

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: LANDMARK MIDDLE SCHOOL

District Name: Duval

Principal: David Gilmore

SAC Chair: Africia Davis

Superintendent: Ed Pratt-Dannals

Date of School Board Approval:

Last Modified on: 10/19/2012

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

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K-12 Public Schools
Florida Department of Education
325 West Gaines Street
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PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

School Grades Trend Data
Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data
High School Feedback Report
K-12 Comprehensive Research Based Reading Plan

ADMINISTRATORS

List your school's administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and Ambitious but achievable annual measurable objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
					Principal of Landmark Middle School 2011-2012: Grade B, Reading: Mastery 56%, Gains 65%, LQ 67% Math: Mastery 55%, Gains 67%, LQ 66% AYP: White, Black, Hispanic, Economically disadvantaged and students with disabilities did not meet AYP in Reading. White, Black, Asian, Economically disadvantaged and students with disabilities did not meet AYP in Math. Principal of Landmark Middle School 2010-2011: Grade B, Reading: Mastery 67%, Gains 62%, LQ 65% Math: Mastery 60%, Gains 64%, LQ 64% AYP: White, Black, Hispanic, Economically disadvantaged and students with disabilities did not meet AYP in Reading. White, Black, Asian, Economically disadvantaged and students with disabilities did not meet AYP in Math. Principal of Forrest High School 2009-2010:

Principal	David Gilmore	Biology, Chemistry, Ed Leadership, General Science, School Principal B.S. - Botany, MAT Ed Leadership, Jacksonville University	3	20	<p>Grade Pending, Reading Mastery: 20%, Math Mastery: 55% Science Mastery: 26%, LQ Reading Gains 34%; LQ Math Gains 64% African American, White, SWD, and SES population did not make AYP in reading and math</p> <p>Principal of Kernan Middle School 2002-2009</p> <p>2008-2009: Grade A, Reading Mastery: 73%, Math Mastery: 77% Science Mastery: 45%, LQ Reading Gains 70%; LQ Math Gains 66%</p> <p>2007-2008: Grade A, Reading Mastery: 72%, Math Mastery: 77% Science Mastery: 46%, LQ Reading Gains 64%; LQ Math Gains 69%</p> <p>2006-2007: Grade A, Reading Mastery: 69%, Math Mastery: 76% Science Mastery: 54%, LQ Reading Gains 64%; LQ Math Gains 74%</p> <p>Principal of Kernan Trail Elementary 2006-2009</p> <p>2008-2009: Grade A, Reading Mastery: 83%, Math Mastery: 84% Science Mastery: 63%, LQ Reading Gains 58%; LQ Math Gains 60%</p> <p>2007-2008: Grade A, Reading Mastery: 83%, Math Mastery: 81% Science Mastery: 50%, LQ Reading Gains 58%; LQ Math Gains 60%</p> <p>2006-2007: Grade A, Reading Mastery: 77%, Math Mastery: 77% Science Mastery: 57%, LQ Reading Gains 64%; LQ Math Gains 71%</p>
Assis Principal	Katrice Scott	Ed Leadership, School Principal, Political Science 6-12, B.S.- Political Science, University of South Florida; M.S. – Educational Leadership, Nova Southeastern University	8	8	<p>Assistant Principal of Landmark Middle School 2011-2012: Grade B, Reading: Mastery 56%, Gains 65%, LQ 67% Math: Mastery 55%, Gains 67%, LQ 66% AYP: White, Black, Hispanic, Economically disadvantaged and students with disabilities did not meet AYP in Reading. White, Black, Asian, Economically disadvantaged and students with disabilities did not meet AYP in Math.</p> <p>Assistant Principal of Landmark MS in 2010-2011: Grade B, Reading: Mastery 67%, Gains 62%, LQ 65% Math: Mastery 60%, Gains 64%, LQ 64% AYP: White, Black, Hispanic, Economically disadvantaged and students with disabilities did not meet AYP in Reading. White, Black, Asian, Economically disadvantaged and students with disabilities did not meet AYP in Math.</p> <p>2009-2010: Grade B, Reading Mastery: 66%, Math Mastery: 62% Science Mastery: 46%, LQ Reading Gains 62%; LQ Math Gains 64% African American, White, SWD, and ELL population did not make AYP in reading and math</p> <p>2008-2009: Grade A, Reading Mastery: 67%, Math Mastery: 61%, Science Mastery 51%, LQ Reading Gains 63%; LQ Math Gains 64%. African-American & ESE populations did not make AYP in reading.</p> <p>2007-2008: Grade B Reading Mastery: 62%, Math Mastery: 64%, Writing Mastery: 93%, Science Mastery 44%, LQ Reading Gains 60%; LQ Math Gains 62%.</p>
					<p>Assistant Principal of Landmark Middle School 2011-2012: Grade B, Reading: Mastery 56%, Gains 65%, LQ 67% Math: Mastery 55%, Gains 67%, LQ 66% AYP: White, Black, Hispanic, Economically disadvantaged and students with disabilities did not meet AYP in Reading. White, Black, Asian, Economically disadvantaged and students with disabilities did not meet AYP in Math.</p> <p>Assistant Principal of Landmark MS in 2010-2011: Grade B, Reading: Mastery 67%, Gains 62%, LQ 65%</p>

Assis Principal	Kimberly Fileger	Middle Grades Integrated Curriculum 5-9 Ed Leadership, School Principal/ B.S. – Biology, Univ. of Central Florida; M.S.- Ed. Leadership	3	5	Math: Mastery 60%, Gains 64%, LQ 64% AYP: White, Black, Hispanic, Economically disadvantaged and students with disabilities did not meet AYP in Reading. White, Black, Asian, Economically disadvantaged and students with disabilities did not meet AYP in Math. Assistant Principal of Forrest High School in 2009-2010: Grade Pending, Reading Mastery: 20%, Math Mastery: 55% Science Mastery: 26%, LQ Reading Gains 34%; LQ Math Gains 64% African American, White, SWD, and SES population did not make AYP in reading and math Assistant Principal of Jeff Davis Middle School in 2008-2009: Grade B, Reading Mastery: 57%, Math Mastery: 55% Science Mastery: 35%, LQ Reading Gains 65%; LQ Math Gains 65% African American, SWD, and SES population did not make AYP in reading and math
Assis Principal	Angela Milita	Ed. Leadership, Varying Exceptionalities, Reading, Gifted Endorsed, ESOL Endorsed / B.S. - Elementary Ed.; Master in Reading; Specialist in Ed. Leadership	3	3	Assistant Principal of Landmark Middle School 2011-2012: Grade B, Reading: Mastery 56%, Gains 65%, LQ 67% Math: Mastery 55%, Gains 67%, LQ 66% AYP: White, Black, Hispanic, Economically disadvantaged and students with disabilities did not meet AYP in Reading. White, Black, Asian, Economically disadvantaged and students with disabilities did not meet AYP in Math. Assistant Principal of Landmark MS in 2010-2011: Grade B, Reading: Mastery 67%, Gains 62%, LQ 65% Math: Mastery 60%, Gains 64%, LQ 64% AYP: White, Black, Hispanic, Economically disadvantaged and students with disabilities did not meet AYP in Reading. White, Black, Asian, Economically disadvantaged and students with disabilities did not meet AYP in Math.
Assis Principal	Tonia Smith	Exceptional Education, Middle Grades English, Reading, ESOL endorsed / B.S. - Individualized Studies; M.S. MBA	1	2	Assistant Principal of Landmark Middle School 2011-2012: Grade B, Reading: Mastery 56%, Gains 65%, LQ 67% Math: Mastery 55%, Gains 67%, LQ 66% AYP: White, Black, Hispanic, Economically disadvantaged and students with disabilities did not meet AYP in Reading. White, Black, Asian, Economically disadvantaged and students with disabilities did not meet AYP in Math. Assistant Principal of Raines High School 2011-2012: 86% Writing Proficiency, 18% Reading Proficiency, 24% Gains, 28% Algebra I, 7% Gains, 48% Biology, 41% Geometry.

INSTRUCTIONAL COACHES

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (Percentage data for achievement levels, learning gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Name	Degree(s)/ Certification (s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
No data submitted				

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	Administrators will meet with new, inexperienced teachers on a regular basis and give feedback regarding instructional delivery and classroom management	Administrators	Ongoing	
2	Teachers have a PLC group that they can exchange best practices and discuss student improvement strategies	Administrators	Ongoing	
3	PDF along with mentors work with new teachers and teachers new to Landmark	Principal / PDF	Ongoing	

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
1% (1)	Working with the teacher to complete certification in order to be in-field.

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
73	2.7%(2)	26.0%(19)	30.1%(22)	41.1%(30)	28.8%(21)	79.5%(58)	5.5%(4)	5.5%(4)	15.1%(11)

Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Ann C Potter	Sarah Smith	Ms. Bogart is an experienced CET trained math teacher. There is rapport and respect between the two.	Lesson Development, Class Observation, Completion of MINT and Alt Cert, Weekly Meetings and feedback sessions
Caitlin Bogart	Allie Stawara	Ms. Bogart is an experienced CET trained math teacher. There is rapport and respect between the two.	Lesson Development, Class Observation, Completion of MINT, Weekly Meetings and feedback sessions
Jennifer Corsano	Gilchrist Stockton	Ms. Corsano is an experienced and CET trained math teacher, along with being the Department	Lesson Development, Class Observation, Completion of MINT and Alt Cert, Weekly Meetings

		Chair. Mr. Stockton and Ms. Corsano share one of the same subjects.	and feedback sessions
Bethany Lawrence	Erica Smith	Ms. Lawrence is an experienced CET trained 6th grade ELA teacher. The two teachers have previously worked together and they have a great rapport.	Lesson Development, Class Observations, Completion of MINT and Alt Cert, Weekly Meetings and feedback sessions
Jennifer Corsano	Tiffany Thompson	Ms. Corsano is an experienced and CET trained math teacher, along with being the Department Chair. Ms. Thompson and Ms. Corsano share one of the same subjects.	Lesson Development, Class Observation, Completion of MINT, Weekly Meetings and feedback sessions
Amanda Polematidis	Sandra Bowden	Ms. Polematidis is an experienced science teacher. Both teachers are 8th Grade science.	Lesson Development, Class Observation, Completion of MINT, Weekly Meetings and feedback sessions

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

Multi-Tiered System of Supports (MTSS)/Response to Instruction/Intervention (RtI)

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

David Gilmore, Principal

Role: Provides a common vision for the use of the data-based decision-making, ensures that the school-based team is implementing

RtI, conducts assessment of RtI skills of school staff, and ensures implementation.

Katrice Scott, Assistant Principal of Curriculum

Role: Communicates with parents regarding school-based RtI plans and activities and ensures that the school-based team is implementing RtI. Identifies systematic patterns of student need while working with instructional coach to identify appropriate, evidence-based intervention strategies.

Angela Milita, Assistant Principal

Role: Provides guidance on K-12 reading plan; facilitates and supports data collection activities. Assists in data analysis, provides technical assistance to teachers regarding data-based instruction and supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

ESE Teacher

Role: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers. Assists in the selection of screening measures, and helps identify patterns of student need. Provides Tier 2 instruction on the Intervention Team.

Guidance Counselor

Role: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, assist with the whole school screening programs that provide early intervening services for children considered "at-risk."

Social Studies Teacher

Role: Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction and interventions, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials and instruction with Tier 2 and 3 activities.

ESE Teacher

Role: 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. Assists in the selection of screening measures, and helps identify patterns of student need.

Math Teacher

Role: Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction and

interventions, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials and instruction with Tier 2 and 3 activities.

Language Arts Teacher

Role: Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction and interventions, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials and instruction with Tier 2 and 3 activities.

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

The team will meet bi-monthly to oversee the implementation of MTSS while leading and guiding the staff through the process of identifying students that experience difficulties in academics and behavior and will assemble practical, classroom-friendly interventions to address those student problems. The team is a sub-group of the Leadership Team, which will enable us to coordinate MTSS efforts with other school based initiatives.

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

The MTSS Leadership Team will assist in the formation of the School Improvement Plan as we look at data and identify gaps in learning. We will utilize the MTSS process through differentiation to meet the needs of students as we develop plans to address gaps. The Multi-Tiered System of Supports will be aligned to do just that.

The MTSS team will utilize the Florida Continuous Improvement Model to identify problem needs, implement a research based strategy plan for progress, and develop a monitoring system for the plan to ensure student success.

MTSS Implementation

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

Baseline data: Pearson, Progress Monitoring and Reporting Network (PMRN), Florida Assessments for Instruction in Reading (FAIR), Diagnostic Reading Assessment-2, District Benchmark Assessments as appropriate, Florida Comprehensive Assessment Test (FCAT), Genesis discipline data

Midyear: FAIR, District Benchmark Assessments as appropriate

End of year: FAIR, FCAT

Ongoing Progress Monitoring: PMRN, Curriculum Based Measurement (CBM), FAIR (ongoing formative assessments), LimeLight & Inform, Teacher collaboratively created assessments, SRI (Scholastic Reading Inventory), Genesis discipline data

Frequency of data review: Twice a month for data analysis through Data Chats, Data Study Teams, etc.), Discipline data monitored weekly

Describe the plan to train staff on MTSS.

Principal, Assistant Principals, and teachers received professional development on the Multi-Tiered System of Supports and will continue with training during the school year. The Leadership Team will receive another training orientation on Response to Intervention after the next district MTSS School Based team meeting. Members of the MTSS team will conduct classroom observations, collaborative planning, and analysis of student work with other staff members through designated PLC groups. The MTSS team will attend district training for MTSS, including Foundations training.

Describe the plan to support MTSS.

Support for MTSS will be through District training and support, school based support and leadership team support. District Support Staff through the EESS department and others are available to provide specific support as needed when student needs exceed the internal support capacity of the school.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Katrice Scott, Assistant Principal of Curriculum

Angela Milita, Assistant Principal
Debbie Aschenbach, Reading Department Chair
Marilee Churchill, Language Arts teacher
Karen Cross, Media Specialist
Deborah Bigelow, Reading teacher
Hope Wilson, Science teacher

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

The Literacy Leadership team will meet once a month after the last early dismissal meeting of the month. The team will address literacy concerns by identifying needs and problem-solving to improve literacy instruction and student achievement based on Benchmark results and Limelight progress monitoring reports. The committee will plan reading activities to encourage the school wide reading culture. A major component of the school wide literacy campaign will be the Read It Forward Jax initiatives. In addition to a focus on reading 25 books, Six reading strategies will be emphasized throughout the year across the curriculum.

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

The team will analyze student reading data from FCAT, FAIR, Benchmark Tests, and Progress Monitoring Assessments. LLT will implement a school-wide reading professional development plan and assist teachers with professional development to retrieve and disaggregate reading data. LLT will also develop the school's action plan to address students' instructional needs (school wide reading strategies) and plan school-wide literacy events around the Read It Forward Jax initiative.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

*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.

Teaching reading across the curriculum is being stressed for every teacher in every subject. A great deal of this is being done through reading articles that are content specific, reading level appropriate and followed by strategies to increase comprehension. Additionally, teachers are incorporating AVID strategies, CRISS strategies and strategies learned through CAR-PD.

*High Schools Only

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

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

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?

Postsecondary Transition

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

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	60% (780) of students will achieve a proficient score of 3 or better. At least 37% will achieve a score of 3.
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (403)	35%(455)

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 teacher experience in planning together.	Use of PLC to develop effective lessons and analyze assessment data.	Administrators	Classroom observations, lesson plan assessment and PLC monitoring.	Student achievement on formative and summative assessments, including LSA's, benchmarks and FCAT.
2	Lack of expertise in developing assessments, both formative and summative.	Use of PLC to develop effective and appropriate common formative and summative assessments, including baseline, learning slips and end of unit.	Administrators	Student results on assessments in addition to the alignment of lessons to assessment data.	Assessment data from developed assessments along with District and State assessments.
3	Teaching the strategies with fidelity or quality of instruction Student Motivation/Initiative (Students don't follow through with studying and sometimes, completing the Cornell Notes)	Cornell Notes is one of the most productive instructional strategies that students can use to improve their learning. The school wide implementation of Cornell Notes aid students with organizing information in a logical format determining what the text says explicitly citing specific textual evidence when writing to support conclusions drawn from the text ?determining central ideas summarizing the key supporting details and ideas writing skills in that students are required convey complex ideas and information clearly through the use of summaries developing higher-level	Administrators, AVID Elective Teacher/Coordinator, AVID Site Team, Teachers	Frequent monitoring by administrator for use of AVID strategies in the all classrooms Frequent student binder checks by teachers for Cornell Notes and other AVID Strategies PLC Collaboration for school wide implementation of AVID Strategies in all subject areas Frequent monitoring of student performance through data assessed in PLCs	Common Assessments through the use of PLCs Formative and Summative Assessments on content for which strategies were used

		inquiry skills			
4	Teaching the strategies with fidelity or quality of instruction Student Motivation/Initiative	Summarizing the Text is a strategy that can be used with Cornell Notes or with any text to: clarify information, gain a general idea of the topic, condensing lengthy passages to a condensed text, check for understanding, account for essential information, and promote further understanding of cause and effect relationships.	Administrators, AVID Elective Teacher/Coordinator, AVID Site Team, Teachers	Frequent monitoring by administrator for use of AVID strategies in the all classrooms Frequent student binder checks by teachers for Cornell Notes and other AVID Strategies PLC Collaboration for school wide implementation of AVID Strategies in all subject areas Frequent monitoring of student performance through data assessed in PLCs	Common Assessments through the use of PLCs Formative and Summative Assessments on content for which strategies were used
5	Limited teacher knowledge of how to teach reading strategies in the content area	Professional Development focusing on reading strategies across the curriculum	Administrators	Classroom Walkthroughs and Monitoring of lesson plans	Completion of Content Area Reading Professional Development
6	Limited knowledge of implications of FAIR results	Professional Development focused on utilizing FAIR reports/data	Administrators Ms. Milita Reading PLC	Monitoring of lesson plans and data meetings	FAIR data
7	Lack of variety and amount of reading by students	Increase amount of time spent on wide variety of reading during the academic day	Teachers Administrators	Common progress monitoring tool	Completion of minimum 25 books read

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	62% of students scoring at or above Achievement Level 7 in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
58% (15)	61% (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	Lack of teacher knowledge of how to teach reading strategies in content areas.	SLA/PI teachers to participate in reading PLC to acquire reading strategies to infuse into content lessons.	Administrator	Monitoring of lesson plans and discussions with teachers.	Classroom walkthroughs and teacher observations.
2	Lack of amount of reading by students.	Increase the amount of time students read during the school day.	Teachers and administrator	Progress monitoring tool	Completion of (or progress toward) 25 book goal

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:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	25% of students achieving at Levels 4-5 (high performing students)
2012 Current Level of Performance:	2013 Expected Level of Performance:

24%(315)

25% (325)

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 expertise in developing assessments, both formative and summative.	Use of PLC to develop effective and appropriate common formative and summative assessments, including baseline, learning slips and end of unit.	Administrators	Student results on assessments in addition to the alignment of lessons to assessment data.	Assessment data from developed assessments along with District and State assessments.
2	Lack of teacher experience in planning together.	Use of PLC to develop effective lessons and analyze assessment data.	Administrators	Classroom observations, lesson plan assessment and PLC monitoring.	Student achievement on formative and summative assessments, including LSA's, benchmarks and FCAT.
3	Teaching the strategies with fidelity or quality of instruction Student Motivation/Initiative (Students don't follow through with studying and sometimes, completing the Cornell Notes)	Cornell Notes is one of the most productive instructional strategies that students can use to improve their learning. The school wide implementation of Cornell Notes aid students with organizing information in a logical format determining what the text says explicitly citing specific textual evidence when writing to support conclusions drawn from the text ?determining central ideas summarizing the key supporting details and ideas writing skills in that students are required convey complex ideas and information clearly through the use of summaries developing higher-level inquiry skills	Administrators, AVID Elective Teacher/Coordinator, AVID Site Team, Teachers	Frequent monitoring by administrator for use of AVID strategies in the all classrooms Frequent student binder checks by teachers for Cornell Notes and other AVID Strategies PLC Collaboration for school wide implementation of AVID Strategies in all subject areas Frequent monitoring of student performance through data assessed in PLCs	Common Assessments through the use of PLCs Formative and Summative Assessments on content for which strategies were used
4	Teaching the strategies with fidelity or quality of instruction Student Motivation/Initiative (Students don't follow through with studying and sometimes, completing the Cornell Notes)	Summarizing the Text is a strategy that can be used with Cornell Notes or with any text to: clarify information, gain a general idea of the topic, condensing lengthy passages to a condensed text, check for understanding, account for essential information, and promote further understanding of cause and effect relationships.	Administrators, AVID Elective Teacher/Coordinator, AVID Site Team, Teachers	Frequent monitoring by administrator for use of AVID strategies in the all classrooms Frequent student binder checks by teachers for Cornell Notes and other AVID Strategies PLC Collaboration for school wide implementation of AVID Strategies in all subject areas Frequent monitoring of student performance through data assessed in PLCs	Common Assessments through the use of PLCs Formative and Summative Assessments on content for which strategies were used
	Lack of teacher knowledge of how to	Social studies teachers will explicitly infuse the	Principal Administrators	Instructional practice reflects that teachers	Classroom Walkthroughs and

5	teach reading strategies in the content area	reading benchmarks in lesson plans and instructional delivery		completed Content Area Reading Professional Development Practicum	Monitoring of lesson plans
6	Limited instructional strategies and resources.	Improve student reading comprehension of non-fiction, pulling information from text by creating text sets to incorporate reading in the content area	Principal Administrators PLC members	Students will answer Short/Extended response questions to reflect reading comprehension of non-fiction text	Classroom Walkthroughs and Monitoring of lesson plans
7	Limited knowledge of implications of FAIR results	Professional Development focused on utilizing FAIR reports/data	Administrators Ms. Milita Reading PLC	Monitoring of lesson plans and data meetings	FAIR data
8	Lack of variety and amount of reading by students	Increase amount of time spent on wide variety of reading during the academic day	Teachers Administrators	Common progress monitoring tool	Completion of minimum 25 books read

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:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	62% of students scoring at or above Achievement Level 7 in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
58% (15)	61% (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	Lack of amount of reading by students.	Increase the amount of time students read during the school day.	Teachers and administrator	Progress monitoring tool	Completion of (or progress toward) 25 book goal
2	Lack of teacher knowledge of how to teach reading strategies in content areas.	SLA/PI teachers to participate in reading PLC to acquire reading strategies to infuse into content lessons.	Administrator	Monitoring of lesson plans and discussions with teachers.	Classroom walkthroughs and teacher observations.

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	70% of students achieving learning gains in reading
2012 Current Level of Performance:	2013 Expected Level of Performance:
65%(839)	70%(910)

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 teacher experience in planning together.	Use of PLC to develop effective lessons.	Administrators	Classroom observations, lesson plan assessment and PLC monitoring.	Student achievement on formative and summative assessments, including benchmarks and FCAT.
2	Lack of expertise in developing assessments, both formative and summative.	Use of PLC to develop effective and appropriate common formative and summative assessments, including baseline, learning slips and end of unit.	Administrators	Student results on assessments in addition to the alignment of lessons to assessment data.	Assessment data from developed assessments along with District and State assessments.
3	Teaching the strategies with fidelity or quality of instruction Student Motivation/Initiative (Students don't follow through with studying and sometimes, completing the Cornell Notes)	Cornell Notes is one of the most productive instructional strategies that students can use to improve their learning. The school wide implementation of Cornell Notes aid students with organizing information in a logical format determining what the text says explicitly citing specific textual evidence when writing to support conclusions drawn from the text ?determining central ideas summarizing the key supporting details and ideas writing skills in that students are required convey complex ideas and information clearly through the use of summaries developing higher-level inquiry skills	Administrators, AVID Elective Teacher/Coordinator, AVID Site Team, Teachers	Frequent monitoring by administrator for use of AVID strategies in the all classrooms Frequent student binder checks by teachers for Cornell Notes and other AVID Strategies PLC Collaboration for school wide implementation of AVID Strategies in all subject areas Frequent monitoring of student performance through data assessed in PLCs	Common Assessments through the use of PLCs Formative and Summative Assessments on content for which strategies were used
4	Teaching the strategies with fidelity or quality of instruction Student Motivation/Initiative (Students don't follow through with studying and sometimes, completing the Cornell Notes)	Summarizing the Text is a strategy that can be used with Cornell Notes or with any text to: clarify information, gain a general idea of the topic, condensing lengthy passages to a condensed text, check for understanding, account for essential information, and promote further understanding of cause and effect relationships.	Administrators, AVID Elective Teacher/Coordinator, AVID Site Team, Teachers	Frequent monitoring by administrator for use of AVID strategies in the all classrooms Frequent student binder checks by teachers for Cornell Notes and other AVID Strategies PLC Collaboration for school wide implementation of AVID Strategies in all subject areas Frequent monitoring of student performance through data assessed in PLCs	Common Assessments through the use of PLCs Formative and Summative Assessments on content for which strategies were used
5	Lack of consistency in planning with reflection to refine practice	Utilize effective planning model in conjunction with anticipatory learning set for students	Administration	Effective lesson plans that utilize the Understanding by Design framework	Regular review of teacher lesson plans within Oncourse
6	Lack of consistent rigorous reading in all classes	Increase emphasis in reading in all content areas utilizing DOK.	Administration	Review lesson plans and conduct classroom walkthroughs	Regular classroom walkthroughs
7	Limited knowlege of implications of FAIR	Professional Development focused on utilizing FAIR	Administrators Ms. Milita	Monitoring of lesson plans and data meetings	FAIR data

	results	reports/data	Reading PLC		
8	Lack of variety and amount of reading by students	Increase amount of time spent on wide variety of reading during the academic day	Teachers Administrators	Common progress monitoring tool	Completion of minimum 25 books read

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	85% of students making learning gains in reading
2012 Current Level of Performance:	2013 Expected Level of Performance:
77% (20)	85% (22)

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 teacher knowledge of how to teach reading strategies in content areas.	SLA/PI teachers to participate in reading PLC to acquire reading strategies to infuse into content lessons.	Administrator	Monitoring of lesson plans and discussions with teachers	Classroom walkthroughs and teacher observations
2	Lack of amount of reading by students	Increase the amount of time students read during the school day	Teachers and administrator	Progress monitoring tool	Completion of (or progress toward) 25 book goal

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. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	70% of students achieving in the lowest 25% making learning gain in Reading
2012 Current Level of Performance:	2013 Expected Level of Performance:
67%(216)	70%(227)

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 teacher experience in planning together.	Use of PLC to develop effective lessons.	Administrators	Classroom observations, lesson plan assessment and PLC monitoring.	Student achievement on formative and summative assessments, including benchmarks and FCAT.
	Lack of expertise in developing assessments, both formative and	Use of PLC to develop effective and appropriate common formative and	Administrators	Student results on assessments in addition to the alignment of	Assessment data from developed assessments along

2	summative.	summative assessments, including baseline, learning slips and end of unit.		lessons to assessment data.	with District and State assessments.
3	Teaching the strategies with fidelity or quality of instruction Student Motivation/Initiative (Students don't follow through with studying and sometimes, completing the Cornell Notes)	Summarizing the Text is a strategy that can be used with Cornell Notes or with any text to: clarify information, gain a general idea of the topic, condensing lengthy passages to a condensed text, check for understanding, account for essential information, and promote further understanding of cause and effect relationships.	Administrators, AVID Elective Teacher/Coordinator, AVID Site Team, Teachers	Frequent monitoring by administrator for use of AVID strategies in the all classrooms Frequent student binder checks by teachers for Cornell Notes and other AVID Strategies PLC Collaboration for school wide implementation of AVID Strategies in all subject areas Frequent monitoring of student performance through data assessed in PLCs	Common Assessments through the use of PLCs Formative and Summative Assessments on content for which strategies were used
4	Lack of response to data to inform instruction	Frequent progress monitoring with a timeline for weekly grade level/content team PLC to review data	Administration PLC team members	The Problem-solving Model and ongoing progress monitoring be utilized to identify students in need of RtI Tier 2 or 3 intervention	Review Lesson Plans for differentiation that assists students who lack proficiency
5	Lack of effective formative assessments that can provide immediate results to inform instruction	Utilize Pearson assessment – Limelight and Inform	Administration PLC team members	Proficient student performance data indicated by the progress monitoring system	Pearson assessment data
6	Read180 program not implemented with consistent fidelity	Read180 classroom implementation and instruction consistently monitored and for fidelity	Administration	Review SAM reports for instructional software usage and progress monitoring	Read180 Usage reports, classroom observations. Student goal setting sheets.
7	Limited knowledge of implications of FAIR results	Professional Development focused on utilizing FAIR reports/data	Administrators Ms. Milita Reading PLC	Monitoring of lesson plans and data meetings	FAIR data
8	Lack of variety and amount of reading by students	Increase amount of time spent on wide variety of reading during the academic day	Teachers Administrators	Common progress monitoring tool	Completion of minimum 25 books read

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Reading Goal # 5A : <input type="text"/>				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	Ethnicity sub-groups will have a 10% reduction in non-proficient students
2012 Current Level of Performance:	2013 Expected Level of Performance:
<input type="text"/>	<input type="text"/>

White: 33%(164) Black:56%(233) Hispanic: 37%(40) Asian: 31% (32) - not making satisfactory progress in reading.

White: 30%(148) Black:50%(109) Hispanic: 33%(36) Asian: 28%(28) - not making satisfactory progress

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 teacher experience in planning together.	Use of PLC to develop effective lessons.	Administrators	Classroom observations, lesson plan assessment and PLC monitoring.	Student achievement on formative and summative assessments, including benchmarks and FCAT.
2	Lack of expertise in developing assessments, both formative and summative.	Use of PLC to develop effective and appropriate common formative and summative assessments, including baseline, learning slips and end of unit.	Administrators	Student results on assessments in addition to the alignment of lessons to assessment data.	Assessment data from developed assessments along with District and State assessments.
3	Aligning the curriculum to meet the learners needs and all required benchmarks before state assessment	Frequent progress monitoring with a timeline for weekly grade level/ content team PLC to review data	Administration	Student data reports that show growth and areas needing remediation. Teacher developed lesson plans that target deficient benchmarks in order to meet the student's needs.	Review weekly reports to ensure student progress is monitored
4	Read180 program not implemented with consistent fidelity	Read180 classroom implementation and instruction consistently monitored for fidelity	Administration	Review SAM reports for instructional software usage and progress monitoring	Read180 Usage reports, classroom observations. Student goal setting sheets.
5	Limited knowlege of implications of FAIR results	Professional Development focused on utilizing FAIR reports/data	Administrators Ms. Milita Reading PLC	Monitoring of lesson plans and data meetings	FAIR data
6	Lack of variety and amount of reading by students	Increase amount of time spent on wide variety of reading during the academic day	Teachers Administrators	Common progress monitoring tool	Completion of minimum 25 books read

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	Reduce the number of ELL not making satisfactory progress by 10%
2012 Current Level of Performance:	2013 Expected Level of Performance:
80% (20) not making satisfactory progress in reading	70% (18) not making satisfactory progress

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
	Lack of teacher experience in planning together.	Use of PLC to develop effective lessons.	Administrators	Classroom observations, lesson plan assessment and PLC monitoring.	Student achievement on formative and

1					summative assessments, including benchmarks and FCAT.
2	Lack of expertise in developing assessments, both formative and summative.	Use of PLC to develop effective and appropriate common formative and summative assessments, including baseline, learning slips and end of unit.	Administrators	Student results on assessments in addition to the alignment of lessons to assessment data.	Assessment data from developed assessments along with District and State assessments.
3	Students' lack of language acquisition	Language Arts taught by the ESOL teacher – providing more opportunities for students to learn and use English	Administration ESOL lead teacher	Review lesson plans and conduct classroom walkthroughs	Students show proficiency on the Comprehensive English Language Learning Assessment
4	Limited knowledge of implications of FAIR results	Professional Development focused on utilizing FAIR reports/data	Administrators Ms. Milita Reading PLC	Monitoring of lesson plans and data meetings	FAIR data
5	Lack of variety and amount of reading by students	Increase amount of time spent on wide variety of reading during the academic day	Teachers Administrators	Common progress monitoring tool	Completion of minimum 25 books read

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	SWD sub-group will have a 10% reduction in non-proficient students
2012 Current Level of Performance:	2013 Expected Level of Performance:
64%(101) SWD not making satisfactory progress in reading	54%(85) SWD not making satisfactory progress 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	Lack of teacher experience in planning together.	Use of PLC to develop effective lessons.	Administrators	Classroom observations, lesson plan assessment and PLC monitoring.	Student achievement on formative and summative assessments, including benchmarks and FCAT.
2	Lack of expertise in developing assessments, both formative and summative.	Use of PLC to develop effective and appropriate common formative and summative assessments, including baseline, learning slips and end of unit.	Administrators	Student results on assessments in addition to the alignment of lessons to assessment data.	Assessment data from developed assessments along with District and State assessments.
3	Lack of knowledge of ESE strategies and accommodations and consistency with using the strategies in each content area classroom	Plan for incorporating reading and writing instruction in all classes using Cornell Notes, Frayer Model for Vocabulary and Question-Answer-Relationships	Administration	Professional Development follow up activities and lesson plans that reflect the use of reading strategies within lessons	Review lesson plans and classroom walkthroughs
	Students' limited	Utilize vocabulary building	Administration	Professional Development	Formative Progress

4	background knowledge and lack of vocabulary	strategies along with increased reading across the curriculum	Classroom Teachers	follow up activities and lesson plans that reflect the use of reading strategies within lessons	monitoring data results
5	Limited knowledge of implications of FAIR results	Professional Development focused on utilizing FAIR reports/data	Administrators Ms. Milita Reading PLC	Monitoring of lesson plans and data meetings	FAIR data
6	Lack of variety and amount of reading by students	Increase amount of time spent on wide variety of reading during the academic day	Teachers Administrators	Common progress monitoring tool	Completion of minimum 25 books read

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:

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The Economically Disadvantaged sub-group will have a 10% reduction in non-proficient students
2012 Current Level of Performance:	2013 Expected Level of Performance:
51% (289)	45%(255)

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 teacher experience in planning together.	Use of PLC to develop effective lessons.	Administrators	Classroom observations, lesson plan assessment and PLC monitoring.	Student achievement on formative and summative assessments, including benchmarks and FCAT.
2	Lack of expertise in developing assessments, both formative and summative.	Use of PLC to develop effective and appropriate common formative and summative assessments, including baseline, learning slips and end of unit.	Administrators	Student results on assessments in addition to the alignment of lessons to assessment data.	Assessment data from developed assessments along with District and State assessments.
3	Lack of effective reading strategies to accompany the use of graphic organizers	Increase all teachers' understanding of reading strategies and how to incorporate reading strategies within lessons.	Administration Classroom Teachers	Professional Development follow up activities and lesson plans that reflect the use of effective reading strategies within lessons	Classroom Walkthroughs and student data reflecting proficiency on reading progress monitoring measures
4	Students' limited background knowledge	All teachers implement CRISS strategies within lessons to reinforce student schema	Administration Classroom Teachers	Professional Development follow up activities and lesson plans that reflect the use of CRISS strategies within lessons	Formative Progress monitoring data results
5	Limited knowledge of implications of FAIR results	Professional Development focused on utilizing FAIR reports/data	Administrators Ms. Milita Reading PLC	Monitoring of lesson plans and data meetings	FAIR data
6	Lack of variety and amount of reading by students	Increase amount of time spent on wide variety of reading during the academic day	Teachers Administrators	Common progress monitoring tool	Completion of minimum 25 books read

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Monthly planning meetings by discipline	6-8 ELA and Reading	Administrator, PLC Leader	6-8 ELA and Reading	Monthly basis	PLC meeting notes	Admin, Core Teachers
Weekly/Bi-weekly PLC in subject area	6-8 ELA and Reading, SS, Sci. and Electives	Administrator, PLC Leader	PLC groups- 6-8 ELA and Reading, SS, Sci. and Electives	Weekly/Bi-weekly from August to May	PLC meeting notes	Admin, Teachers
Weekly team planning meetings	6-8 ELA and Reading, SS, Sci. and Electives	Administrator, Team Leader	PLC groups- 6-8 ELA and Reading, SS, Sci. and Electives	Weekly from August to May	Planning meeting notes	AP, Team Leaders, Teachers
District PLC meetings provide training	6-8 ELA	District Coach	PLC groups-ELA	Monthly basis	PLC meeting notes, PLC Agenda	District based, AP, Teachers
Content Area Reading Training: CAR-PD	Content Area Teachers	District and school based training	School-wide participation in various content-area reading initiatives	Monthly on-site PLC focus	Teacher completion of training courses and practicum, PLC Agendas for SS and Electives	Admin, Core Teachers
AVID training	All	AVID coordinator AVID trainers District Trainers	All	Summer October On-going through the school year	Teacher observation Lesson plans	Administrators

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Wordly Wise	Vocabulary books	1000	\$5,000.00
AVID	AVID summer Training	District	\$7,000.00
			Subtotal: \$12,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Technology Carts - 5	Carts with projector, DVD, speakers, document camera.	10000 and SIP funds	\$20,000.00
			Subtotal: \$20,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
TDE - funds for substitutes	TDE - for teacher training	10000	\$6,000.00
			Subtotal: \$6,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$38,000.00

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking. CELLA Goal # 1:			70% (17)		
2012 Current Percent of Students Proficient in listening/speaking:					
46% (11)					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Language barriers due to home language other than English	Analyze root words, prefixes and suffixes to determine meaning	Administration Core teachers	PLC meetings to analyze effective lesson strategies	FAIR assessment and reports Benchmark testing
2	Language barriers due to home language other than English	Rigorous instruction using Cornell Notes and T.H.I.E.V.E.S. graphic organizer	Administration Core teachers	PLC meetings to analyze effective lesson strategies	FAIR assessment and reports Benchmark testing

Students read in English at grade level text in a manner similar to non-ELL students.					
2. Students scoring proficient in reading. CELLA Goal # 2:			40%(10) Scoring proficient in reading		
2012 Current Percent of Students Proficient in reading:					
20% (5)					
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	Previous education or limited education and literacy in heritage language	Utilize vocabulary strategies to enhance vocabulary in all content areas. Analyze root words, prefixes and suffixes to determine meaning	Administration CORE teachers	PLC meeting to analyze effective lesson strategies	Benchmark testing Common assessments with subject area
2	Access to experiences that may provide background knowledge	Utilize graphic organizers to help build background knowledge.	CORE teachers Administrators	PLC meeting to analyze effective lesson strategies	FAIR assessment and reports

Students write in English at grade level in a manner similar to non-ELL students.

3. Students scoring proficient in writing. CELLA Goal #3:		NOT APPLICABLE Population size not sufficient		
2012 Current Percent of Students Proficient in writing:				
NOT APPLICABLE Population size not sufficient				
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				

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Wordly Wise books	Vocabulary books for 6th grade	School	\$2,000.00
			Subtotal: \$2,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$2,000.00

Middle School 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:

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	60% of students will achieve a proficient score of 3 or better. At least 35% will score at least a 3.
2012 Current Level of Performance:	2013 Expected Level of Performance:
32%(416)	35%(452)

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 teacher experience in planning together.	Use of PLC to develop effective lessons and analyze assessment data.	Administrators	Classroom observations, lesson plan assessment and PLC monitoring.	Student achievement on formative and summative assessments, including LSA's, benchmarks and FCAT.
2	Lack of expertise in developing assessments, both formative and summative.	Use of PLC to develop effective and appropriate common formative and summative assessments, including baseline, learning slips and end of unit.	Administrators	Student results on assessments in addition to the alignment of lessons to assessment data.	Assessment data from developed assessments along with District and State assessments.
3	Teaching the strategies with fidelity or quality of instruction Student Motivation/Initiative (Students don't follow through with studying and sometimes, completing the Cornell Notes)	Cornell Notes is one of the most productive instructional strategies that students can use to improve their learning. The school wide implementation of Cornell Notes aid students with organizing information in a logical format determining what the text says explicitly citing specific textual evidence when writing to support conclusions drawn from the text ?determining central ideas summarizing the key supporting details and ideas writing skills in that students are required convey complex ideas and information clearly through the use of summaries developing higher-level inquiry skills	Administrators, AVID Elective Teacher/Coordinator, AVID Site Team, Teachers	Frequent monitoring by administrator for use of AVID strategies in the all classrooms Frequent student binder checks by teachers for Cornell Notes and other AVID Strategies PLC Collaboration for school wide implementation of AVID Strategies in all subject areas Frequent monitoring of student performance through data assessed in PLCs	Common Assessments through the use of PLCs Formative and Summative Assessments on content for which strategies were used
	In-school remediation opportunities for	Level 1 and level 2 students in 6th, 7th and	Administration Intensive Math	Frequent progress monitoring of student	On-going progress monitoring

4	students scoring Level 1 or 2 in math	8th grade will take Intensive Math	Teachers	progress that show gains in deficient benchmarks	assessments Classroom Observations
5	Lack of in-depth instruction covering benchmarks in which students are deficient	6th grade Math teachers will participate in the District Math PLC	Administration 6th grade Math Teachers	Monthly district team PLC meeting to review data and align lessons to provide effective instruction	Formative assessment data Classroom observations Lesson Plans

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	Goal 1b: 50% of students scoring at Levels 4, 5, and 6 in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
46 % (12)	50% (13)

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 teacher experience in planning in Unique curriculum.	Use of PLC to develop effective lessons and participation in district training.	Administrator	Classroom observations and monitoring of lesson plans and PLC.	Student achievement on formative and summative assessments.
2	Lack of expertise in developing assessments for use in future planning.	Use of PLC to develop appropriate assessments and analyze data.	Administrator	Alignment of lessons to assessment data.	Data from developed 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:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	25% of students will achieve at a Levels 4 or 5
2012 Current Level of Performance:	2013 Expected Level of Performance:
23%(296)	25%(325)

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 expertise in developing assessments, both formative and summative.	Use of PLC to develop effective and appropriate common formative and summative assessments, including baseline, learning slips and end of unit.	Administrators	Student results on assessments in addition to the alignment of lessons to assessment data.	Assessment data from developed assessments along with District and State assessments.
	Lack of teacher experience in planning together.	Use of PLC to develop effective lessons and analyze assessment	Administrators	Classroom observations, lesson plan assessment and PLC monitoring.	Student achievement on formative and

2		data.			summative assessments, including LSA's, benchmarks and FCAT.
3	Teaching the strategies with fidelity or quality of instruction Student Motivation/Initiative (Students don't follow through with studying and sometimes, completing the Cornell Notes)	Cornell Notes is one of the most productive instructional strategies that students can use to improve their learning. The school wide implementation of Cornell Notes aid students with organizing information in a logical format determining what the text says explicitly citing specific textual evidence when writing to support conclusions drawn from the text ?determining central ideas summarizing the key supporting details and ideas writing skills in that students are required convey complex ideas and information clearly through the use of summaries developing higher-level inquiry skills	Administrators, AVID Elective Teacher/Coordinator, AVID Site Team, Teachers	Frequent monitoring by administrator for use of AVID strategies in the all classrooms Frequent student binder checks by teachers for Cornell Notes and other AVID Strategies PLC Collaboration for school wide implementation of AVID Strategies in all subject areas Frequent monitoring of student performance through data assessed in PLCs	Common Assessments through the use of PLCs Formative and Summative Assessments on content for which strategies were used
4	Lack of ongoing formative assessments to guide instruction	Teachers will develop common assessments using the Pearson Lime Light software	Principal 6th grade Math Teachers	Review assessment design to ensure necessary benchmarks are covered and questions are at the appropriate cognitive complexity	Review assessment within the Pearson Instructional Software Results from common assessments
5	Lack of student engagement	Use Compass Odyssey and GIZMOs to increase student engagement	Principal Teachers	Review usage reports for Compass Odyssey and GIZMOs	Compass Odyssey and GIZMOs reports
6	Level 3 students not moving to Level 4	Provide Intensive Math for Level 3 students and place all Level 3 students in Advanced Maht	Principal APC	Monitor student success in advanced courses	Student performance in course and on State Assessment

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:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	35% of students scoring at or above Achievement Level 7 in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (8)	35% (9)

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1	Lack of expertise in developing assessments for use in future planning.	Use of PLC to develop appropriate assessments and analyze data.	Administrator	Alignment of lessons to assessment data.	Data from developed assessments.
2	Lack of teacher experience in planning in Unique curriculum.	Use of PLC to develop effective lessons and participation in district training.	Administrator	Classroom observations and monitoring of lesson plans and PLC.	Student achievement on formative and summative 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:

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	70% of students achieving learning gains in math
2012 Current Level of Performance:	2013 Expected Level of Performance:
67%(871)	70%(910)

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 teacher experience in planning together.	Use of PLC to develop effective lessons.	Administrators	Classroom observations, lesson plan assessment and PLC monitoring.	Student achievement on formative and summative assessments, including benchmarks and FCAT.
2	Lack of expertise in developing assessments, both formative and summative.	Use of PLC to develop effective and appropriate common formative and summative assessments, including baseline, learning slips and end of unit.	Administrators	Student results on assessments in addition to the alignment of lessons to assessment data.	Assessment data from developed assessments along with District and State assessments.
3	Limited use of data to inform instruction	Frequent progress monitoring with a timeline for weekly grade level/ content team PLC to review data	Administration PLC team members	The Problem-solving Model and ongoing progress monitoring be utilized to identify students in need of RtI Tier 3 intensive intervention	Review Lesson Plans for differentiation that assists students who lack proficiency classroom observations common 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:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	77% of students making learning gains in math
2012 Current Level of Performance:	2013 Expected Level of Performance:
69% (18)	77% (20)

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 teacher experience in planning in Unique curriculum.	Use of PLC to develop effective lessons and participation in district training	Administrator	Classroom observations and monitoring of lesson plans and PLC	Student achievement on formative and summative assessments
2	Lack of expertise in developing assessments for use in future planning	Use of PLC to develop appropriate assessments and analyze data	Administrator	Alignment of lessons to assessment data	Data from developed 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:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	70% of students in the lowest 25th percentile will make gains in math
2012 Current Level of Performance:	2013 Expected Level of Performance:
66%(214)	70%(228)

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 teacher experience in planning together.	Use of PLC to develop effective lessons.	Administrators	Classroom observations, lesson plan assessment and PLC monitoring.	Student achievement on formative and summative assessments, including benchmarks and FCAT.
2	Lack of expertise in developing assessments, both formative and summative.	Use of PLC to develop effective and appropriate common formative and summative assessments, including baseline, learning slips and end of unit.	Administrators	Student results on assessments in addition to the alignment of lessons to assessment data.	Assessment data from developed assessments along with District and State assessments.
3	Limited additional assistance for students lacking proficiency in regular math classes	Intervention referral via assessment monitoring tool for extended assistance within an in-school tutoring program	Administration 6th grade Math Teachers	Have tutoring volunteers that provide weekly assistance keep a progress chart of student improvement using data from assessment system	Formative assessment data within Pearson system
4	Students have limited knowledge of foundational math concepts needed to perform higher functions	Enroll all students that scored a level 1 or 2 on FCAT math into Intensive Math	Administration	Formative assessment scores and student portfolios that show demonstration of mastery of the standards	Classroom observations and progress monitoring assessment data
5	Students that Level 1 or 2 have deficits in mathematics.	Provide Intensive Math course for all Level 1 and 2 students.	Principal APC	Student success in mathematics courses.	Student achievement on LSA's and FCAT.

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Middle School Mathematics Goal # 5A : <input type="text"/>				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	Ethnicity sub-groups will have a 10% reduction in non-proficient students
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 37%(189) Black: 61%(297) Asian: 17%(16) Hispanic: 38% (43)- not making satisfactory progress.	White: 33%(167) Black: 55%(268) Asian: 15%(14) Hispanic: 34%(39)

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 teacher experience in planning together.	Use of PLC to develop effective lessons.	Administrators	Classroom observations, lesson plan assessment and PLC monitoring.	Student achievement on formative and summative assessments, including benchmarks and FCAT.
2	Lack of expertise in developing assessments, both formative and summative.	Use of PLC to develop effective and appropriate common formative and summative assessments, including baseline, learning slips and end of unit.	Administrators	Student results on assessments in addition to the alignment of lessons to assessment data.	Assessment data from developed assessments along with District and State assessments.
3	Students that Level 1 or 2 have deficits in mathematics.	Provide Intensive Math course for all Level 1 and 2 students.	Principal APC	Student success in mathematics courses.	Student achievement on LSA's and 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:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	NOT APPLICABLE Population size not sufficient
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of teacher experience in planning together.	Use of PLC to develop effective lessons.	Administrators	Classroom observations, lesson plan assessment and PLC monitoring.	Student achievement on formative and summative assessments, including benchmarks and FCAT.
2	Lack of expertise in developing assessments, both formative and summative.	Use of PLC to develop effective and appropriate common formative and summative assessments, including baseline, learning slips and end of unit.	Administrators	Student results on assessments in addition to the alignment of lessons to assessment data.	Assessment data from developed assessments along with District and State assessments.
3	Students' lack of language acquisition	Language Arts taught by the ESOL teacher – providing more opportunities for students to learn and use English	Administration ESOL lead teacher	Review lesson plans and conduct classroom walkthroughs	Students show proficiency on the Comprehensive English Language Learning Assessment

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	The SWD sub-group will have a 10% reduction in non-proficient students
2012 Current Level of Performance:	2013 Expected Level of Performance:
62%(104)- not making satisfactory progress.	56%(93)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of teacher experience in planning together.	Use of PLC to develop effective lessons.	Administrators	Classroom observations, lesson plan assessment and PLC monitoring.	Student achievement on formative and summative assessments, including benchmarks and FCAT.
2	Lack of expertise in developing assessments, both formative and summative.	Use of PLC to develop effective and appropriate common formative and summative assessments, including baseline, learning slips and end of unit.	Administrators	Student results on assessments in addition to the alignment of lessons to assessment data.	Assessment data from developed assessments along with District and State assessments.
3	Lack of in-depth instruction covering benchmarks in which students are deficient	6th grade Math teachers will participate in the District Math PLC	Administration 6th grade Math Teachers	Monthly district team PLC meeting to review data and align lessons to provide effective instruction	Formative assessment 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:

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:		Economically Disadvantaged sub-group will have a 10% reduction in non-proficient students			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
56%(355)- not making satisfactory progress		51%(323)			
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 teacher experience in planning together.	Use of PLC to develop effective lessons.	Administrators	Classroom observations, lesson plan assessment and PLC monitoring.	Student achievement on formative and summative assessments, including benchmarks and FCAT.
2	Lack of expertise in developing assessments, both formative and summative.	Use of PLC to develop effective and appropriate common formative and summative assessments, including baseline, learning slips and end of unit.	Administrators	Student results on assessments in addition to the alignment of lessons to assessment data.	Assessment data from developed assessments along with District and State assessments.
3	Lack of consistent administration of school wide assessments to determine trends in student proficiency	There will be regular monitoring of student progress through benchmarks, PMAs, and class assessments via Inform software	Administration 6th grade Math Teachers	Review assessment data to find trends in deficient areas and teachers plans for remediation	Check assessment calendar, reports and teacher lesson plans

End of Middle School Mathematics Goals

Algebra End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:		70% (240) of students taking the Algebra EOC will score at Achievement Level 3 or above			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
57% (196)		50% (172) will score at Level 3			
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
	Lack of expertise in developing assessments, both formative and	Use of PLC to develop effective and appropriate common formative and	Administrators	Student results on assessments in addition to the alignment of	Assessment data from developed assessments along

1	summative.	summative assessments, including baseline, learning slips and end of unit.		lessons to assessment data.	with District and State assessments.
2	Lack of teacher experience in planning together.	Use of PLC to develop effective lessons and analyze assessment data.	Administrators	Classroom observations, lesson plan assessment and PLC monitoring.	Student achievement on formative and summative assessments.
3	Teaching the strategies with fidelity or quality of instruction Student Motivation/Initiative (Students don't follow through with studying and sometimes, completing the Cornell Notes)	Cornell Notes is one of the most productive instructional strategies that students can use to improve their learning. The school wide implementation of Cornell Notes aid students with organizing information in a logical format determining what the text says explicitly citing specific textual evidence when writing to support conclusions drawn from the text ?determining central ideas summarizing the key supporting details and ideas writing skills in that students are required convey complex ideas and information clearly through the use of summaries developing higher-level inquiry skills	Administrators, AVID Elective Teacher/Coordinator, AVID Site Team, Teachers	Frequent monitoring by administrator for use of AVID strategies in the all classrooms Frequent student binder checks by teachers for Cornell Notes and other AVID Strategies PLC Collaboration for school wide implementation of AVID Strategies in all subject areas Frequent monitoring of student performance through data assessed in PLCs	Common Assessments through the use of PLCs Formative and Summative Assessments on content for which strategies were used

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

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	20% (69) of the students taking the Algebra EOC will score at or above Achievement Level 4
2012 Current Level of Performance:	2013 Expected Level of Performance:
14% (48)	20% (69)

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 expertise in developing assessments, both formative and summative.	Use of PLC to develop effective and appropriate common formative and summative assessments, including baseline, learning slips and end of unit.	Administrators	Student results on assessments in addition to the alignment of lessons to assessment data.	Assessment data from developed assessments along with District and State assessments.
2	Lack of teacher experience in planning together.	Use of PLC to develop effective lessons and analyze assessment data.	Administrators	Classroom observations, lesson plan assessment and PLC monitoring.	Student achievement on formative and summative assessments.
	Teaching the strategies	Cornell Notes is one of	Administrators, AVID	Frequent monitoring by	Common

3	with fidelity or quality of instruction Student Motivation/Initiative (Students don't follow through with studying and sometimes, completing the Cornell Notes)	the most productive instructional strategies that students can use to improve their learning. The school wide implementation of Cornell Notes aid students with organizing information in a logical format determining what the text says explicitly citing specific textual evidence when writing to support conclusions drawn from the text ?determining central ideas summarizing the key supporting details and ideas writing skills in that students are required convey complex ideas and information clearly through the use of summaries developing higher-level inquiry skills	Elective Teacher/Coordinator, AVID Site Team, Teachers	administrator for use of AVID strategies in the all classrooms Frequent student binder checks by teachers for Cornell Notes and other AVID Strategies PLC Collaboration for school wide implementation of AVID Strategies in all subject areas Frequent monitoring of student performance through data assessed in PLCs	Assessments through the use of PLCs Formative and Summative Assessments on content for which strategies were used
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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Algebra Goal # 3A : <input type="text"/>					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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:

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. Algebra Goal #3B:	Reduce by 10% the student not making satisfactory progress in each ethnic subgroup				
2012 Current Level of Performance:	2013 Expected Level of Performance:				
White 38% (36); Black 51% (27); Hispanic 59% (13); Asian 25%(4) not making satisfactory progress	White 34% (32); Black 46% (24); Hispanic 53% (12); Asian 22%(3) not making satisfactory progress				
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 in Algebra needing additional support to be successful	Place Level 3 students in Intensified Algebra, in addition to Algebra course	Math Teacher Administrator	Course progress Algebra LSA's	Algebra EOC

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

of improvement for the following subgroup:

3C. English Language Learners (ELL) not making satisfactory progress in Algebra. Algebra Goal #3C:	NOT APPLICABLE Population size not sufficient
2012 Current Level of Performance:	2013 Expected Level of Performance:
NOT APPLICABLE Population size not sufficient	NOT APPLICABLE Population size not sufficient

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:

3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra. Algebra Goal #3D:	NOT APPLICABLE Population size not sufficient
2012 Current Level of Performance:	2013 Expected Level of Performance:
NOT APPLICABLE Population size not sufficient	NOT APPLICABLE Population size not sufficient

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:

3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:	Reduce by 10% the number of Economically Disadvantaged students not making satisfactory progress in Algebra
2012 Current Level of Performance:	2013 Expected Level of Performance:
51% (42) of Economically Disadvantaged students are not making satisfactory progress in Algebra	46% (38)

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	Student in Algebra needing additional support to be successful	Place Level 3 students in Intensified Algebra, in addition to Algebra course	Math Teacher Administrator	Course progress Algebra LSA's	Algebra EOC

End of Algebra EOC Goals

Geometry End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:	100% (38) of students will score at Achievement Level 3 or above on the Geometry EOC
2012 Current Level of Performance:	2013 Expected Level of Performance:
5% (2)	5% (2)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of teacher experience in planning together.	Use of PLC to develop effective lessons and analyze assessment data.	Administrators	Classroom observations, lesson plan assessment and PLC monitoring.	Student achievement on formative and summative assessments.

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

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	95% (36) of students will score at Achievement Level 4 or above
2012 Current Level of Performance:	2013 Expected Level of Performance:
95% (36)	95% (36)

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 expertise in developing assessments, both formative and summative.	Use of PLC to develop effective and appropriate common formative and summative assessments, including baseline, learning slips	Administrators	Student results on assessments in addition to the alignment of lessons to assessment data.	Assessment data from developed assessments along with District and State assessments.

		and end of unit.			
2	Lack of teacher experience in planning together.	Use of PLC to develop effective lessons and analyze assessment data.	Administrators	Classroom observations, lesson plan assessment and PLC monitoring.	Student achievement on formative and summative assessments.

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Geometry Goal #			
		3A : <input type="text"/>			
Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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:

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry. Geometry Goal #3B:	Maintain 0% (0) students not making satisfactory progress
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0) not making satisfactory progress	0% (0) not making satisfactory progress

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:

3C. English Language Learners (ELL) not making satisfactory progress in Geometry. Geometry Goal #3C:	NOT APPLICABLE Population size not sufficient
2012 Current Level of Performance:	2013 Expected Level of Performance:
NOT APPLICABLE Population size not sufficient	NOT APPLICABLE Population size not sufficient

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:

3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry. Geometry Goal #3D:	0% (0) not making satisfactory progress
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0) not making satisfactory progress	0% (0) not making satisfactory progress

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:

3E. Economically Disadvantaged students not making satisfactory progress in Geometry. Geometry Goal #3E:	0% (0) not making satisfactory progress
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0) not making satisfactory progress	0% (0) not making satisfactory progress

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				

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
6th Grade PLC	6th Grade Math	District trainers	6th grade math teachers	Quarterly	Lesson Plans	Administrators
Agile Minds training	6th Grade	District trainers UT trainers	6th math	Quarterly	Classroom observations	Administrators
6th, 7th and 8th Grade PLC	6/7/8 Math	In-school support	6/7/8 math teachers	Weekly	Lesson Plans LSA's Classroom observations	Administrators
Agile Minds Algebra training	8th Grade Algebra	District trainers UT trainers	8th Grade Algebra teacher	Quarterly	Classroom observations	Administrators
AVID training	All	AVID coordinator AVID trainers District Trainers	All	Summer October On-going through the school year	Teacher observation Lesson plans	Administrators

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Agile Minds	Agile Minds curriculum - text material and on-line	District	\$10,000.00
			Subtotal: \$10,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Technology carts	Projector, document camera, DVD, and sound	School	\$13,500.00
Laptop carts	Laptops (25) for class use	District	\$20,000.00
			Subtotal: \$33,500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Agile Minds training	Training in the Agile Minds curriculum	District	\$10,000.00
TDE for substitutes	Substitutes for class coverage	School	\$4,000.00
			Subtotal: \$14,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$57,500.00

End of Mathematics Goals

Elementary and Middle School 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:

1a. FCAT2.0: Students scoring at Achievement Level 3 in science.

60% of students will achieve a proficient score of 3 or

Science Goal #1a:	better with 45% at level 3
2012 Current Level of Performance:	2013 Expected Level of Performance:
34%(150)	45%(197)

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 teacher experience in planning together.	Use of PLC to develop effective lessons and analyze assessment data.	Administrators	Classroom observations, lesson plan assessment and PLC monitoring.	Student achievement on formative and summative assessments, including LSA's, benchmarks and FCAT.
2	Lack of expertise in developing assessments, both formative and summative.	Use of PLC to develop effective and appropriate common formative and summative assessments, including baseline, learning slips and end of unit.	Administrators	Student results on assessments in addition to the alignment of lessons to assessment data.	Assessment data from developed assessments along with District and State assessments.
3	Teaching the strategies with fidelity or quality of instruction Student Motivation/Initiative (Students don't follow through with studying and sometimes, completing the Cornell Notes)	Cornell Notes is one of the most productive instructional strategies that students can use to improve their learning. The school wide implementation of Cornell Notes aid students with organizing information in a logical format determining what the text says explicitly citing specific textual evidence when writing to support conclusions drawn from the text ?determining central ideas summarizing the key supporting details and ideas writing skills in that students are required convey complex ideas and information clearly through the use of summaries developing higher-level inquiry skills	Administrators, AVID Elective Teacher/Coordinator, AVID Site Team, Teachers	Frequent monitoring by administrator for use of AVID strategies in the all classrooms Frequent student binder checks by teachers for Cornell Notes and other AVID Strategies PLC Collaboration for school wide implementation of AVID Strategies in all subject areas Frequent monitoring of student performance through data assessed in PLCs	Common Assessments through the use of PLCs Formative and Summative Assessments on content for which strategies were used
4	Teaching the strategies with fidelity or quality of instruction Student Motivation/Initiative	Summarizing the Text is a strategy that can be used with Cornell Notes or with any text to: clarify information, gain a general idea of the topic, condensing lengthy passages to a condensed text, check for	Administrators, AVID Elective Teacher/Coordinator, AVID Site Team, Teachers	Frequent monitoring by administrator for use of AVID strategies in the all classrooms Frequent student binder checks by teachers for Cornell Notes and other AVID Strategies PLC Collaboration for	Common Assessments through the use of PLCs Formative and Summative Assessments on content for which strategies were used

		understanding, account for essential information, and promote further understanding of cause and effect relationships.		school wide implementation of AVID Strategies in all subject areas Frequent monitoring of student performance through data assessed in PLCs	
5	Standards not effectively covered in lesson development	Develop focus Lessons at each grade level to address Next Generation standards	Administration	Weekly review of lesson development and classroom observations of effective instructional practices where standards are incorporated	Regular review of teacher lesson plans within Oncourse and Classroom Walkthroughs

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	43% of students scoring at Levels 4, 5, and 6 in science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
55 % (6)	43% (3)

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 teacher experience in planning in Unique curriculum.	Use of PLC to develop effective lessons and participation in district training.	Administrator	Classroom observations and monitoring of lesson plans and PLC.	Student achievement on formative and summative assessments.
2	Content not effectively covered in lesson development.	Develop focus lessons based on content assessed on FAA.	Administration	Lesson plan monitoring	Classroom observation

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:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	15% of students achieving at Levels 4-5
2012 Current Level of Performance:	2013 Expected Level of Performance:
13%(57)	15%(66)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Lack of expertise in developing	Use of PLC to develop effective and	Administrators	Student results on assessments in	Assessment data from

1	assessments, both formative and summative.	appropriate common formative and summative assessments, including baseline, learning slips and end of unit.		addition to the alignment of lessons to assessment data.	developed assessments along with District and State assessments.
2	Lack of teacher experience in planning together.	Use of PLC to develop effective lessons and analyze assessment data.	Administrators	Classroom observations, lesson plan assessment and PLC monitoring.	Student achievement on formative and summative assessments, including LSA's, benchmarks and FCAT.
3	Teaching the strategies with fidelity or quality of instruction Student Motivation/Initiative (Students don't follow through with studying and sometimes, completing the Cornell Notes)	Cornell Notes is one of the most productive instructional strategies that students can use to improve their learning. The school wide implementation of Cornell Notes aid students with organizing information in a logical format determining what the text says explicitly citing specific textual evidence when writing to support conclusions drawn from the text ?determining central ideas summarizing the key supporting details and ideas writing skills in that students are required convey complex ideas and information clearly through the use of summaries developing higher-level inquiry skills	Administrators, AVID Elective Teacher/Coordinator, AVID Site Team, Teachers	Frequent monitoring by administrator for use of AVID strategies in the all classrooms Frequent student binder checks by teachers for Cornell Notes and other AVID Strategies PLC Collaboration for school wide implementation of AVID Strategies in all subject areas Frequent monitoring of student performance through data assessed in PLCs	Common Assessments through the use of PLCs Formative and Summative Assessments on content for which strategies were used
4	Teaching the strategies with fidelity or quality of instruction Student Motivation/Initiative (Students don't follow through with studying and sometimes, completing the Cornell Notes)	Summarizing the Text is a strategy that can be used with Cornell Notes or with any text to: clarify information, gain a general idea of the topic, condensing lengthy passages to a condensed text, check for understanding, account for essential information, and promote further understanding of cause and effect relationships.	Administrators, AVID Elective Teacher/Coordinator, AVID Site Team, Teachers	Frequent monitoring by administrator for use of AVID strategies in the all classrooms Frequent student binder checks by teachers for Cornell Notes and other AVID Strategies PLC Collaboration for school wide implementation of AVID Strategies in all subject areas Frequent monitoring of student performance through data assessed in PLCs	Common Assessments through the use of PLCs Formative and Summative Assessments on content for which strategies were used
5	Lack of rigor in student activities and class assignments	Connect activities to content through posting and discussing student created data to observe trends and patterns	Administration Science PLC leads	Frequent progress monitoring and data collection of student work samples	Results from formative assessment data, classroom observations
6	Limited data from student work samples that has student reflection of their metacognitive process	Students write reflectively by using higher order thinking Webbs DOK to script and scaffold questions	Administration	Review student work samples during weekly PLC data review	Classroom Observations, common assessments

		throughout the lessons			
7	Lack of collaborative planning with adherence to Next Generation standards	Collaboratively plan lessons using district provided learning schedules with fidelity and use the FLDOE Items Specifications	Administration	Weekly PLC meetings to review data	Formative assessment results, classroom observations

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:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	57% of students scoring at or above Achievement Level 7 in science.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
45% (5)	57% (4 out of 7)

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	Content not effectively covered in lesson development.	Develop focus lessons based on content assessed on FAA.	Administration	Lesson plan monitoring	Classroom observation
2	Lack of teacher experience in planning in Unique curriculum.	Use of PLC to develop effective lessons and participation in district training.	Administrator	Classroom observations and monitoring of lesson plans and PLC.	Student achievement on formative and summative assessments.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Software for recovery	All science	Multiple Pathway personnel	All science teachers	October	Recovery rate of students	Administrator
Unpacking standards and understanding level of questions	All science	District coach	All science teachers	October	Lesson plans Classroom observation	Administrator
Develop focus lessons	All science	Administrator	All science teachers	November	Lesson plans	Administrator
AVID training	All	AVID coordinator AVID trainers District Trainers	All	Summer October On-going through the school year	Teacher observation Lesson plans	Administrators

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Science supplies	Supplies and equipment for labs	School	\$2,500.00
			Subtotal: \$2,500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Projector carts	Cart with projector, document camera and DVD	School / School Improvement Funds	\$12,000.00
Computer carts	Laptop cart for assessments and use of Gizmo software	District	\$20,000.00
			Subtotal: \$32,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
TDE for training	Substitute coverage	School	\$3,000.00
			Subtotal: \$3,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$37,500.00

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing.		90% of students will score a 3 or above			
Writing Goal #1a:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
78%(339)		90%(391)			
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 school wide writing plan that address writing standards in 6th-8th grade	Develop writing strategies and practice time writing across all grade levels	ELA PLC	PLC meet bi-weekly to assess the effectiveness in focus lessons that are developed and revised to increase and maintain proficiency	Classroom Walkthroughs
2	Lack of consistent scoring method in each grade level	Utilize released scored papers to benchmark current writing	ELA PLC	PLCs meet to review district writing assessment results	Regular review of student writing portfolios

3	Teachers work in isolation when scoring and planning	Provide professional development time for ELA teachers to score papers and develop intervention lessons	ELA PLC	Weekly PLC meetings to review data and student work samples	District timed writing assessment results
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	100% of students scoring at Levels 4 or higher in writing.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (11)	100% (7)

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 student knowledge of sentence parts and vocabulary.	Exposure through pictures, videos and sight word practice.	Teacher, administrator	Classroom observations	Student achievement on formative assessments.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Scoring writing using FCAT 2.0 rubric	7th and 8th	District trainers	7th and 8th grade ELA	October	Classroom observation	Administrator

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Projector carts	Cart with projector, document camera, DVD and sound	School and School Improvement Funds	\$20,000.00
			Subtotal: \$20,000.00
Professional Development			

Strategy	Description of Resources	Funding Source	Available Amount
TDE	Substitutes for class coverage	School	\$2,000.00
			Subtotal: \$2,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$22,000.00

End of Writing Goals

Civics End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Civics. Civics Goal #1:	70% (280) of the students will score at or above Level 3 on the Civics EOC
2012 Current Level of Performance:	2013 Expected Level of Performance:
Test was not given in 2012	55% (220) of the students will score at Level 3 on the Civics 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	Lack of expertise in developing assessments, both formative and summative.	Use of PLC to develop effective and appropriate common formative and summative assessments, including baseline, learning slips and end of unit.	Administrators	Student results on assessments in addition to the alignment of lessons to assessment data.	Assessment data from developed assessments along with District and State assessments.
2	Lack of teacher experience in planning together.	Use of PLC to develop effective lessons and analyze assessment data.	Administrators	Classroom observations, lesson plan assessment and PLC monitoring.	Student achievement on formative and summative assessments.
3	Teaching the strategies with fidelity or quality of instruction Student Motivation/Initiative (Students don't follow through with studying and sometimes, completing the Cornell Notes)	Cornell Notes is one of the most productive instructional strategies that students can use to improve their learning. The school wide implementation of Cornell Notes aid students with organizing information in a logical format determining what the text says explicitly citing specific textual evidence when writing to support conclusions drawn from the text ?determining central ideas	Administrators, AVID Elective Teacher/Coordinator, AVID Site Team, Teachers	Frequent monitoring by administrator for use of AVID strategies in the all classrooms Frequent student binder checks by teachers for Cornell Notes and other AVID Strategies PLC Collaboration for school wide implementation of AVID Strategies in all subject areas Frequent monitoring of student performance through data assessed in PLCs	Common Assessments through the use of PLCs Formative and Summative Assessments on content for which strategies were used

		summarizing the key supporting details and ideas writing skills in that students are required convey complex ideas and information clearly through the use of summaries developing higher-level inquiry skills			
4	Teaching the strategies with fidelity or quality of instruction Student Motivation/Initiative	Summarizing the Text is a strategy that can be used with Cornell Notes or with any text to: clarify information, gain a general idea of the topic, condensing lengthy passages to a condensed text, check for understanding, account for essential information, and promote further understanding of cause and effect relationships.	Administrators, AVID Elective Teacher/Coordinator, AVID Site Team, Teachers	Frequent monitoring by administrator for use of AVID strategies in the all classrooms Frequent student binder checks by teachers for Cornell Notes and other AVID Strategies PLC Collaboration for school wide implementation of AVID Strategies in all subject areas Frequent monitoring of student performance through data assessed in PLCs	Common Assessments through the use of PLCs Formative and Summative Assessments on content for which strategies were used
5	Lack of practice with the Civics Curriculum	Use of PLC time to unpack standards and develop common learning goals	Administration	Student results on assessments in addition to the alignment of lessons to assessment data.	Assessment data from common assessments

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

2. Students scoring at or above Achievement Levels 4 and 5 in Civics. Civics Goal #2:	15% (60) of the students will at or above Level 4 on the Civics EOC
2012 Current Level of Performance:	2013 Expected Level of Performance:
Test was not given in 2012	15% (60) of the students will at or above Level 4 on the Civics 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	Lack of practice with the Civics Evaluation	Use of PLC time to analyze testing criteria to develop strategies to facilitate higher order thinking	Administration		Assessment data from common assessments

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Civics Content - unpacking the standards	Civics	District Facilitators	Civics Teachers	TDE - September	Classroom Observation	Administrators
Economics	Civics	Federal Reserve	Civics Teachers	TDE - October	Classroom Observation	Administrators
Civics assessment writing	Civics	Teacher Led	Civics	TDE - October/November	Classroom Observation & Assessments	Administrators

Civics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Multi-media materials to support curriculum	Videos and books	10000	\$2,000.00
			Subtotal: \$2,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Utilizing technology cart for presentation of Civics lessons. Use iCivics online activities	Tech cart includes document camera, projector, sound and DVD player.	School Improvement Fund	\$4,500.00
Utilize laptop carts for students to use iCivics online activities, web quest and learning activities.	25 laptop cart	Technology	\$25,000.00
			Subtotal: \$29,500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
TDE training time	Professional development days	10000 fund	\$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: \$32,500.00

End of Civics 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:	Maintain the attendance rate of 97% and reduce by 5% the number of excessively absent students and excessive tardies
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
97%	97%

2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)				
196	187				
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)				
20	19				
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	Tracking of student absences and tardiness	Increase monitoring through house administrator offices	Administrators	Analyze weekly attendance records to make sure proper tracking takes place	Attendance reports
2	Inaccurate parent/guardian information	Consistent parent follow up via parent portal and updating records for incorrect phone numbers	Administrators Foundations team	Review parent portal report of inaccurate numbers	Attendance reports

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Foundations training	All	District	Foundations committee	Bi-annual	Monitoring of attendance data	Principal

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
Tardy tracking equipment	Scanners and software	School	\$5,000.00
			Subtotal: \$5,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
TDE	Substitutes for coverage	School	\$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: \$6,000.00

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:		2% reduction of the suspension rate			
2012 Total Number of In-School Suspensions		2013 Expected Number of In-School Suspensions			
1135		1112			
2012 Total Number of Students Suspended In-School		2013 Expected Number of Students Suspended In-School			
434		425			
2012 Number of Out-of-School Suspensions		2013 Expected Number of Out-of-School Suspensions			
12		12			
2012 Total Number of Students Suspended Out-of-School		2013 Expected Number of Students Suspended Out-of-School			
12		12			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of consistent behavior expectations school-wide	Implement school wide use of CHAMPS behavior management program	Administration	Discipline data	SESIR rate
2	Lack of tracking school wide behavior problem areas and no consistent plan for change	Implement school – wide use of Foundations	Administration	Monitor hall traffic patterns and cafeteria management	Discipline data and SESIR rate

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
CHAMPS training	All grades and subjects	District Trainers Administrators	School-wide	On-going Each semester for selected participants	Classroom observations	Administrators
Foundations training	All	District Trainers	Foundations Team	Each Semester	Foundations Team monitoring Administrators monitoring discipline	Administrators Foundation Team

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
CHAMPS	CHAMPS books	School	\$1,500.00
			Subtotal: \$1,500.00
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
TDE for substitutes	Substitutes to cover classes for training	School	\$2,000.00
			Subtotal: \$2,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$3,500.00

End of Suspension 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>	Increase parental involvement in school related activities by 5%
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
5% (67)	10 %(137)

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	Limited communication of school related activity participation opportunities	Use parent link and school newsletter to increase parent communication for involvement of school activities	Administrators	Provide sign in sheets for school related activities that require parental involvement	Review attendance logs
2	Limited opportunities for parents to interact with school	Increase number of parent nights and other opportunities for involvement	Administrators	Attendance at events	Attendance – sign-in sheets
3	Parents not feeling welcome to come into school.	Expand Parent PLC	Administrators Ms. Harla	Attendance to Friday morning meetings	Attendance sign in sheets
4	Building connections with parents	AVID Nights for parents of AVID students	Administrators Mrs. Schuppert	Attendance at AVID nights	Attendance sign in sheets

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
AVID Training	All	AVID trainers AVID teacher	All teachers	On-going	Parent involvement	Administrator

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
AVID training	AVID summer training and monthly coordinator training	District	\$2,000.00
TDE for training	Substitute coverage	School	\$2,000.00
			Subtotal: \$4,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
AVID parent night	Food for meals	Donations / Fund raising	\$2,500.00
			Subtotal: \$2,500.00

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

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM STEM Goal #1:			Increase participation in Advanced Math and Science classes by 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	Students not in Advanced Math and Science classes	Other, enroll and support students in advanced courses	Principal APC	Enrollment in advanced classes	Student performance in advanced classes
2	Level 3 students struggle in Algebra	Provide Intensified Algebra for Level 3 math students	Principal APC	Student success in Algebra	Student success on Algebra EOC

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
AVID	All	AVID trainers AVID coordinator	All	On-going Summer training	Classroom observations Student performance	Administrators

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
AVID training	AVID training for teachers	District	\$3,000.00
			Subtotal: \$3,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
TDE	Substitutes for coverage	School	\$2,000.00

			Subtotal: \$2,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$5,000.00

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. CTE CTE Goal #1:			28%(360)of the student population participate in the Culinary or MSITA programs		
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	MicroSoft IT Academy is new this year. There will be a learning curve for the teacher.	Provide support at the school and district level.	Administrator District CTE	Classroom observation	MS certification
2	Culinary Program is new to the school making equipment a barrier	Provide funding and support at the school and district level.	Administrator District CTE	Classroom observation	Classroom observation

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Culinary curriculum training	6-8 Culinary	District	Culinary Teacher	Quarterly meetings	Classroom observation	Administrator
MSITA professional development	6-8 Business Applications	District	Business Teacher	Quarterly meetings	Classroom observation	Administrator

CTE Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Instructional material for MSITA	Appropriate instructional books or software	District CTE	\$5,000.00
Instructional material for Culinary program	Appropriate multimedia materials	District CTE	\$2,000.00

Subtotal: \$7,000.00

Technology

Strategy	Description of Resources	Funding Source	Available Amount
MSITA software	Software for MicroSoft Certification	District CTE	\$5,000.00

Subtotal: \$5,000.00

Professional Development

Strategy	Description of Resources	Funding Source	Available Amount
TDE for training	TDE for substitutes	School	\$1,000.00

Subtotal: \$1,000.00

Other

Strategy	Description of Resources	Funding Source	Available Amount
Culinary equipment	Utensils and equipment	District CTE	\$5,000.00

Subtotal: \$5,000.00

Grand Total: \$18,000.00

End of CTE Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Wordly Wise	Vocabulary books	1000	\$5,000.00
Reading	AVID	AVID summer Training	District	\$7,000.00
CELLA	Wordly Wise books	Vocabulary books for 6th grade	School	\$2,000.00
Mathematics	Agile Minds	Agile Minds curriculum - text material and on-line	District	\$10,000.00
Science	Science supplies	Supplies and equipment for labs	School	\$2,500.00
Civics	Multi-media materials to support curriculum	Videos and books	10000	\$2,000.00
Suspension	CHAMPs	CHAMPs books	School	\$1,500.00
STEM	AVID training	AVID training for teachers	District	\$3,000.00
CTE	Instructional material for MSITA	Appropriate instructional books or software	District CTE	\$5,000.00
CTE	Instructional material for Culinary program	Appropriate multimedia materials	District CTE	\$2,000.00
				Subtotal: \$40,000.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Technology Carts - 5	Carts with projector, DVD, speakers, document camera.	10000 and SIP funds	\$20,000.00
Mathematics	Technology carts	Projector, document camera, DVD, and sound	School	\$13,500.00
Mathematics	Laptop carts	Laptops (25) for class use	District	\$20,000.00
Science	Projector carts	Cart with projector, document camera and DVD	School / School Improvement Funds	\$12,000.00
Science	Computer carts	Laptop cart for assessments and use of Gizmo software	District	\$20,000.00
Writing	Projector carts	Cart with projector, document camera, DVD and sound	School and School Improvement Funds	\$20,000.00
Civics	Utilizing technology cart for presentation of Civics lessons. Use iCivics online activities	Tech cart includes document camera, projector, sound and DVD player.	School Improvement Fund	\$4,500.00
Civics	Utilize laptop carts for students to use iCivics online activities, web quest and learning activities.	25 laptop cart	Technology	\$25,000.00
Attendance	Tardy tracking equipment	Scanners and software	School	\$5,000.00
CTE	MSITA software	Software for MicroSoft Certification	District CTE	\$5,000.00
				Subtotal: \$145,000.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	TDE - funds for substitutes	TDE - for teacher training	10000	\$6,000.00
Mathematics	Agile Minds training	Training in the Agile Minds curriculum	District	\$10,000.00
Mathematics	TDE for substitutes	Substitutes for class coverage	School	\$4,000.00
Science	TDE for training	Substitute coverage	School	\$3,000.00
Writing	TDE	Substitutes for class coverage	School	\$2,000.00

Civics	TDE training time	Professional development days	10000 fund	\$1,000.00
Attendance	TDE	Substitutes for coverage	School	\$1,000.00
Suspension	TDE for substitutes	Substitutes to cover classes for training	School	\$2,000.00
Parent Involvement	AVID training	AVID summer training and monthly coordinator training	District	\$2,000.00
Parent Involvement	TDE for training	Substitute coverage	School	\$2,000.00
STEM	TDE	Substitutes for coverage	School	\$2,000.00
CTE	TDE for training	TDE for substitutes	School	\$1,000.00
				Subtotal: \$36,000.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Parent Involvement	AVID parent night	Food for meals	Donations / Fund raising	\$2,500.00
CTE	Culinary equipment	Utensils and equipment	District CTE	\$5,000.00
				Subtotal: \$7,500.00
				Grand Total: \$228,500.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent	<input type="checkbox"/> NA
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Are you a reward school: Yes No

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

No Attachment (Uploaded on 10/8/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Purchase of technology carts - projector, document camera	\$8,000.00

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

Continue to review our School Improvement Plan and academic targets throughout the school year. Review of benchmarks, LSA's and other achievement data will provide input to the direction of the school.

AYP DATA

Adequate Yearly Progress (AYP) Trend Data 2011-2012
 Adequate Yearly Progress (AYP) Trend Data 2010-2011
 Adequate Yearly Progress (AYP) Trend Data 2009-2010

SCHOOL GRADE DATA

No Data Found

Duval School District LANDMARK MIDDLE SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	67%	60%	75%	51%	253	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	62%	64%			126	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?	65% (YES)	64% (YES)			129	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					508	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Duval School District LANDMARK MIDDLE SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	66%	62%	82%	46%	256	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	62%	64%			126	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?	64% (YES)	61% (YES)			125	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					507	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested