

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2011-2012 SCHOOL IMPROVEMENT PLAN



School Name: SPRUCE CREEK HIGH SCHOOL

District Name: Volusia

Principal: Dr. Todd J. Sparger

SAC Chair: Mrs. Leesa F. Holloway

Superintendent: Dr. Margaret A. Smith

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

Last Modified on: 9/27/2011

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

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

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

[School Grades Trend Data](#)

(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	Todd J. Sparger	BA Secondary Education MA Educational Leadership EDD Educational Leadership Social Science Education Certificate School Principal Certificate	2	16	2011- ?(SPCH) 65% R,85% Math 2010 –B School (NSBH), AYP 82% (53% R/74% M; 53% R/74% M; 43% R/65% M) * 2009 – B School (NSBH), AYP 85% (50% R/73% M; 51% R/75% M; 42% R/68% M) * 2008 – A School (NSBH), AYP 72% (49% R/73% M; 55% R/ 81% M; 50% R/78% M) * 2007 – B School (NSBH), AYP 72% (48% R/70% M; 59% R/76% M; 56% R/69% M) * 2006 – C School (NSBH), AYP 77% (45% R/71% M; 52% R
Assis Principal	Susan W. Gangi	BS Elementary Education MA Educational Leadership Elementary Certification K-6 ESE Certification K-12 School Principal Certificate	1	11	2011- B (HHMS)55%R, 55% Math 2010-B School HHMS), AYP 60% (60%R/56% M; 61%R/71%M; 65% R/78% M) * 2009-B School (HHMS), AYP 85% (62% R/54%M; 67% R/66% M; 75% R/67%M) * 2008-B School (HHMS), AYP 85% (54%R/ 55% M; 61% R/70% M; 72% R; 71% M) * 2007-C School (HHMS), AYP 70% (51% R/49%M; 52% R/75%M; 57%R/60%M) *

Assis Principal	Thomas Vaughan	BS-Biological Sciences M Ed – Ed. Leadership Certifications: Biology 6-12, Educational Leadership K-12	1	5	2011 A 75% R, 78% M David C. Hinson Sr. Middle School 2010-A School, AYP 82% (79%R 77%M: 68%R 75%M: 63%R 72%M)* 2009- A School, AYP 85% (81%R 80%M: 67%R 77%M: 67%R 65%M)* 2008 – A School, AYP 92% (80%R 80%M: 70R 78%M 69%R 72%M)* *(Proficient Reading/Math: Learning Gains R/M: Lowest Quartile R/M, NA= information not available)
Assis Principal	Jeffery Reaves	Position Name Degree(s) Certification Bachelors-Organizational Management; MA – Religion MS Ed Leadership; Certified –ESE and ED Leadership 6 3 School Grade Info 2010 A School (HS:R73,M68,W91,S59; LG:R62,M69; L25%:R60,M65; AYP 82) 2009 A SCHOOL (HS:R75,64,W94,S59; LG:R68.M65; L25%:R67,M62; AYP: 85) 2008 A SCHOOL (HS:R71,M65,W91,S55; LG:R63,M68; L25% R57,M66; AYP: 90)	1	7	2011-B (NSM)71% R, 65% M 2010 A (NSM)S:R73,M68,W91,S59; LG:R62,M69; L25%:R60,M65; AYP 82) 2009 A (NSM)HS:R75,64,W94,S59; LG:R68.M65; L25%:R67,M62; AYP: 85) 2008 A (NSM)S:R71,M65,W91,S55; LG:R63,M68; L25%R57,M66; AYP: 90)
Assis Principal	Joe Piggotte	MA Admin./Supervision 6-12 Physical Education Certificate 6-12	10	21	2011- ? (SCHS)65% R, 87% M 2010 –B School (SCHS), AYP 82% (65% R/86% M; 59% R/77% M; 42% R/62% M) * 2009 – B School (SCHS), AYP 85% (64% R/87% M; 58% R/82% M; 46% R/71% M) * 2008 – A School (SCHS), AYP 100% (69% R/88% M; 67% R/ 82% M; 48% R/69% M) * 2007 – B School (SCHS), AYP 74% (61% R/85% M; 58% R/76% M; 42% R/59% M) *
Assis Principal	Dwayne Copeland	BA Elementary Education MA Educational Leadership Elementary Education Certificate Educational Leadership Certificate	2	8	2011 ?(SCHS)65% R, 87% M 2010- A school (SSM), AYP- No (78% R/70% M; 61% R/68% M; 61% R/68% M) * 2009- A school (SSM), AYP- 85% (77% R/71% M; 70% R/67% M; 71% R/55% M) * 2008- A school (SSM), AYP- 92% (74% R/69% M; 63% R/67% M; 55% R/69% M) * 2007- A school (Hurst Ele.), AYP-No (72% R/66% M; 77% R/62% M; 83% R/60% M) *

