Coach, Guidance	Regular PLC collaboration of Reading teachers using RtI model to assess student progress	FCAT 2011
2	N/A	Reading Coach training modeling and observing	Reading Coach	Weekly coaches meeting with Assistant Principal of Curriculum to monitor progress and collect qualitative and quantitative data on coachings	FCAT 2011
3	N/A	Instructional Support Teacher training, modeling and coaching	Instructional Support Teacher	Weekly coaches meeting with Assistant Principal of Curriculum to monitor progress and collect qualitative and quantitative data on coachings	FCAT 2011
4	N/A	Academic Coach training, modeling, and coaching.	Academic Coach	Weekly coaches meeting with Assistant Principal of Curriculum to monitor progress and collect qualitative and quantitative data on coachings	FCAT 2011
5	N/A	3-5 Literacy Focus Lessons in every PLC each quarter	All faculty and all administrators	RtI-A tracking of student progress over time including pre and post tests for 9th and 10th grade and regular PLC meetings to chart individual student data on specific literacy skills	FCAT 2011

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	
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Levels 4 and 5) in reading Reading Goal #2:	Students achieving above proficiency (FCAT Levels 4 and 5) in reading will increase by 3%.
2010 Current Level of Performance: *	2011 Expected Level of Performance: *
9th grade 11% (26) 10th grade 13% (33)	9th grade 14% 10th grade 16%

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	N/A	Reading Coach training modeling and observing	Reading Coach	Weekly coaches meeting with Assistant Principal of Curriculum to monitor progress and collect qualitative and quantitative data on coachings	FCAT 2011
2	N/A	Instructional Support Teacher training, modeling and coaching	Instructional Support Teacher	Weekly coaches meeting with Assistant Principal of Curriculum to monitor progress and collect qualitative and quantitative data on coachings	FCAT 2011
3	N/A	Academic Coach training, modeling, and coaching.	Academic Coach	RtI-A tracking of student progress over time including pre and post tests for 9th and 10th grade and regular PLC meetings to chart individual student data on specific literacy skills	FCAT 2011
4	N/A	3-5 Literacy Focus Lessons in every PLC each quarter	All faculty and all administrators	RtI-A tracking of student progress over time including pre and post tests for 9th and 10th grade and regular PLC meetings to chart individual student data on specific literacy skills	FCAT 2011
5	Full implementation of Springboard curriculum	Train all English Language Arts teachers in the use of Springboard curriculum and provide ongoing support through the Volusia Coaching model.	Academic Coach (also a Springboard certified trainer)	FCAT results, common formative assessments, FAIR data	FCAT scores, FAIR scores, quarter and semester grades

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:	Percentage of students making Learning Gains in reading will increase by 5%.
2010 Current Level of Performance: *	2011 Expected Level of Performance: *
45%	50%

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	N/A	Reading Coach training, modeling and observing	Reading Coach	Weekly coaches meeting to monitor progress and coaching observations	FCAT
2	N/A	Instructional Resource Support training, modeling and observing	Instructional Support Teacher	Weekly coaches meeting to monitor progress and coaching observations	FCAT
3	N/A	Academic Coach training modeling and observing	Academic Coach	Weekly coaches meeting to monitor progress and coaching observations	FCAT
4	N/A	Literacy Focus lessons	All faculty & AP for Curriculum	Data tracking by PLCs for individual student progress	FCAT, literacy focus lesson data, DA assessments, FAIR
5	Students needing extra time and support to gain proficiency in reading.	Academic Intervention Program (30 minutes a week during lunch a second tier of core instruction is provided) for students who are achieving less than 70% in their English or Reading course.	AP for curriculum and all Reading and Language Arts teachers	Required AI attendance, sign in logs, parent calls, use of Pyramid of Interventions and monitoring of student sign in sheets	Grades, common formative assessment data, DA assessment data and FCAT results
6	The achievement gap many of our students have.	Intensive Reading/Read 180 program	Reading Coach, guidance counselors, AP for Scheduling	Progress monitoring through Reading PLC using RtI model	FCAT
7	Students needing extra time and support to gain proficiency in reading.	Academic Intervention Program after school for one and a half hours a week.	Academic Intervention teacher	Grades, referral process, sign in sheets.	end of course grades, FCAT.

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

4. Percentage of students in Lowest 25% making learning gains in reading  Reading Goal #4:	Percentage of students in Lowest 25% making learning gains in Reading will increase by 8%.
2010 Current Level of Performance: *	2011 Expected Level of Performance: *
42%	50%

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
	Teaching literacy across the content area.	Literacy Focus Lessons will be taught in every subject area 3-5 times per quarter on a specific literacy comprehension skill. Each Professional Learning Community has	Assistant Principal for Curriculum and Academic Coaches	Quarterly monitoring of student data by PLC groups.	Literacy Focus Lesson questions, FAIR, and FCAT

1		an assigned Literacy Strand based on the Reading Next Generation Sunshine State Standards. These lessons reinforce the literacy skill and embed practice of these skills in the appropriate content area.			
2	Specific reading instruction targeted at lowest quartile students.	Read 180 and Intensive Reading classes for students in the lowest quartile.	Reading Coach and Assistant Principal for scheduling	The Reading teachers are part of a PLC that does RtI for all reading students. They chart data based on specific lessons and adjust with differentiation as needed.	Data from reading class assessments, FAIR, FCAT
3	N/A	Project H.E.A.T (Helping Everyone Achieve Together). A mentoring program for a select group of lower quartile ESE students.	Lead teacher in ESE department (E. Stewart) and ESE Administrator.	Bi-monthly surveys completed by students, monthly data chats with mentor and mentee and program monitoring by lead teacher.	Data gathered from survey, quarter grades from students, FAIR and FCAT data
4	Students needing extra time and support to gain proficiency in reading.	Academic Intervention Program (30 minutes a week during lunch a second tier of core instruction is provided) for students who are achieving less than 70% in their English or Reading course.	AP for curriculum and all Reading and Language Arts teachers	Required AI attendance, sign in logs, parent calls, use of Pyramid of Interventions and monitoring of student sign in sheets	Grades, common formative assessment data, DA assessment data 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 subgroups not making adequate yearly progress 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: *
white: 58% not making AYP black: 86% not making AYP	white: 52% not making AYP black: 79% 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	Students needing extra time and support to gain proficiency in reading	Academic Intervention Program (30 minutes a week during lunch a second tier of core instruction is provided) for any student who has less than a 70% in English Language Arts or Reading.	AP for curriculum and all English Language Arts and Reading teachers	Required AI attendance, sign in logs, parent calls, use of Pyramid of Interventions and monitoring of student sign in sheets	Grades, common formative assessment data, DA assessment data and FCAT results
2	N/A	Intensive Reading/Read 180 program.	Reading Coach, Guidance	Regular PLC collaboration of Reading teachers using RtI model to assess student progress	FCAT 2011

3	N/A	Reading Coach training modeling and observing	Reading Coach	Weekly coaches meeting with Assistant Principal of Curriculum to monitor progress and collect	FCAT 2011
4	N/A	Academic Coach training, modeling, and coaching.	Academic Coach	Weekly coaches meeting with Assistant Principal of Curriculum to monitor progress and collect qualitative and quantitative data on coachings	FCAT 2011
5	N/A	Instructional Support Teacher training, modeling and coaching	Instructional Support Teacher	Weekly coaches meeting with Assistant Principal of Curriculum to monitor progress and collect qualitative and quantitative data on coachings	FCAT 2011
6	N/A	3-5 Literacy Focus Lessons in every PLC each quarter	RTI-A tracking of student progress over time including pre and post tests for 9th and 10th grade	Regular PLC meetings to chart individual student data on specific literacy skills	FCAT 2011
7	N/A	Project H.E.A.T (Helping Everyone Achieve Together). A mentoring program for a select group of lower quartile ESE students.	Lead teacher in ESE department (E. Stewart) and ESE Administrator	Bi-monthly surveys completed by students, monthly data chats with mentor and mentee and program monitoring by lead teacher.	Data gathered from survey, quarter grades, FAIR and FCAT data.

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

5B. Student subgroups not making Adequate Yearly Progress (AYP) in reading

Reading Goal #5B:

Reading 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
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:

The percentage of students with disabilities not making AYP will decrease by 10% (Safe Harbor).

Reading Goal #5C: Students with Disabilities (SWD)					
2010 Current Level of Performance: *			2011 Expected Level of Performance: *		
77% 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	Full implementation of springboard curriculum	Train all English Language Arts teachers and co-teachers in Springboard curriculum and support with Volusia Coaching model.	Academic Coach	coaching model, FAIR assessments, common formative assessments, FCAT data	FAIR, FCAT and quarter grades
2	Students with disabilities processing Springboard activities.	Train all ESE co-teachers in Thinking Maps	Instructional Support teacher (trainer for Thinking Maps)	IST will track data on staff development and coaching. Teachers will monitor student achievement in courses and on standardized assessments	FAIR, FCAT, staff development sign-ins
3	Students needing extra time and support to gain proficiency	Academic Intervention Program (30 minutes a week during lunch a second tire of core instruction is provided)	AP for curriculum and all language arts teachers	Grades, common formative assessment data, DA assessment data	FCAT
4	Students with disabilities staying engaged in the learning process.	Project H.E.A.T (Helping Everyone Achieve Together). A mentoring program for a select group of lower quartile ESE students.	Lead teacher in ESE department (E. Stewart) and ESE Administrator.	Bi-monthly surveys completed by students, monthly data chats with mentor and mentee and program monitoring by lead teacher.	Data gathered from survey, quarter grades from students, FAIR and FCAT data.

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

5D. Student subgroups not making Adequate Yearly Progress (AYP) in reading Reading Goal #5D:	The 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: *	
74% not making AYP		67% 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	N/A	Academic Coach training, modeling, and coaching.	Academic Coach	Weekly coaches meeting with Assistant Principal of Curriculum to monitor progress and collect qualitative and quantitative data on	FCAT 2011

				coachings	
2	Students needing extra time and support to gain proficiency in reading.	Academic Intervention Program (30 minutes a week during lunch a second tier of core instruction is provided) for students below a 70% in their English Language Arts class or Reading Class	AP for curriculum and all English Language Arts and Reading teachers	Required AI attendance, sign in logs, parent calls, use of Pyramid of Interventions and monitoring of student sign in sheets	Grades, common formative assessment data, DA assessment data and FCAT results
3	N/A	Reading Coach training modeling and observing	Reading Coach	Weekly coaches meeting with Assistant Principal of Curriculum to monitor progress and collect	FCAT 2011
4	N/A	Instructional Support Teacher training, modeling and coaching	Instructional Support Teacher	Weekly coaches meeting with Assistant Principal of Curriculum to monitor progress and collect qualitative and quantitative data on coachings	FCAT 2011
5	N/A	Project H.E.A.T (Helping Everyone Achieve Together). A mentoring program for a select group of lower quartile ESE students.	Lead teacher in ESE department (E. Stewart) and ESE Administrator	Bi-monthly surveys completed by students, monthly data chats with mentor and mentee and program monitoring by lead teacher.	Data gathered from survey, quarter grades, FAIR and FCAT data.
6	N/A	Full implementation of Springboard curriculum	Train all English Language Arts teachers in the use of Springboard	Academic Coach (also a Springboard certified trainer)	FCAT results, common formative assessments, FAIR data
7	N/A	3-5 Literacy Focus Lessons in every PLC each quarter	RTI-A tracking of student progress over time including pre and post tests for 9th and 10th grade	Regular PLC meetings to chart individual student data on specific literacy skills	FCAT 2011

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
1) Reading in the Content Area for Social Studies	9-12	Reading Coach	All Social studies teachers with special emphasis on 9th and 10th grade	Once every 6 weeks for 1/2 day or full day of training followed by observations and coachings	direct observation and coaching by reading coach	Reading Coach and Curriculum AP
2) Reading in the content area for CAR-PD trained teachers	9-12	Reading Coach	All CAR-PD trained teachers	Once every 6 weeks for 1/2 day or full day training followed by observations and coachings	direct observations and coachings by reading coach	Reading Coach and Curriculum AP
3) RTI-A for Intensive Reading teachers	9-12	Reading Coach	All Intensive Reading teachers	Once every 6 weeks for 1/2 day or full day training followed by observations and coachings	direct observations and coachings by reading coach	Reading Coach and Curriculum AP
4)				Three full days in the		

Springboard Curriculum Training for English Language Arts teachers	9-12	Academic Coach (National Springboard trainer)	All English Language Arts teachers	summer followed up by bi-monthly PLC meetings focused on assessment development and data analysis	direct observations and coachings by Academic Coach	Academic Coach and Curriculum AP
5) Thinking Maps Training	9-12	Instructional Resource Teacher	Interested teachers from all grade levels. Special emphasis to include all ESE co-teachers	12 hours of training in September and October followed up by observations and coachings	direct observations and coaching by IST	IST and Curriculum AP

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Professional Development by Academic Coach, Reading Coach, and Instructional Resource Teacher	Substitues needed to pull teachers out for trainings.	Title I	\$10,000.00
Springboard training for all English Language Arts Teachers	Hourly stipends for participants and hourly stipens for trainers	Title I	\$2,000.00
			Subtotal: \$12,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$12,000.00

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 achieving proficiency (FCAT Level 3) in mathematics will increase by 5%
2010 Current Level of Performance: *	2011 Expected Level of Performance: *
9th grade 40% (94) 10th grade 29% (73)	9th grade 45% 10th grade 34%

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The achievement gap	Proficiency Lab during the day for specific math remediation and acceleration taught by a certified math teacher	Proficiency lab instructor	Analysis of semester grades and DA assessment data.	FCAT
2	Students needing extra time and support to gain proficiency in mathematics	Academic Intervention Program (30 minutes a week during lunch a second tire of core instruction is provided)	AP for curriculum and all math teachers	Required AI attendance, sign in logs, parent calls, use of Pyramid of Interventions and monitoring of student sign in sheets	Grades, common formative assessment data, DA assessment data and FCAT
3	N/A	Instructional Support Teacher training, modeling and coaching	Instructional Support Teacher	Weekly coaches meeting with Assistant Principal of Curriculum to monitor progress and collect qualitative and quantitative data on coachings	Weekly coaches meeting with Assistant Principal of Curriculum to monitor progress and collect qualitative and quantitative data on coachings FCAT 2011
4	N/A	Academic Coach training, modeling, and coaching.	Academic Coach	Weekly coaches meeting with Assistant Principal of Curriculum to monitor progress and collect qualitative and quantitative data on coachings	FCAT 2011
5	N/A	Full implementation of Springboard curriculum	Lead Math teacher (also Springboard certified trainer)	Train all math teachers in the use of Springboard curriculum and provide ongoing support through the Volusia Coaching model.	FCAT 2011, embedded assessments in Springboard, DA 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:	Students achieving above proficiency (FCAT Levels 4 and 5) in mathematics will increase 3%.
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2010 Current Level of Performance: *		2011 Expected Level of Performance: *			
9th grade: 20% (47) 10th grade: 28% (70)		9th grade: 23% 10th grade: 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	Students needing extra time and support to gain proficiency in mathematics	Academic Intervention Program (30 minutes a week during lunch a second tire of core instruction is provided)	AP for curriculum and all math teachers	Required AI attendance, sign in logs, parent calls, use of Pyramid of Interventions and monitoring of student sign in sheets	Grades, common formative assessment data, DA assessment data and, FCAT
2	N/A	Mu Alpha Theta	Two Math teachers sponsoring the club	Mu Alpha Theta registration numbers and competition results	Mu Alpha Theta competition results, FCAT data, DA assessment data
3	N/A	full implementation of Springboard curriculum	Lead Math teacher (also Springboard certified trainer)	Train all math teachers in the use of Springboard curriculum and provide ongoing support through the Volusia Coaching model.	FCAT 2011, embedded assessments in Springboard, DA 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:

3. Percentage of students making Learning Gains in mathematics Mathematics Goal #3:	The percentage of students making learning gains will increase by 3%
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2010 Current Level of Performance: *		2011 Expected Level of Performance: *	
71%		74%	

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	Instructional Support Teacher training, modeling and coaching	Instructional Support Teacher	Weekly coaches meeting with Assistant Principal of Curriculum to monitor progress and collect qualitative and quantitative data on coachings	FCAT 2011
2	N/A	Academic Coach training, modeling, and coaching.	Academic Coach	Weekly coaches meeting with Assistant Principal of Curriculum to monitor progress and collect qualitative and quantitative data on coachings	FCAT 2011
	N/A	Full implementation of Springboard curriculum	Lead Math teacher (also	Train all math teachers in the use of	FCAT 2011, embedded

3			Springboard certified trainer)	Springboard curriculum and provide ongoing support through the Volusia Coaching model.	assessments in Springboard, DA assessments.
4	Students needing extra time and support to gain proficiency in mathematics	Academic Intervention Program (30 minutes a week during lunch a second tire of core instruction is provided)	AP for curriculum and all math teachers	Required AI attendance, sign in logs, parent calls, use of Pyramid of Interventions and monitoring of student sign in sheets	Grades, common formative assessment data, DA assessment data 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:	Percentage of students in Lowest 25% making learning gains in Mathematics will increase 3%.
2010 Current Level of Performance: *	2011 Expected Level of Performance: *
64%	67%

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	N/A	Instructional Support Teacher training, modeling and coaching	Instructional Support Teacher	Weekly coaches meeting with Assistant Principal of Curriculum to monitor progress and collect qualitative and quantitative data on coachings	FCAT 2011
2	N/A	Academic Coach training, modeling, and coaching.	Academic Coach	Weekly coaches meeting with Assistant Principal of Curriculum to monitor progress and collect qualitative and quantitative data on coachings	FCAT 2011
3	N/A	Full implementation of Springboard curriculum	Lead Math teacher (also Springboard certified trainer)	Train all math teachers in the use of Springboard curriculum and provide ongoing support through the Volusia Coaching model.	FCAT 2011, embedded assessments in Springboard, DA assessments.
4	Students needing extra time and support to gain proficiency in mathematics	Academic Intervention Program (30 minutes a week during lunch a second tire of core instruction is provided)	AP for curriculum and all math teachers	Required AI attendance, sign in logs, parent calls, use of Pyramid of Interventions and monitoring of student sign in sheets	Grades, common formative assessment data, DA assessment data 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:	Student subgroups not making Adequate Yearly Progress (AYP) in mathematics 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: *
white students below AYP = 35% black students below AYP = 58%	white students below AYP = 31% black students below AYP = 52%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	full implementation of Springboard curriculum	Lead Math teacher (also Springboard certified trainer)	Train all English Language Arts teachers in the use of Springboard curriculum and provide ongoing support through the Volusia Coaching model.	FCAT 2011, embedded assessments in Springboard, DA assessments.
2	N/A	Instructional Support Teacher training, modeling and coaching	Instructional Support Teacher	Weekly coaches meeting with Assistant Principal of Curriculum to monitor progress and collect qualitative and quantitative data on coachings	FCAT 2011
3	N/A	Academic Coach training, modeling, and coaching.	Academic Coach	Weekly coaches meeting with Assistant Principal of Curriculum to monitor progress and collect qualitative and quantitative data on coachings	FCAT 2011
4	Students needing extra time and support to gain proficiency in mathematics.	Academic Intervention Program (30 minutes a week during lunch a second tier of core instruction is provided) for students who are achieving less than 70% in mathematics.	AP for curriculum and all math teachers	Required AI attendance, sign in logs, parent calls, use of Pyramid of Interventions and monitoring of student sign in sheets	Grades, common formative assessment data, DA assessment data 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
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:	Student subgroups not making Adequate Yearly Progress (AYP) in mathematics will decrease by 10% (Safe Harbor)
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Mathematics Goal #5C: Students with Disabilities (SWD)

2010 Current Level of Performance: \*

2011 Expected Level of Performance: \*

72% not making AYP

65% 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	N/A	Full implementation of Springboard curriculum	Lead Math teacher (also Springboard certified trainer)	Train all math teachers in the use of Springboard curriculum and provide ongoing support through the Volusia Coaching model.	FCAT 2011, embedded assessments in Springboard, DA assessments.
2	N/A	Instructional Support Teacher training, modeling and coaching	Instructional Support Teacher	Weekly coaches meeting with Assistant Principal of Curriculum to monitor progress and collect qualitative and quantitative data on coachings	Weekly coaches meeting with Assistant Principal of Curriculum to monitor progress and collect qualitative and quantitative data on coachings
3	N/A	Academic Coach training, modeling, and coaching.	Academic Coach	Weekly coaches meeting with Assistant Principal of Curriculum to monitor progress and collect qualitative and quantitative data on coachings	FCAT 2011
4	Students needing extra time and support to gain proficiency in mathematics.	Academic Intervention Program (30 minutes a week during lunch a second tier of core instruction is provided) for students who are achieving less than 70% in their mathematics course.	AP for curriculum and all mathematics teachers.	Required All attendance, sign in logs, parent calls, use of Pyramid of Interventions and monitoring of student sign in sheets	Grades, common formative assessment data, DA assessment data and FCAT results
5	N/A	Project H.E.A.T (Helping Everyone Achieve Together). A mentoring program for a select group of lower quartile ESE students.	Lead teacher in ESE department (E. Stewart) and ESE Administrator.	Bi-monthly surveys completed by students, monthly data chats with mentor and mentee and program monitoring by lead teacher.	Data gathered from survey, quarter grades from students, FAIR and FCAT data.

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

5D. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics	Student subgroups not making Adequate Yearly Progress
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Mathematics Goal #5D:	(AYP) in mathematics will decrease by 10% (Safe Harbor)				
Writing Goal #5D: Economically Disadvantaged					
2010 Current Level of Performance: *			2011 Expected Level of Performance: *		
53% (126)			48%		
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	N/A	Academic Intervention Program (30 minutes a week during lunch a second tier of core instruction is provided)	AP for curriculum and all math teachers	Required AI attendance, sign in logs, parent calls, use of Pyramid of Interventions and monitoring of student sign in sheets	Grades, common formative assessment data, DA assessment data and FCAT results
2	N/A	Instructional Support Teacher training, modeling and coaching	Instructional Support Teacher	Weekly coaches meeting with Assistant Principal of Curriculum to monitor progress and collect qualitative and quantitative data on coachings	FCAT 2011
3	N/A	Full implementation of Springboard curriculum	Train all English math teachers in the use of Springboard curriculum and provide ongoing support through the Volusia Coaching model.	Math department chair (also Springboard certified trainer)	FCAT results, common formative assessments, DA assessments.
4	Students needing extra time and support to gain proficiency in mathematics.	Academic Intervention Program (30 minutes a week during lunch a second tier of core instruction is provided) for students who are achieving less than 70% in their mathematics course.	AP for curriculum and all mathematics teachers	Required AI attendance, sign in logs, parent calls, use of Pyramid of Interventions and monitoring of student sign in sheets	Grades, common formative assessment data, DA assessment data 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
Springboard Training	9-12	Math department chairman who is also a Springboard certified trainer	All math teachers and co-teachers.	Three full days in August prior to school starting.	Bi-monthly PLC meetings to discuss pacing, common assessments and data.	Math department chair, Assistant Principal for Curriculum

Thinking Maps	9-12	Instructional Resource Teacher	All ESE co-teachers	12 hours of Thinking maps training divided between sessions in September and October	IST will do observations and coachings using the Volusia Coaching model	IST and Assistant Principal for Curriculum
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Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Springboard training	3 full days of all math teachers receiving training on the Springboard curriculum and time to collaborate to organize common assessments.	Title I	\$1,000.00
			Subtotal: \$1,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,000.00

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		Students achieving proficiency (FCAT Level 3) in science will increase 5%.			
Science Goal #1:					
2010 Current Level of Performance: *			2011 Expected Level of Performance: *		
32			37		
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
	Motivation for 11th grade students. Science FCAT is not a	Infusion of labs using Probeware into all science classroom	All science teachers	Professional Learning Communities in Science department will develop	Science FCAT, lab reports, and DA assessments

1	graduation requirement.			and share labs to use the Probes and share resulting data of effectiveness.	
2	Motivation for 11th grade students. Science FCAT is not a graduation requirement.	Required use of FCAT explorer by all students enrolled in Science courses.	All science teacher	Monitoring of FCAT explorer results and use of results to guide and differentiation of instruction.	FCAT explorer, FCAT Science
3	Motivation for 11th grade students. Science FCAT is not a graduation requirement.	Academic Coach training, modeling, and coaching.	Academic Coach	Weekly coaches meeting with Assistant Principal of Curriculum to monitor progress and collect qualitative and quantitative data on coachings	FCAT 2011
4	Motivation for 11th grade students. Science FCAT is not a graduation requirement.	Academic Intervention Program (30 minutes a week during lunch a second tier of core instruction is provided) for all students below 70% in their science classes.	AP for curriculum and all science teachers	Required AI attendance, sign in logs, parent calls, use of Pyramid of Interventions and monitoring of student sign in sheets	Grades, common formative assessment data, DA assessment data 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  Science Goal #2:	Students achieving above proficiency (FCAT Levels 4 and 5) in science will increase by 6 percentage points.
2010 Current Level of Performance: *	2011 Expected Level of Performance: *
9 (4%)	10%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Motivation for 11th grade students. Science FCAT is not a graduation requirement.	Participation in the regional and state Science Olympiad team.	Science teacher sponsoring the Science Olympiad team.	Results of competitions at the Regional and State level, FCAT Science scores.	Science Olympiad results, FCAT Science.
2	Motivation for 11th grade students. Science FCAT is not a graduation requirement.	Participation in Robotics Competition with "First Robotics"	Science teacher sponsoring the Robotics team.	Results of the competition and FCAT Science scores.	FIRST Robotics results and FCAT Science.
3	Motivation for 11th grade students. Science FCAT is not a graduation requirement.	Participation in Science Fair.	Every science teacher.	Progress monitoring checks for student progression on completing a science fair project.	Project rubric and FCAT Science.

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
Use of Probeware in labs for all science classes	9-12	Each science teacher	Each Science teacher	Teachers will have 3 weeks to take 3-4 assigned Probes and develop a 20 minute overview as well as a demonstration lab to share with their colleagues. They will then stay after school one day for 2.5 hours to each demonstrate the various probes and share lab ideas.	Assistant Principal for curriculum and Academic Coach will follow up with observations and coachings.	Science department chair.

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Use of Probeware in all science classrooms.	Updated Probeware equipment.	District sponsored "Strong Science" grant.	\$1,200.00
			Subtotal: \$1,200.00
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
Science teachers develop demonstrations and labs to share with each other for all types of probes.	Each teacher will be paid for their time to develop the demonstrations and for their time to collaborate on the use of each probe.	Title I	\$600.00
			Subtotal: \$600.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,800.00

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:	Students achieving Adequate Yearly Progress (FCAT Level 3.0 and higher) in writing will increase 1%.
2010 Current Level of Performance: *	2011 Expected Level of Performance: *
95	96

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	Motivation of 10th grade students. FCAT Writing is not a graduation requirement.	All 10th grade students will use the My Access! writing program to practice writing weekly and monitor their own progress through instant, formative feedback.	All language arts teachers.	Weekly reports from My Access! and PLC analysis of writing data.	My Access! writing data and FCAT Writing.
2	Motivation of 10th grade students. FCAT Writing is not a graduation requirement.	All students will participate in the Volusia Writes Initiative. Students write three prompts a year in all courses based on content specific prompts. The FCAT writing rubric is used to assess these writing samples.	All faculty.	PLC analysis of Volusia writes prompts and trend data.	Volusia Writes data and FCAT Writing data.

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

2. Student subgroups not making Adequate Yearly Progress (AYP) in writing	
Writing Goal #2A:	
Writing Goal #2A: Ethnicity (White, Black, Hispanic, Asian, American Indian)	
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 #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:	
Writing Goal #2C: Students with Disabilities (SWD)	
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 #2D:	
Writing Goal #2D: Economically Disadvantaged	
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				

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						

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
My Access! Writing Program	This is a computer based program to provide feedback to students. It is used weekly with all 10th grade students.	Title I	\$5,000.00
			Subtotal: \$5,000.00
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
			<b>Grand Total: \$5,000.00</b>

*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:	The number of absences and tardies will decrease by 10% with a 1% increase in attendance rate.

2010 Current Attendance Rate: *	2011 Expected Attendance Rate: *
93.21	94.21
2010 Current Number of Students with Excessive Absences (10 or more)	2011 Expected Number of Students with Excessive Absences (10 or more)
462	416
2010 Current Number of Students with Excessive Tardies (10 or more)	2011 Expected Number of Students with Excessive Tardies (10 or more)
738	664

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	N/A	Project H.E.A.T (Helping Everyone Achieve Together). A mentoring program for a select group of lower quartile ESE students.	Lead teacher in ESE department (E. Stewart) and ESE Administrator.	Bi-monthly surveys completed by students, monthly data chats with mentor and mentee and program monitoring by lead teacher.	Data gathered from survey, quarter grades from students, FAIR and FCAT data.
2	N/A	Monthly attendance monitoring and parent contact.	Assistant Principal for Data & Scheduling.	Bi-monthly attendance reports will be generated. Students with 5, 10, or 15 days absences will be contacted. For those missing 15 or more, a referral to the social worker will be made.	Attendance rates

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
mentoring	9-12	ESE lead teacher in charge of project HEAT	HEAT mentors	monthly throughout the year	data gathering from student surveys, course grades, testign data.	lead teacher in charge of Project HEAT.

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
<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
Project HEAT	materials and supplies	ESE budget	\$250.00
			Subtotal: \$250.00
<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: \$250.00</b>

End of Attendance Goal(s)

## Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Suspension					
Suspension Goal #1:		The suspension rate will decrease by 10%.			
2010 Total Number of In-School Suspensions		2011 Expected Number of In-School Suspensions			
771		700			
2010 Total Number of Students Suspended In School		2011 Expected Number of Students Suspended In School			
293		264			
2010 Number of Out-of-School Suspensions		2011 Expected Number of Out-of-School Suspensions			
221		199			
2010 Total Number of Students Suspended Out of School		2011 Expected Number of Students Suspended Out of School			
149		134			
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	N/A	Project H.E.A.T (Helping Everyone Achieve Together). A mentoring program for a select group of lower quartile ESE students.	Lead teacher in ESE department (E. Stewart) and ESE Administrator.	Bi-monthly surveys completed by students, monthly data chats with mentor and mentee and program monitoring by lead teacher.	Data gathered from survey, quarter grades from students, FAIR and FCAT data.
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

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

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>		The percentage of students dropping out of school will decrease by 0.3% and the graduation rate will increase by 0.6%.			
2010 Current Dropout Rate: *		2011 Expected Dropout Rate: *			
1.8%		1.5%			
2010 Current Graduation Rate: *		2011 Expected Graduation Rate: *			
81.4%		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	N/A	Project H.E.A.T (Helping Everyone Achieve Together). A mentoring program for a select group of lower quartile ESE students.	Lead teacher in ESE department (E. Stewart) and ESE Administrator.	Bi-monthly surveys completed by students, monthly data chats with mentor and mentee and program monitoring by lead teacher.	Data gathered from survey, quarter grades from students, FAIR and FCAT data.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates 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
<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:  <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	Parent involvement will increase by 5% in school based activities.
2010 Current Level of Parent Involvement: *	2011 Expected Level of Parent Involvement: *
N/A	N/A

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	Send parents to Title I Parent Involvement Conference	Asst Principal for Curriculum	Attendance at Conference	Implementation of ideas as a result of the conference.
2	Na	Parent Resource Center	Parent Resource Center Coordinator	Parent Sign In sheets at the resource center.	Monthly review of parent usage.
3	N/A	Parent Nights - FCAT information, game night, Literacy Fair	Literacy Council Chair	Parent sign in sheets	Continued involvement of parents in school based activities

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
Title I Parent Involvement Conference	9-12	Title I Conference Organizers	2 parents and 1 teacher	November 5th	Report at SAC meetings	Principal
Parent Resource Center	9-12	District Workshop - Louise Booth	Parent Resource Center Coordinator	September 23	Implementation of strategies learned in the Parent Resource Center	PRC Coordinator

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Title I Parent Resource Conference	1 substitute, travel expenses	Title I	\$200.00
Parent Resource Center workshop	1 substitute	Title I	\$100.00
			Subtotal: \$300.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$300.00

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
Science	Use of Probeware in all science classrooms.	Updated Probeware equipment.	District sponsored "Strong Science" grant.	\$1,200.00
Writing	My Access! Writing Program	This is a computer based program to provide feedback to students. It is used weekly with all 10th grade students.	Title I	\$5,000.00
				Subtotal: \$6,200.00
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
Reading	Professional Development by Academic Coach, Reading Coach, and Instructional Resource Teacher	Substitues needed to pull teachers out for trainings.	Title I	\$10,000.00
Reading	Springboard training for all English Language Arts Teachers	Hourly stipends for participants and hourly stipens for trainers	Title I	\$2,000.00
Mathematics	Springboard training	3 full days of all math teachers receiving training on the Springboard curriculum and time to collaborate to organize common assessments.	Title I	\$1,000.00
Science	Science teachers develop demonstrations and labs to share with each other for all types of probes.	Each teacher will be paid for their time to develop the demonstrations and for their time to collaborate on the use of each probe.	Title I	\$600.00
Attendance	Project HEAT	materials and supplies	ESE budget	\$250.00
Parental Involvement	Title I Parent Resource Conference	1 substitute, travel expenses	Title I	\$200.00
Parental Involvement	Parent Resource Center workshop	1 substitute	Title I	\$100.00
				Subtotal: \$14,150.00
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: \$20,350.00

## 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 10/27/2010 10:32:11 AM)

# 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
The SAC budget was announced at the September meeting. The committee will use it to support initiatives that focus on improving instructional practices.	\$6,000.00

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

The SAC will analyze ongoing data from assessments, surveys, and community involvement. The SAC will also support initiatives to increase student achievement and community partnerships. SAC meetings occur monthly and involve a diverse group of representatives from all stakeholder groups.

# AYP DATA

No Data Found  
 No Data Found  
 No Data Found

## SCHOOL GRADE DATA

Volusia School District ATLANTIC HIGH SCHOOL 2008-2009						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	35%	65%	69%	29%	198	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	39%	69%			108	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	43% (NO)	58% (YES)			101	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					417	
Percent Tested = 97%						Percent of eligible students tested
School Grade					D	Grade based on total points, adequate progress, and % of students tested

Volusia School District ATLANTIC HIGH SCHOOL 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	39%	70%	85%	25%	219	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	48%	77%			125	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	47% (NO)	73% (YES)			120	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					474	
Percent Tested = 98%						Percent of eligible students tested
School Grade					C	Grade based on total points, adequate progress, and % of students tested

Volusia School District ATLANTIC HIGH SCHOOL 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	37%	67%	79%	31%	214	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	47%	69%			116	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	41% (NO)	64% (YES)			105	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					435	
Percent Tested = 97%						Percent of eligible students tested

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