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)
		MA/Elementary			2011 ? (SCHS) 65%R, 87% M 2010 –B School (SCHS), AYP 82% (65%

Reading	Deborah Croak	Ed BA/Business Management Reading Endorsed Media Certified National Board Certified	4	4	R/86% M; 59% R/77% M; 42% R/62% M) * 2009 – B School (SCHS), AYP 85% (64% R/87% M; 58% R/82% M; 46% R/71% M) * 2008 – A School (SCHS), AYP 100% (69% R/88% M; 67% R/ 82% M; 48% R/69% M) * 2007 – B School (SCHS), AYP 74% (61% R/85% M; 58% R/76% M; 42% R/59% M) *
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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	School based professional development classes offered	Instructional reading coach: NBCT's Department Chairs/Administration	6//1/2012	
2	Showcases of students re: Art Haus; competitions; curriculum project fairs	Department Chairs	6/1/2012	
3	Celebrations and Recognitions at faculty meetings	Administration	6/1/2012	
4	Encouragement of professional organization membership	Department Chairs/Administration	6/1/2012	

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
Gallon, Stephon	Elementary Ed	AP Human Geography/Psychology	Taking the SAE
Hawkins, Carol	VE/Math/Ed Leadership	Co-Teach Liberal Arts Math	Taking the SAE
Jones, Ella	ESE/Elementary	Co-Teach ESE English 2 & 3	Taking the SAE
Miles, Danyalle	ESE	Co-Teach Science and Math	Taking the SAE
Roney, Brian	ESE/Social Science/PE/Ed Leadership	Co-Teach Science	Taking the SAE
Spegele, Paul	Social Science	APEX	Taking the SAE
White, Tyron	ESE	Co-Teach Physical Science	Taking the SAE

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
162	2.5%(4)	10.5%(17)	34.6%(56)	52.5%(85)	48.8%(79)	95.7%(155)	6.2%(10)	10.5%(17)	13.0%(21)

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
L. White	David Bell P. Janan Quentin Singleton	Part of the PAR district program.	Mentor will meet with the teachers and observe lessons to support them in skills to be proficient teachers.
E. Everidge	Patrick Gufford	Part of the PAR district program.	Mentor will meet with the teachers and observe lessons to support them in skills to be proficient teachers.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

N/A

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

N/A

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

N/A

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

The Principal provides a common vision for the use of data-based decision-making by promoting the Volusia Proficiency Model (VPM) which addresses the RtI (Right to Intervention) model. The Leadership Team consists of department chairs, guidance, administration and district support personnel. The team ensures that the team is implementing RtI, conducting assessment of RtI skills of school staff, implements the support and documentation with the school's Problem Solving Team (PST), providing adequate professional development and communicates the process with parents.

The reading coach assists staff to implement Tier 2 interventions by providing information about core instruction, participating in student data collection, delivering Tier 1 instruction/intervention, and collaborate with other general ed teachers across the curriculum

Exceptional Student Education (ESE) Teachers participate in student data collection, integrate core instructional activities/materials into Tier 3 instruction, and collaborate with general education teachers through such activities as co-teaching and planning. The ESE administrator monitors this.

Instructional Reading Coach 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 students 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.

District Reading Instructional Specialist provides guidance on K-12 reading plan, facilitates and supports data collection activities, assists in data analysis, provides professional development and technical assistance to teachers regarding data-based instructional planning, supports the implementation of Tier 1, Tier 2, and infused classes intervention plans.

School Psychologist assists school 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 and ensure that on-going process monitoring is in place in the area of intervention to determine student's response to intervention.

School Social Worker assists schools in identifying interventions and assists parents with accessing community agencies to support child's academic, emotional, behavioral and social success.

District Technology Specialist develops or brokers technology necessary to manage and display data, provides professional development and technical support to teachers and staff regarding data management and display.

Speech Language Pathologist educates the team in the role language plays in curriculum, assessment, and instruction as a basis for appropriate program design, assists in the selection of screening measures, and helps identify systemic patterns of student need with respect to language skills.

Student Services Personnel provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

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

The school's RtI Leadership Team functions as a natural extension of the school's Problem Solving Team (PST) and focuses on developing and maintaining a problem-solving system that brings out the best in our school, our teachers, and in our students. The team meets once a month to engage in the following activities through guidance:

review universal screening data and link to instructional decisions; review progress monitoring data to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve and share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

Describe the role of the school-based RTI Leadership Team in the development and implementation of the school improvement plan. Describe how the RTI Problem-solving process is used in developing and implementing the SIP?

The entire staff is invited to participate in the development of the SIP. The school's department chairpersons, PST and RtI Leadership Team provide input to the administration and the School Advisory Council to help develop the SIP. The team provided data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that needed to be addressed; helped set clear expectations for instruction (Rigor, Relevance, and Relationship); and identified specific instructional and assessment best practices.

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.

Reading: Baseline data collected through FAIR assessments Progress Monitoring and Reporting Network (PMRN), the Florida Comprehensive Assessment Test (FCAT), and diagnostic inventories. Progress monitoring includes FAIR assessments, teacher developed common assessments. Mathematics: Use of DA assessments for baseline and growth determined through End of Course exams in Algebra and Geometry.
Science: Baseline data includes fall DA assessment for biology. End of Course Exam will be used to show growth in Biology. Progress monitoring includes teacher and district developed common assessments. End of year assessments include Biology EOC and teacher and district developed common assessments.
Writing: Baseline data includes Florida Writes Assessment Test. Progress monitoring data includes teacher and district developed common assessments. End of year assessments include Writing FCAT and teacher and district developed common assessments.

Describe the plan to train staff on RTI.

PLC teams meet to use research based methods of data collection. Performance Matters and Data Warehouse are two district programs that assist the staff in understanding student learning needs. The PLC meets as departments monthly to collaborate and develop common assessments that meet the standards of the curriculum

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The Principal works closely with the Literacy team and involves the entire staff in the process of refining the core literacy curriculum in the school.
The Reading Coach coordinates and evaluates the elements of the literacy plan, monitoring and evaluating literacy instruction in the classroom. The Reading Coach also communicates expectations for what must be in place to have a successful literacy team across the curriculum.
Department chairs work collaboratively to help establish a clear school-wide literacy mission. They communicate the ideas from the team back to their departments and help carry out the literacy plan.
Administration members of the team assist in promoting an academic learning environment that embraces literacy and includes high expectations from all learners. The goal is that all students make a learning gain.
Support Staff who serve on the team work to ensure the coordinated efforts of everyone at the school make a significant difference in improving the literacy achievement level at SCHS.

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

The Literacy Leadership Team functions like many other leadership teams at school in that it is open to everyone who would like to join. The Assistant Principal of Curriculum serves as LLT chair and tries to ensure that each department is represented by a teacher on the team. The principal and all administrators are members of the team. The team meets monthly to assess the school's needs, establish goals and priorities for literacy, and develop a professional development agenda to meet goals. School literacy team members also serve as liaisons to the rest of the staff, as well as other committees such as SAC or PTSA.

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

The major initiatives of the LLT this year will be to support the strategies in place to help meet the goals set forth in the School Improvement Plan. This includes:
1. Working on ways to help content teachers support literacy needs of struggling students within daily instructional

strategies.

2. Taking steps to create a culture of reflective teaching and self-assessment to support literacy.
3. Increase the learning gain in students who fall in the lower quartile in reading.

NCLB Public School Choice

Notification of (School in Need of Improvement) SINI Status
No Attachment

Public School Choice with Transportation (CWT) Notification
No Attachment

Notification of (School in Need of Improvement) SINI Status
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

*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.

To ensure that all teachers are responsible for teaching reading strategies, Spruce Creek High will provide a series of professional development classes offered throughout the year. In addition, an emphasis has been placed on content area teachers utilizing reading strategies effectively in their classrooms. This effort is being supported through the Literacy Leadership Team, which consists of department chairs representing content areas, who meet monthly to exchange ideas on literacy and disseminate that information to their colleagues within their departments.

*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?

Spruce Creek High School offers students elective courses in art, business, family & consumer science, and technology. 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 instructions is always relevant. Teachers also provide reading materials and "bell ringers" that are based on current events. Our two career academies - Finance Academy and the Academy of Information Technology and Robotics (AITR) - are recognized by the school district for their ability to integrate career standards into the common core curriculum.

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?

Each year students and parents receive copies of the projected program of studies for the coming year. After a given window of time, students meet with guidance counselors to decide what classes will be taken. Parents are invited to attend these meetings and final course selection is sent home for parent's signature.

Postsecondary Transition

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [School Feedback Report](#)

- Dual Enrollment
 - Career Academies
 - High School Showcase

- Career and Technical Education Classes
- Advanced Placement (AP) Opportunities
- International Baccalaureate
- College Expo
- College Financial Aid Seminars
- 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:	Increase percent of students scoring at current level by 3% at each grade level.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
At the 9th grade 32% (243) and at the 10th grade 20% (152) scored level 3. This is a 1% increase for 9th grade from last year and no change for 10th grade	Increase percent of students scoring level 3 by 3% at each grade level. This would equate to 35% of 9th grade and 23% of 10th grade.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers using data from Data Warehouse and Performance Matters to drive instruction.	Collaboration within departments focusing on student data to direct instruction in the classroom.	Teachers Department chairs Administrators	Progress monitoring of assessments	FAIR EOC exams Pinnacle
2	Time for teachers to plan collaboratively for common assessments	Continue PLC time to develop and use common assessments	Teachers Department Chairs Administrators	Ongoing monitoring of Common assessments by departments	EOC exams FCAT Pinnacle
3	Teachers using data from Data Warehouse and Performance Matters to drive instruction.	Continued implementation of reading strategies in content area classrooms	Teachers, Dept. Chairs, Reading Coach, AP for Curriculum	FAIR, FCAT, summative and formative assessments	FCAT
4	Teachers using data from Data Warehouse and Performance Matters to drive instruction.	Infusion of technology with instructional strategies (clickers, mobi boards, web 2.0)	Teachers, Dept. Chairs, Reading Coach, Gangi	Teachers, Dept. Chairs, Reading Coach, Gangi	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:

2. Students achieving above proficiency (FCAT Levels 4 and 5) in reading Reading Goal #2:	Increase percent of students scoring at current level by 3% at each grade level.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
At the 9th grade 35% (266) and at the 10th grade 31% (221) scored level 3. This was a 3% gain for 9th and a 5% decline for 10th grade.	Ninth grade would increase to 38% and 10th grade to 34%.

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Implementation of effective reading strategies in the content area classroom.	PLC training in developing content area reading strategies with common assessments.	Department chairs Reading coach Adminstrators	Progress monitoring of assessments	FCAT 2.0 End of Course Exams
2	Implementation of effective reading strategies in the content area classroom.	Continued implementation of reading strategies in content area classrooms	Teachers, Dept. Chairs, Reading Coach, AP for Curriculum	FAIR, FCAT, summative and formative assessments	FCAT
3	Implementation of effective reading strategies in the content area classroom.	Infusion of technology with instructional strategies (clickers, mobi boards, web 2.0)	Teachers, Dept. Chairs, Reading Coach, AP for Curriculum	FAIR, FCAT, summative and formative assessments	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:

3. Percentage of students making Learning Gains in reading Reading Goal #3:	Increase percent of students scoring at current level by 3%.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
Of 9th and 10th grade students tested, 59% (871) students made a learning gain. This was a 1% increase from last year.	The percent of students making learning gains at each grade level will increase by 3%. That equates to 62% of our 9th and 10 grade students making a learning gain.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers using data from Data warehouse and progress monitoring assessments to target instruction in classroom	Provide school based training	Department Chairs Reading Coach Administrators	Monitor common formative/summative assessments Standard based assessment	FCAT 2.0 Fair End of course exams
2	Teachers using data from Data warehouse and progress monitoring assessments to target instruction in classroom	Continued progress monitoring to assist with instructional strategies in classroom	Reading Coach	FCAT and FAIR	FAIR
3	Teachers using data from Data warehouse and progress monitoring assessments to target instruction in classroom	Accurate placement of students into intensive reading classes	Reading Coach	FCAT and FAIR	FAIR
4	Teachers using data from Data warehouse and progress monitoring assessments to target instruction in classroom	Reading Benchmarks established to establish instructional levels (Grade Level Band Lexile Passage)	Reading teachers, Reading Coach	FCAT, FAIR, formative and summative assessments	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:	Increase by at least 1% the students in the lower quartile making a learning gain.
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2011 Current Level of Performance: *	2012 Expected Level of Performance: *
40% of lower quartile students made a learning gain in reading. This was a 2% decline from the previous year.	Increase by at least 1% the students in the lower quartile making a learning gain. This would be 41% of students in the lower quartile making a gain in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lower quartile students need for monitoring for academic success. Teachers will track progress.	Identify lower quartile students and place with a team of identified teachers for progress monitoring.	Curriculum AP	Assigned teacher (Swayze, D.) will follow academic and attendance of students.	FCAT 2.0
2	Lower quartile students need for monitoring for academic success. Teachers will track progress.	Reading Benchmarks established to establish instructional levels (Grade Level Band Lexile Passage)	Reading teachers, Reading Coach	FCAT, FAIR, formative and summative assessments	FCAT
3	Lower quartile students need for monitoring for academic success. Teachers will track progress.	Continued progress monitoring to assist with instructional strategies in classroom	Reading Coach	FCAT and FAIR	FCAT
4	Lower quartile students need for monitoring for academic success. Teachers will track progress.	Provide school based training for teachers in various reading instructional strategies and data collection methods	Reading Coach and Reading Teachers	FAIR, FCAT, formative and summative assessments	FCAT
5	Lower quartile students need for monitoring for academic success. Teachers will track progress.	Formation of "Q-team" made of up teachers designed to monitor lower quartile students	Student advocate, teachers, AP for Curriculum	FAIR, FCAT, formative and summative assessments	FCAT

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:	To decrease the percent of students below grade level in reading by a number to satisfy safe harbor status.
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Reading Goal #5A: Ethnicity
(White, Black, Hispanic, Asian, American Indian)

2011 Current Level of Performance: *	2012 Expected Level of Performance: *
White: 62% at grade level Black: 35% at grade level All others are NA	To meet safe harbor status, the number of students below grade level in Reading will decrease by 10%. To meet that requirement, the expected level of decrease for each ethnic group is: White: 34% not on grade level Black: 58% not on grade level

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers using data from Data Warehouse and Performance Matters to monitor assessments of all students.	Teachers will use Performance Matters as part of their planning for instructional needs of all students.	Teachers Department Chairs Administrators	Progress monitoring assessments	FCAT 2.0 End of course exams

2	Teachers using data from Data Warehouse and Performance Matters to monitor assessments of all students.	Formation of "Q-team" made of up teachers designed to monitor lower quartile students	Student advocate, teachers, AP for Curriculum	FAIR, FCAT, formative and summative assessments	FCAT
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

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

2011 Current Level of Performance: *	2012 Expected Level of Performance: *
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N/A	N/A
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Problem-Solving Process to Increase Student Achievement

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

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

5C. Student subgroups not making Adequate Yearly Progress (AYP) in reading Reading Goal #5C:	To decrease the percent of students below grade level in reading by 10% (safe harbor).
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Reading Goal #5C: Students with Disabilities (SWD)

2011 Current Level of Performance: *	2012 Expected Level of Performance: *
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Of SWD, 28% were on grade level for reading.	Decrease number of SWD not on grade level by 10% to meet safe harbor status. That would be 69% of SWD not on grade level for reading.
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teacher need to access accommodations for SWD students.	Teachers will use data base to develop instructional strategies to meet SWD student learning needs.	ESE administrator	Increase in student success in course content.	FCAT 2.0
2	Teacher need to access accommodations for SWD students.	Formation of "Q-team" made of up teachers designed to monitor lower quartile students	Student advocate, teachers, AP for Curriculum	FAIR, FCAT, formative and summative assessments	FCAT
3	Teacher need to access accommodations for SWD students.	Ensure students are appropriately identified and placed into infused	Reading Coach and Reading Teachers	FAIR, FCAT, formative and summative assessments	FCAT

		reading classes.			
4	Teacher need to access accommodations for SWD students.	Ensure teachers receive accommodations training to provide students with appropriate strategies.	ESE administrator and teachers trained in Accomodations Training	FAIR, FCAT, formative and summative assessments	FCAT

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

5D. Student subgroups not making Adequate Yearly Progress (AYP) in reading Reading Goal #5D:	To decrease the percent of students below grade level in reading by 10% (safe harbor).
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Reading Goal #5D: Economically Disadvantaged

2011 Current Level of Performance: *	2012 Expected Level of Performance: *
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Of students classified as ED, 42% were on grade level.	To achieve safe harbor status, the number of ED students below grade level in reading must decline by 10%. That would mean that 52% of the ED would be below grade level in reading.
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Increases in number of students due to economic downturn and mobility.	Identify students for the purpose of monitoring for academic needs and provide with materials needed for class if necessary.	Teachers Guidance Administrators	Progress monitoring of assessments and attendance.	FCAT 2.0 End of course exams
2	Increases in number of students due to economic downturn and mobility.	Continue to identify students for the purpose of progress monitoring and possible assistance with school supplies.	Teachers, Dept. Chairs, Administration, Guidance	FAIR, FCAT, formative and summative assessments	FCAT
3	Increases in number of students due to economic downturn and mobility.	Formation of "Q-team" made of up teachers designed to monitor lower quartile students	Student advocate, teachers, AP for Curriculum	FAIR, FCAT, formative and summative assessments	FCAT

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
Learn how to analyze and interpret reading data to drive instruction.	Grades 9-12	Reading Coach Department Chairs Administrators	Reading Teachers LA Teachers Social Studies Teachers	Monthly meetings Q Team Meetings Department Meetings	Use reports from Performance Matters	Reading Coach Curriculum AP TOA- Q Team
			Deborah Croak Sandy Hall		We will be using Performance Matters to	

Reading Department PLC	9-12 Reading	Deborah Croak Reading Coach	Ria Hall Shanna Daly Syndy Chambers Michelle Kelley	Professional Development Days	explore students data. This data will be used to make well informed instructional decisions in the classroom.	Teachers and Deborah Croak
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Reading Budget:

Evidence-based Program(s) /Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Create common lessons and assessments to meet benchmark standards in reading.	20 teachers x \$30.00 x 10 hours =	SAC District	\$6,600.00
			Subtotal: \$6,600.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
			Grand Total: \$6,600.00

End of Reading Goals

Mathematics Goals

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

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

1. Students achieving proficiency (FCAT Level 3) in mathematics Mathematics Goal #1:	Students passing the Algebra I End-of-Course Exam will increase by 3%. Seventy percent of students will pass the Geometry End of Course Exam.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
69% passing Algebra I EOC. No data-1st year of geometry EOC.	72% passing Algebra I EOC. 70%passing for Geometry EOC.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers using data from Data Warehouse and Performance Matters to drive instruction.	Collaboration within departments focusing on student data to direct instruction in the classroom.	Teachers Department chairs Administrators	Progress monitoring of assessments	FAIR EOC exams Pinnacle
2	Time for teachers to plan collaboratively for common assessments	Continue PLC time to develop and use common assessments	Teachers Department Chairs Administrators	Ongoing monitoring of Common assessments by departments	EOC exams FCAT Pinnacle

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

2. Students achieving above proficiency (FCAT Levels 4 and 5) in mathematics Mathematics Goal #2:	N/A
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

3. Percentage of students making Learning Gains in mathematics	N/A
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Mathematics Goal #3:		
2011 Current Level of Performance: *	2012 Expected Level of Performance: *	
N/A	N/A	
Problem-Solving Process to Increase Student Achievement		
	Anticipated Barrier	Strategy
	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy
1	Teachers using data from Data warehouse and progress monitoring assessments to target instruction in classroom	Provide school based training
	Department Chairs Reading Coach Administrators	Monitor common formative/summative assessments Standard based assessment
		Evaluation Tool
		FCAT 2.0 Fair End of course exams

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	N/A
Mathematics Goal #4:	
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
N/A	N/A

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

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

5A. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics	N/A
Mathematics Goal #5A:	
Mathematics Goal #5A: Ethnicity (White, Black, Hispanic, Asian, American Indian)	
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
N/A	N/A

Problem-Solving Process to Increase Student Achievement				
		Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers using data from Data Warehouse and Performance Matters to monitor assessments of all students.	Teachers will use Performance Matters as part of their planning for instructional needs of all students.	Teachers Department Chairs Administrators	Progress monitoring assessments	FCAT 2.0 End of course exams

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

5C. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics Mathematics Goal #5C:	N/A
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Mathematics Goal #5C: Students with Disabilities (SWD)

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

Problem-Solving Process to Increase Student Achievement

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

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

5D. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics		N/A			
Mathematics Goal #5D:					
Mathematics Goal #5D: Economically Disadvantaged					
2011 Current Level of Performance: *			2012 Expected Level of Performance: *		
N/A			N/A		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Increases in number of students due to economic downturn and mobility.	Identify students for the purpose of monitoring for academic needs and provide with materials needed for class if necessary.	Teachers Guidance Administrators	Progress monitoring of assessments and attendance.	FCAT 2.0 End of course exams

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Standard Based Assessment	Math Courses Gr.9-12	Math Dept. Chair	All math teachers	Began week before preplanning Continue to vertical team at monthly meetings	Collaborative planning to use assessments to monitor student proficiency on math standards per curriculum map	Curriculum AP Math Dept. Chair Teachers

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
PLC team will meet to vertical plan for collaborative formative and summative assessments.	Teachers will be supplemented to meet after school hours.	SAC District	\$5,000.00
			Subtotal: \$5,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00

			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Grand Total: \$5,000.00			

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 Science Goal #1:	70% of students taking the Biology EOC will pass.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
No data- first year of Biology EOC.	70% will pass Biology EOC.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers using data from Data Warehouse and Performance Matters to drive instruction.	Collaboration within departments focusing on student data to direct instruction in the classroom.	Teachers Department chairs Administrators	Progress monitoring of assessments	FAIR EOC exams Pinnacle
2	Time for teachers to plan collaboratively for common assessments	Continue PLC time to develop and use common assessments	Teachers Department Chairs Administrators	Ongoing monitoring of Common assessments by departments	EOC exams FCAT Pinnacle

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

2. Students achieving above proficiency (FCAT Levels 4 and 5) in science Science Goal #2:	N/A
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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 technology and science	Science 9-12	Science Dept. Chair	Science Teachers	Monthly dept. meetings	Common assessment to measure proficiency	Dept. Chair Curriculum AP

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Science Goals

Writing Goals

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

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

1. Students achieving Adequate Yearly Progress

(FCAT Level 3.0 and higher) in writing Writing Goal #1:	Increase our 4.0 writing scores to 90% or show a 1% increase in our subgroups.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
Of our 10th grade students, 82%(584)scored a 4.0 or better.	Increase by at least 1% of our students scoring a 4.0 or better.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers using Data Warehouse and Performance Matters to monitor assessments of all students.	Teachers will use data to plan for instructional needs of all students.	Teachers Department Chairs Administrator	Assessments	FCAT writes Volusia Writes

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

2. Student subgroups not making Adequate Yearly Progress (AYP) in writing Writing Goal #2A:	N/A
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Writing Goal #2A: Ethnicity
(White, Black, Hispanic, Asian, American Indian)

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

Problem-Solving Process to Increase Student Achievement

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

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

2. Student subgroups not making Adequate Yearly Progress (AYP) in writing Writing Goal #2B:	N/A
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Writing Goal #2B: English Language Learners (ELL)

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

Problem-Solving Process to Increase Student Achievement

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

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

2. Student subgroups not making Adequate Yearly Progress (AYP) in writing Writing Goal #2C:	Increase by 1% students scoring a 3.0 or higher.
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Writing Goal #2C: Students with Disabilities (SWD)

2011 Current Level of Performance: *	2012 Expected Level of Performance: *
Of the 10th graders tested with disabilities, 87% scored a 3.0 or higher.	Increase the percent of students scoring a 3.0 or higher by 1%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students limited vocabulary and understanding of sentence structure.	Include specific vocabulary student and sentence skills at each grade level.	Language Arts teachers ESE teachers	Common assessments in both vocabulary and writing.	Volusia Writes FCAT Writes

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

2. Student subgroups not making Adequate Yearly Progress (AYP) in writing Writing Goal #2D:	
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Writing Goal #2D: Economically Disadvantaged

2011 Current Level of Performance: *	2012 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
1	Increases in number of students due to economic downturn and mobility.	Identify students for the purpose of monitoring for academic needs and provide with materials needed for class if necessary.	Teachers Guidance Administrators	Progress monitoring of assessments and attendance.	FCAT 2.0 End of course exams
	Students limited	Include specific	Language arts	Common assessments in	Volusia Writes

2	vocabulary and understanding of sentence structure.	vocabulary study and sentence skills at each grade level.	and ESE co teachers.	both vocabulary and writing.	Common Voc. Exams
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Writing Across the Curriculum	9-12 All subjects	LA Dept. Chair	School-wide	Monthly department meetings	Writing prompts for LA and for subject area completed per district schedule	Curriculum AP

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
English teachers will meet to develop vocabulary and sentence structure lessons and assessments.	8 teachers x \$30.00 x 10 hours = \$2400.00	SAC District School funds as available	\$2,400.00
			Subtotal: \$2,400.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
			Grand Total: \$2,400.00

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	Increase average daily attendance for all students by 1%.

2011 Current Attendance Rate: *	2012 Expected Attendance Rate: *
Overall attendance rate is 94%	Increase daily average attendance to 95%.
2011 Current Number of Students with Excessive Absences (10 or more)	2012 Expected Number of Students with Excessive Absences (10 or more)
991 students (36%)	Reduce excessive absences of 10 or more days by 5% (50 students).
2011 Current Number of Students with Excessive Tardies (10 or more)	2012 Expected Number of Students with Excessive Tardies (10 or more)
1581 (57%)	Decrease the number of students who are tardy by 5% (79 students).

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Inaccurate report of absences or tardies	Run attendance/tardy report daily. Use Connect Ed to inform parents of excessive absence or tardy.	Attendance clerk	Review of attendance by evaluator.	Pinnacle attendance report.
2	Increased population, configuration of school campus and limited number of campus advisors.	Check daily tardy report to see if there is a pattern.	Teachers Administrators	Note trend of absence/tardy reports.	Compulsory attendance report.

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

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

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

Attendance Budget:

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

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Suspension					
Suspension Goal #1:		To decrease the total number of periods/days suspended both in and out of school by 3%.			
2011 Total Number of In –School Suspensions		2012 Expected Number of In- School Suspensions			
375 (13%)		364 (10%)			
2011 Total Number of Students Suspended In School		2012 Expected Number of Students Suspended In School			
897 (32% of the population)		870 (29%)			
2011 Number of Out-of-School Suspensions		2012 Expected Number of Out-of-School Suspensions			
395 (14% of the population)		383 (11%)			
2011 Total Number of Students Suspended Out of School		2012 Expected Number of Students Suspended Out of School			
251 (9% of the population)		383 (6%)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of parental involvement	Parent contact by phone or email.	Teachers Guidance Dean of Discipline	Review of suspension reports	Suspension report

2	The large population of students with relationship to size of the school.	Utilize teachers during class change to stand by their door and administrators in halls.	Administration Teachers	Feedback from teachers, administrators at dept. monthly meetings.	Suspension reports.
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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
N/A						

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$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:

*Please refer to the percentage of students who

Continue to maintain a graduation rate that meets AYP status for all sub-groups and to decrease the drop-out rate.

dropped out during the 2009-2010 school year.	
2011 Current Dropout Rate: *	2012 Expected Dropout Rate: *
.20 or 20%	Decrease by 3% to 17%.
2011 Current Graduation Rate: *	2012 Expected Graduation Rate: *
Total 94% (643) which is a 3% increase from last school year.	Maintain a graduation rate that meets AYP status by increasing rate by 2% or to maintain a rate at or above 85%.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student motivation to pass FCAT.	Encourage alternative ways to earn concordant scores for FCAT (SAT,)	Guidance	ACT, SAT	Dropout rate report
2	Behavioral issues lead to failure and lack of credits for graduation	Encourage VVS or FVS as alternative format for earning credits.	Guidance Teachers	VS/FVS enrollment	Increased graduation rate

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

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

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

Dropout Prevention Budget:

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

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

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Parent Involvement					
Parent Involvement Goal # 1:			Increase parent involvement by 3%.		
*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.					
2011 Current Level of Parent Involvement: *			2012 Expected Level of Parent Involvement: *		
62% involvement			65% involvement		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parents may feel that they do not get the information on their child's school.	Ensure that all parents have access to Pinnacle information.	Pinnacle administrator	Increased use of Pinnacle by parents	Pinnacle report
2	Specific volunteering opportunities at the high school level are not always as obvious to parents	Involve parents with Teen Zone initiative through Food Brings Hope program. Seek volunteers and mentors for this program.	Teachers assigned as sponsors for this program.	Level of parental involvement increases as reported by parent climate survey	Parent volunteer logs kept through VIP office
3					

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

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

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

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Parent Involvement Goal(s)

Additional Goal(s)

N/A Goal:

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

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

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

Budget:

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

End of N/A Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Create common lessons and assessments to meet benchmark standards in reading.	20 teachers x \$30.00 x 10 hours =	SAC District	\$6,600.00
Mathematics	PLC team will meet to vertical plan for collaborative formative and summative assessments.	Teachers will be supplemented to meet after school hours.	SAC District	\$5,000.00
Science	N/A	N/A	N/A	\$0.00
Writing	English teachers will meet to develop vocabulary and sentence structure lessons and assessments.	8 teachers x \$30.00 x 10 hours = \$2400.00	SAC District School funds as available	\$2,400.00
Suspension	N/A	N/A	N/A	\$0.00
Parent Involvement	N/A	N/A	N/A	\$0.00
				Subtotal: \$14,000.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	N/A	N/A	N/A	\$0.00
Mathematics	N/A	N/A	N/A	\$0.00
Science	N/A	N/A	N/A	\$0.00
Writing	N/A	N/A	N/A	\$0.00
Suspension	N/A	N/A	N/A	\$0.00
Parent Involvement	N/A	N/A	N/A	\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	N/A	N/A	N/A	\$0.00
Mathematics	N/A	N/A	N/A	\$0.00
Science	N/A	N/A	N/A	\$0.00
Writing	N/A	N/A	N/A	\$0.00
Suspension	N/A	N/A	N/A	\$0.00
Parent Involvement	N/A	N/A	N/A	\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	N/A	N/A	N/A	\$0.00
Mathematics	N/A	N/A	N/A	\$0.00
Science	N/A	N/A	N/A	\$0.00
Writing	N/A	N/A	N/A	\$0.00
Suspension	N/A	N/A	N/A	\$0.00
Parent Involvement	N/A	N/A	N/A	\$0.00
				Subtotal: \$0.00
				Grand Total: \$14,000.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

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School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✓ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Professional Learning Community research Technology	\$5,000.00

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

SAC has monthly meetings which include shared decision making and training as needed. Guest speakers attend meetings to share information on programs at school or provide information from the community that can assist with the school's success and may include Police, city managers, business partners, PTSA and student groups. Meetings also report on issues pertaining to climate survey, SAC fund distribution and District Advisory Meetings. Meetings bring to the stakeholder information from legislature, etc that could affect the school community.

AYP DATA

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

SCHOOL GRADE DATA

Volusia School District SPRUCE CREEK HIGH SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	65%	87%	82%	62%	296	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	59%	80%			139	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	40% (NO)	71% (YES)			111	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					556	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					Pending	Grade based on total points, adequate progress, and % of students tested

Volusia School District SPRUCE CREEK HIGH SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	65%	86%	88%	68%	307	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	59%	77%			136	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	42% (NO)	62% (YES)			104	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					557	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Volusia School District SPRUCE CREEK HIGH SCHOOL 2008-2009						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	64%	87%	81%	61%	293	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	58%	82%			140	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	46% (NO)	71% (YES)			117	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					560	
Percent Tested = 98%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested