

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



Pam Stewart, Commissioner
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

School Name: WOODLANDS MIDDLE SCHOOL

District Name: Palm Beach

Principal: Jeffrey Eassa

SAC Chair: Linda Samuels

Superintendent: E. Wayne Gent

Date of School Board Approval: December 2012

Last Modified on: 12/13/2012

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)
Assis Principal	Janina Simmonds	Bachelors in Elementary Education, Masters in Elementary Education, Specialist in Educational Leadership	1	1	2011-2012-Woodlands Middle School, Assistant Principal. School grade "A" total points 635. Supervised the reading department.
Principal	Jeffrey Eassa	Masters Degree in Education. Major is Educational Leadership	1	12	2011-2012-Woodlands Middle School, Principal. School grade "A" total points 635. 2010-2011-Woodlands Middle School, Principal. School grade "A" total points 582. 74% AYP Criteria met. Lake Worth Middle 2010 - Grade B; AYP NO Pierce Hammock 2008 - Grade A; % AYP Yes ; Reading Mastery 85% ; Math Mastery 84% ; School earned AYP. Pierce Hammock

					2009- Grade A; AYP- Yes; Reading Mastery- 84%; Math Mastery- 81% Acreage Pines Elementary "A" rated all years; AYP not met 2003, 2004
Assis Principal	Rigoberto Gamez	Bachelor: Biology, Masters: Educational Leadership ESOL Endorsement	2	18	2011-2012-Woodlands Middle School, Assistant Principal. School grade "A" total points 635. 2010-2011-Woodlands Middle School, Assistant Principal. School Grade "A" total points 582. 74% AYP Criteria met. For school year 2007-2008 and 2008-2009, Mr. Gamez worked at Roosevelt Full Service, during those two years the school improved to 90% on AYP in 2009 and 72% in 2008. For FCAT Writing in 2008, 24%, and 2009, 30%. FCAT Math was 45% in 2008 and 41% in 2009. In 2007 while at Survivor 87% of AYP criteria was met. For 2007 Reading and Math proficiency was not met.
Assis Principal	Kim Pirtle	Master's Degree in Educational Leadership, Bachelor's Degree in Psychology	2	4	2011-2012-Woodlands Middle School, Assistant Principal. School grade "A" total points 635. Supervised the math department. 2010-2011-Woodlands Middle School, Assistant Principal. School Grade "A" total points 582. 74% AYP Criteria met. Supervised Math department, 3 subgroups made AYP (white, black and economically disadvantaged). 2009-2010 Capacity Development, Mathematics Instructional Specialist, The four target schools that I serviced had an overall increase in AYP and School Accountability Points. They averaged an increase of 7 points in mathematics learning gains. 2008-2009 John F. Kennedy Middle School, Mathematics Instructional Specialist, JFK MS had an increase of over 34 points to go from a school letter grade of a "D" to a "C". In addition, it made an increase in six out of the eight accountability cells. Their AYP was at 90%. 2007-2008 Lantana Middle School, Mathematics Teacher, School gained 24 points to move from a "B" to an "A". AYP increased to 90% from 74%. My students averaged 98% learning gains in mathematics.

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.

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Woodlands Middle School does not have any coaches.					

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	1. Regular meetings of new teachers with the administrator in charge of the new teacher program	Assistant Principal	On-going	

2	2. Partnering new teachers with veteran staff	Assistant Principal	On-going	
3	3. Provide a single school culture for behavior for safe and secure environment.	All Staff	On-going	
4	4. Common Planning with LTF and grade level/subject area teams.	All Staff	Bi-Monthly	
5	5. Opportunities for staff development.	Administration and SAC	On-going	
6	6. Recruiting at district and local university job fairs. Referrals from colleagues and district personnel.	Administration	On-going	

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
All of our staff are highly effective.	If any should arise some strategies used would include but not limited to: partnering them with highly effective staff, allow for common planning with highly effective staff, and give opportunities for professional development.

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
75	4.0%(3)	16.0%(12)	45.3%(34)	34.7%(26)	32.0%(24)	100.0%(75)	22.7%(17)	4.0%(3)	28.0%(21)

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
Gbolade George	Gene Antolino	Mr. George has a successful career raising student achievement, working with classroom management and working with 8th grade students Mr. Antolino is an 8th grade teacher.	The peer mentor is responsible for observing the new educator and supporting them in all areas of teaching. The peer mentor will provide coaching, demonstration lessons, observations and feedback in addition to monthly new teacher support meetings that are held for all new teachers. These meetings will provide information and training in areas necessary to become an effective educator. Trainings will include assistance in all areas related to the new teachers needs including

			but not limited to: classroom management, organization, lesson planning, and delivery of lessons.
Barbara Dubler	Alex Pollard	Mrs. Dubler has a successful career raising student achievement, working with classroom management and working with 6th grade students. Mr. Pollard is an 6th grade teacher and Mrs. Dubler's classroom is in close proximity to Mr. Pollard's.	The peer mentor is responsible for observing the new educator and supporting them in all areas of teaching. The peer mentor will provide coaching, demonstration lessons, observations and feedback in addition to monthly new teacher support meetings that are held for all new teachers. These meetings will provide information and training in areas necessary to become an effective educator. Trainings will include assistance in all areas related to the new teachers needs including but not limited to: classroom management, organization, lesson planning, and delivery of lessons.
Eileen Southwick	Elaine Slesinski	Mrs. Southwick ia a teacher of science and has had a successful career in raising student achievement in science so she will mentor Mrs. Slesinski a science teacher.	The peer mentor is responsible for observing the new educator and supporting them in all areas of teaching. The peer mentor will provide coaching, demonstration lessons, observations and feedback in addition to monthly new teacher support meetings that are held for all new teachers. These meetings will provide information and training in areas necessary to become an effective educator. Trainings will include assistance in all areas related to the new teachers needs including but not limited to: classroom management, organization, lesson planning, and delivery of lessons.
Denise Pettaway	Paula Guido	Mrs. Pettaway has a successful career raising student achievement, working with classroom management and working with 6th grade students Mrs. Guido is an 6th grade teacher.	The peer mentor is responsible for observing the new educator and supporting them in all areas of teaching. The peer mentor will provide coaching, demonstration lessons, observations and feedback in addition to monthly new teacher support meetings that are held for all new teachers. These meetings will provide information and training in areas necessary to become an effective educator. Trainings will include assistance in all areas related to the new teachers needs including but not limited to: classroom management, organization, lesson planning, and delivery of lessons.
		Mrs. Johnson has a successful career raising student	The peer mentor is responsible for observing the new educator and supporting them in all areas of teaching. The peer mentor will provide coaching, demonstration lessons, observations and feedback in addition to monthly new teacher

Bennie Johnson	Jannel Hughes	achievement, working with classroom management and working with 8th grade students Mrs. Hughes is an 8th grade teacher	support meetings that are held for all new teachers. These meetings will provide information and training in areas necessary to become an effective educator. Trainings will include assistance in all areas related to the new teachers needs including but not limited to: classroom management, organization, lesson planning, and delivery of lessons.
Susan Robbins	Beth Kline	Mrs. Robbins an ESE teacher has a successful career raising student achievement, and working with classroom management. Mrs. Kline has ESE students.	The peer mentor is responsible for observing the new educator and supporting them in all areas of teaching. The peer mentor will provide coaching, demonstration lessons, observations and feedback in addition to monthly new teacher support meetings that are held for all new teachers. These meetings will provide information and training in areas necessary to become an effective educator. Trainings will include assistance in all areas related to the new teachers needs including but not limited to: classroom management, organization, lesson planning, and delivery of lessons.
Caroyln Jackson	Angela Anderson	Mrs. Jackson has a successful career raising student achievement, and working with classroom management. Mrs. Anderson, an ESE teacher, has many of the same students as Mrs. Jackson.	The peer mentor is responsible for observing the new educator and supporting them in all areas of teaching. The peer mentor will provide coaching, demonstration lessons, observations and feedback in addition to monthly new teacher support meetings that are held for all new teachers. These meetings will provide information and training in areas necessary to become an effective educator. Trainings will include assistance in all areas related to the new teachers needs including but not limited to: classroom management, organization, lesson planning, and delivery of lessons.
Joe Perkins	Carla Rodas Pina	Mr. Perkins has a successful career raising student achievement, and working with classroom management. Ms. Rodas-Pina has many of the same students as Mr. Perkins.	The peer mentor is responsible for observing the new educator and supporting them in all areas of teaching. The peer mentor will provide coaching, demonstration lessons, observations and feedback in addition to monthly new teacher support meetings that are held for all new teachers. These meetings will provide information and training in areas necessary to become an effective educator. Trainings will include assistance in all areas related to the new teachers needs including but not limited to: classroom management, organization, lesson planning, and delivery of lessons.

Marie Valiente	James Drake	Ms. Valiente has a successful career raising student achievement and working with classroom management. Ms. Valiente's classroom is in close proximity to Mr. Drake's.	The peer mentor is responsible for observing the new educator and supporting them in all areas of teaching. The peer mentor will provide coaching, demonstration lessons, observations and feedback in addition to monthly new teacher support meetings that are held for all new teachers. These meetings will provide information and training in areas necessary to become an effective educator. Trainings will include assistance in all areas related to the new teachers needs including but not limited to: classroom management, organization, lesson planning, and delivery of lessons.
Jenalee Hess	Aaronda McLeod	Mrs. Hess has a successful career raising student achievement and working with classroom management. Mrs. Hess's classroom is in close proximity to Mrs. McLeod's.	The peer mentor is responsible for observing the new educator and supporting them in all areas of teaching. The peer mentor will provide coaching, demonstration lessons, observations and feedback in addition to monthly new teacher support meetings that are held for all new teachers. These meetings will provide information and training in areas necessary to become an effective educator. Trainings will include assistance in all areas related to the new teachers needs including but not limited to: classroom management, organization, lesson planning, and delivery of lessons.
Jaclyn Eramo	McKenzie McCure	Mrs. Eramo has a successful career raising student achievement and working with classroom management. Mrs. Eramo's classroom is in close proximity to Mrs. McCure's.	The peer mentor is responsible for observing the new educator and supporting them in all areas of teaching. The peer mentor will provide coaching, demonstration lessons, observations and feedback in addition to monthly new teacher support meetings that are held for all new teachers. These meetings will provide information and training in areas necessary to become an effective educator. Trainings will include assistance in all areas related to the new teachers needs including but not limited to: classroom management, organization, lesson planning, and delivery of lessons.

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

Services are provided for students needing additional assistance to increase student achievement, build parent capacity, and staff development. Academic tutorials are provided in extended day sessions to ensure students are receiving support for their academic success. A learning team facilitator is provided to ensure staff has the support to develop strong instructional strategies, as well as increasing pedagogy. An extra reading instructor was also purchased to provide students with as much support as possible.

Title I, Part C- Migrant

NA

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with the district Drop-out Prevention programs.

Title II

NA

Title III

Services are provided through the district to supply ELL students with educational materials, and services needed to improve the instruction and education of these students.

Title X- Homeless

The district Student Intervention Department provides services for homeless students per McKinney-Vento Act which eliminates barriers for a free and appropriate education to all students.

Supplemental Academic Instruction (SAI)

SAI funds will be coordinated with Title I funds to create an after school tutorial program.

Violence Prevention Programs

Single School Culture and Appreciation for Multicultural Diversity.
Positive Behavior Support Program is also in place to promote a single school culture in which all students and staff participate and build a climate where students know the behavior expectations through Mustang PRIDE: P-positive attitude, R-respect, I-integrity, D-dedication, and E-excellence.

Nutrition Programs

All students are provided with a free breakfast. Students who are eligible are also provided with a free lunch.

Housing Programs

NA

Head Start

NA

Adult Education

NA

Career and Technical Education

As we prepare our students for high school, we have a medical academy that provides training and hands-on experience to be successful at the next level. We also offer the students an elective culinary experience if they choose to follow that future path into high school as well.

Job Training

NA

Other

Required Instruction Listed in 1003.42(2) F.S., as applicable to appropriate grade levels.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The school-based RtI Leadership Team is comprised of the following members: members in your plan): principal, assistant principal, ESE contact, ELL contact, school psychologist, classroom teachers, RtI/Inclusion Facilitator, Speech and Language Pathologist (SLP) and guidance staff.

The principal provides a common vision for the use of data-based decision-making to ensure:

- a sound, effective academic program is in place;
- a process to address and monitor subsequent needs is created;
- problem solving team (School Based Team) is assisting with academic & behavioral interventions;
- assessment of RtI skills of school staff is conducted;
- fidelity of implementation of intervention support is documented;
- adequate professional development to support the RtI framework is provided; and
- effective communication with parents regarding school-based RtI intervention plans and activities occurs.

The RtI/Inclusion Facilitator contributes to the development of intervention plans, assists in progress monitoring, collects data, implements Tier 3 interventions where available, and offers professional development and technical assistance.

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 School-Based RtI Leadership Team meets regularly to review universal screening data, diagnostic data, and progress monitoring data. Based on this information, the team identifies the professional development activities needed to create effective learning environments. After determining that effective Core Instruction (Tier 1) is in place, the team identifies students who are not meeting identified academic targets. The identified students are offered supplemental interventions and monitored over time. Those who continue to not make adequate progress are referred to the problem solving team. The SBT uses the Problem Solving Model* to conduct all meetings. Based on data and discussion, the team identifies students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan is developed (PBCSD Form 2284) which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team ensures that necessary resources are available and the intervention is implemented with fidelity. Each case is assigned a case liaison to support the interventionist (e.g., teacher, RtI/Inclusion Facilitator, guidance counselor) and this individual reports on all data collected at future meetings.

* Problem-Solving Model

The four steps of the Problem-Solving Model are:

- Problem Identification entails identifying the problem and the desired behavior for the student.
- Problem Analysis involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem.
- Intervention Design & Implementation involves selecting or developing evidence-based interventions based upon data previously collected. These interventions are then implemented.
- Evaluating is also termed Response-to-Intervention. In this step, the effectiveness of a student's or group of students' response to the implemented intervention is evaluated and measured.

The problem solving process is self-correcting, and, if necessary, recycles in order to achieve the best outcomes for all students. This process is strongly supported by both IDEA and NCLB (ESEA). Specifically, both legislative actions support all students achieving benchmarks regardless of their status in general or special education.

*Problem-Solving & Response to Intervention Project 2008

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?

Members of the School-Based RtI Leadership Team meet with the School Advisory Council (SAC) and help develop the SY13 SIP. Utilizing the previous year's data, information on core, curricular targets is discussed and attention is focused on deficient areas.

Topics for discussion include, but are not limited to, the following:

- FCAT scores and the lowest 25%
- strengths and weaknesses of supplemental and intensive intervention programs
- mentoring, tutoring, and other services

The RtI/Inclusion Facilitator provides professional development for the SAC members on the RtI framework.

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:

Florida Comprehensive Assessment Test (FCAT)
Curriculum Based Measurement
Florida Assessment for Instruction in Reading (FAIR)
Palm Beach County Fall Diagnostics
Palm Beach Writes
K-3 Literacy Assessment System
Diagnostic Assessment for Reading (DAR)
Progress Monitoring and Reporting Network (PMRN)
Comprehensive English Language Learning Assessment (CELLA)
Office Discipline Referrals
Retentions
Absences

Midyear data:

Florida Assessment for Instruction in Reading (FAIR)
Diagnostic Assessment for Reading (DAR)
Palm Beach County Winter Diagnostics
Palm Beach Writes
Progress Monitoring and Reporting Network (PMRN)
K-3 Literacy Assessment System

End of year data:

Florida Assessment for Instruction in Reading (FAIR)
Florida Comprehensive Assessment Test (FCAT)
FCAT Writes
EOC scores

Frequency of required Data Analysis and Action Planning Days:
Once within a cycle of instruction (refer to appropriate focus calendar)

Describe the plan to train staff on MTSS.

Professional development will be offered to RtI/Inclusion Facilitator by district staff every Monday during SY13. The school-based RtI/Inclusion Facilitator will provide in-service to the faculty on designated professional development days (PDD). These in-service opportunities will include, but are not limited to, the following:
Problem Solving Model
consensus building
Positive Behavioral Support (PBS)
data-based decision-making to drive instruction
progress monitoring
selection and availability of research-based interventions
tools utilized to identify specific discrepancies in reading.
Individual professional development will be provided to classroom teachers, as needed.

Describe the plan to support MTSS.

On-going progress monitoring and data driven instruction will occur with all students and staff. This will be supported through common level and subject learning team meetings, Positive Behavior Support (PBS) and the RTI/MTSS team. Research-based, high-quality instruction and interventions will be provided and monitored through monthly learning team meetings, PBS and RTI/MTSS team as well.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Principal, Learning Team Facilitator, Reading Department Head, Assistant Principal and teachers from a variety of departments and/or grade levels deemed best able to serve as members.

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

The Literacy Leadership Team (LLT) creates capacity of reading knowledge within the school building and focuses on areas of literacy concern across the school. The principal, learning team facilitator, reading department head, mentor reading teachers, content area teachers, and other principal appointees serve on the team. The LLT meets at least once a month.

The principal meets with the LLT at least once a month. Agenda topics include the discussion of the team's goals and progress, as well as identification of new strategies and activities to implement. As additional needs and concerns arise, the LLT investigates the concern, studies and plans a course of action, implements the action, analyzes its effectiveness, and reflects on the process. This is a continuous process throughout the entire school year.

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

The LLT plays an integral role in fostering a rich literacy environment at the school for all students and staff. The team builds professional conversations; promotes collegiality, collaboration, and a literacy culture. Initiatives are based on literacy-related data and needs assessments related to the school, including literacy achievement, motivation, and building a community of readers, both at school and home on the process. This is a continuous process throughout the entire school year.

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.

N/A

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

Direct instruction involving reading strategies such as Question and Answer Relationship, Search and Destroy, Chunking, Interactive Word Walls, Reading Counts, and school-wide vocabulary strategies will be provided to students across all subject areas. The training and monitoring for this will be provided through professional development, and learning team meetings for all staff.

*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?

N/A

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?

N/A

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](#)

N/A

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:	By June 2013, 35%(440) of students will be at level 3 in reading as measured on the FY13 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
As measured by FY12 FCAT Reading 29% (337) students were at achievement level 3.	By June 2013, 35%(440) of students will be at level 3 in reading as measured on the FY13 FCAT.

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	Implementing program with fidelity.	All FCAT level 1 and disfluent level 2 students will be enrolled in a 90 minute daily intensive reading class. The class will use Read 180 which will be implemented with fidelity.	Administration, Reading Department Head and Language Arts Department Head	Analyze diagnostic data, SRI and FAIR results to determine effectiveness.	Diagnostics, SRI and FAIR
2	Time for Administration to meet with students.	Mentor the lowest 30% in reading. Administration, Guidance and Teachers will conduct data chats, encourage attendance in school and tutorials, monitor diagnostic results, grades and attendance.	Administration	Administer Student/Staff Survey at the end of the year to determine effectiveness of data chats.	Survey
3	Not all Teachers are familiar with conducting data chats.	Conduct data chats with students who drop below proficiency after diagnostic testing. Administration, Learning team facilitator, Guidance and Teachers will discuss the importance of maintaining proficiency as it relates to the students academic progression. Student attendance and academic performance will also be monitored.	Administration, LTF	Compare Fall to Winter Diagnostics during February learning team meeting.	Diagnostics
4	Funding and Teachers certified in needed content areas to provide quality instruction to students. Student attendance for program.	Tutorials will be offered to remediate and provide enrichment to students using electronic readers.	Administration	Conduct mini-assessments throughout program to determine student improvement in benchmark instruction.	School created Benchmark specific test

5	Teachers not familiar or comfortable with including higher order questioning n exams.	Include higher order questions in lesson plans.	Administration, LTF	Monthly learning team meetings, Lesson Plan and/or Test Review	Lesson Plans and or Test Review
6	Non-reading content area teachers find difficulty implementing CRISS Strategies in classroom.	Teachers will utilize CRISS strategies to engage students.	Administration, Reading Department Head and Language Arts Department Head	Lesson Plan review	Lesson Plans
7	Non-reading teachers implementing reading strategies learned in the their lessons.	All non-reading teachers will have professional development focusing on meeting the needs of struggling readers in their classroom.	Administration, LTF	Monthly learning team meetings, and Lesson Plan reviews.	Lesson Plans
8	Teachers not familiar with technology or software	To purchase computers, electronic readers, cables, and headphones in order to incorporate technology in instruction. Computers will be distributed to teachers of regular and ESE students.	Administration, Reading Department Head, Language Arts Department Head, and SAC	Lesson Plan reviews, classroom walkthroughs	Lesson Plans
9	Teachers willing to work on calendars.	School-wide alignment of benchmarks and the development of secondary benchmark calendars to focus on weaknesses as demonstrated on diagnostics and FCAT data. curriculum.	Administration and Department Instructional Leaders	Lesson Plans, Secondary Benchmark Calendars, Diagnostic Data	Fall to Winter Diagnostic Data
10					

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:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading.	37%(465) of students achieved a score of Level 4 or 5 on
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Reading Goal #2a:	the FY13 FCAT Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (384) of students who demonstrated proficiency achieved a level 4 or 5 on the FY12 FCAT Reading Test.	37%(465) of students achieved a score of Level 4 or 5 on the FY13 FCAT Reading Test.

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	Funding and Teachers certified in needed content areas to provide quality instruction to students. Student attendance for program.	Tutorials with electronic readers will be offered to remediate and provide enrichment to students.	Administration, LTF	Conduct mini-assessments throughout program to determine student improvement in benchmark instruction.	School created Benchmark specific test
2	Not all Teachers are familiar with conducting data chats.	Conduct data chats with students who drop below proficiency after diagnostic testing. Administration, Learning team facilitator, Guidance and Teachers will discuss the importance of maintaining proficiency as it relates to the students academic progression. Student attendance and academic performance will also be monitored.	Administration, LTF	Compare Fall to Winter Diagnostics during February learning team meeting.	Diagnostics
3	Teachers not familiar or comfortable with including higher order questioning n exams.	Include higher order questions in lesson plans.	Administration, LTF	Monthly learning team meetings, Lesson Plan and/or Test Review	Lesson Plans and or Test Review

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:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	70%(879) of students will make learning gains in reading as measured by the FY13 FCAT Reading test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
69% (624) students made learning gains in reading as measured by their developmental scale scores on the FY12 FCAT Reading Test.	70%(879) of students will make learning gains in reading as measured by the FY13 FCAT Reading test.

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	Funding and Teachers certified in needed content areas to provide quality instruction to students. Student attendance for program.	Tutorials with electronic readers will be offered to remediate and provide enrichment to students.	Administration, LTF	Conduct mini-assessments throughout program to determine student improvement in benchmark instruction	School created Benchmark specific test
2	Teachers not familiar or comfortable with including higher order questioning n exams.	Include higher order questions in lesson plans.	Administration, LTF	Monthly learning team meetings, Lesson Plan and/or Test Review	Lesson Plans and or Test Review
3	Non-reading content area teachers find difficulty implementing CRISS Strategies in classroom.	Teachers will utilize CRISS strategies to engage students.	Administration, Reading Department Head and Language Arts Department Head	Lesson Plan review	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:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25%	
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making learning gains in reading. Reading Goal #4:	70% of the lowest 25% will make learning gains as measured by their developmental scale score on the FY13 FCAT Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
67% (779) of students in the lowest 25% made learning gains as measured by their developmental scale score on the FY12 FCAT Reading Test.	70% of the lowest 25% will make learning gains as measured by their developmental scale score on the FY13 FCAT Reading Test.

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	Implementing program with fidelity.	All FCAT level 1 and disfluent level 2 students will be enrolled in a 90 minute daily intensive reading class. The class will use Read 180 which will be implemented with fidelity.	Administration, Learning team facilitator, Reading Department Head and Language Arts Department Head	Analyze diagnostic data, SRI and FAIR results in monthly learning team meetings to determine effectiveness.	Diagnostics, SRI and FAIR
2	Funding and Teachers certified in needed content areas to provide quality instruction to students. Student attendance for program.	Tutorials with electronic readers will be offered to remediate and provide enrichment to students.	Administration, LTF	Conduct mini-assessments throughout program to determine student improvement in benchmark instruction. Analyze results during learning team meetings to drive instruction.	School created Benchmark specific test
3	Non-reading content area teachers find difficulty implementing CRISS Strategies in classroom.	Teachers will utilize CRISS strategies to engage students	Administration, Reading Department Head and Language Arts Department Head	Lesson Plan review	Lesson Plans
4	Non-reading teachers implementing strategies learned in their lessons.	All non-reading endorsed teachers will have professional development focusing on meeting the needs of struggling readers in their classroom.	Administration, LTF	Monthly learning team meetings, and Lesson Plan reviews.	Lesson Plans

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 # In FY13 woodlands middle will reduce the achievement gap by 6%. 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	62	68	72	75	78	

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:	The following subgroups did not meet 2012 reading targets: black, Hispanic, and white. The following subgroup met the 2012 reading target: Asian. All subgroups will make 2013 reading targets.
2012 Current Level of Performance:	2013 Expected Level of Performance:

26%(158) of white students, 57%(157) of black students, 52%(112) of Hispanic students, and 11%(4) of the Asian students were not proficient on the FY12 FCAT Reading Test.	22%(114) of white students, 46%(149) of the Black students, 43%(108) of the Hispanic students, 20%(6) of Asian students will not be proficient as demonstrated on the FY13 FCAT Reading Test.
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers are not familiar with how to disaggregate data and use that data to drive instruction.	Analyze disaggregated data in Learning Team Meetings for the different subgroups delineating students who are below proficiency level and/or students who have not made sufficient gains. Each identified student in the subgroup will be tracked after each diagnostic test.	Administration, LTF	In monthly LTMs, teachers will review data to ensure it is used appropriately to increase student achievement. After fall and winter diagnostics, with guidance from the LTF and administration teachers will create a focus calendar for reading benchmarks. Administration will monitor use of focus calendar through classroom visits and LTM meeting notes	Diagnostics, common assessments and LTM notes.
2	Funding	Library will increase the number of books available for students to check out.	Administration and Media Specialist	Item Analysis of books that were checked out from library.	Item Analysis and book check out records.
3	Not all Teachers are familiar with conducting data chats.	Conduct data chats with students who drop below proficiency after diagnostic testing. Administration, Guidance and Teachers will discuss the importance of maintaining proficiency as it relates to the students academic progression. Student attendance and academic performance will also be monitored.	Administration	Compare Fall to Winter Diagnostics.	Diagnostics
4	Many students need remediation or enrichment, but there is not enough instruction time during the regular school day.	After school tutorials with electronic readers will be offered to remediate and provide enrichment to students.	Administration	Conduct mini-assessments throughout program to determine student improvement in benchmark instruction.	School created Benchmark specific test, Diagnostics, EOC'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 reading. Reading Goal #5C:	72%(82) of ELL students will not be proficient in reading as measured by the FY13 FCAT Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
82%(39) were not proficient in reading as measured by the FY12 FCAT Reading Test.	72%(82) of ELL students will not be proficient in reading as measured by the FY13 FCAT Reading Test.

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	Implementing program with fidelity.	All FCAT level 1 and disfluent level 2 students will be enrolled in a 90 minute daily intensive reading class. The class will use Read 180 which will be implemented with fidelity.	Administration,LTF, Reading Department Head and Language Arts Department Head	During learning team meetings, Analyze diagnostic data and SRI results to determine effectiveness.	Diagnostics and SRI
2	Not all Teachers are familiar with conducting data chats.	Conduct data chats with students who drop below proficiency after diagnostic testing. Administration, Guidance and Teachers will discuss the importance of maintaining proficiency as it relates to the students academic progression. Student attendance and academic performance will also be monitored.	Administration	Compare Fall to Winter Diagnostics.	Diagnostics
3	Funding and Teachers certified in needed content areas to provide quality instruction to students. Student attendance for program.	Tutorials with electronic readers will be offered to remediate and provide enrichment to students.	Administration, LTF	Conduct mini-assessments throughout program to determine student improvement in benchmark instruction.	School created Benchmark specific test
4	Non-reading content area teachers find difficulty implementing CRISS Strategies in classroom.	Teachers will utilize CRISS strategies to engage students.	Administration,Reading Department Head and Language Arts Department Head	Lesson Plan review	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 subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	60%(89) of the subgroup students with disabilities will not measure proficient on the FY13 FCAT Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
73%(102) of the students with disabilities subgroup were not proficient as measured by the FY12 FCAT Reading Test.	60%(89) of the subgroup students with disabilities will not measure proficient on the FY13 FCAT Reading Test.

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	Implementing program with fidelity.	All FCAT level 1 and disfluent level 2 students will be enrolled in a 90 minute daily intensive reading class. The class will use Read 180 which will be implemented with fidelity.	Administration,LTF, Reading Department Head and Language Arts Department Head	During learning team meetings, analyze diagnostic data and SRI results to determine effectiveness.	Diagnostics and SRI
	Time for Administration to meet with students.	Mentor the lowest 30% in reading. Administration,	Administration	Administer Student/Staff Survey at the end of the	Survey

2		Guidance and Teachers will conduct data chats; encourage attendance in school and tutorials, monitor diagnostic results, grades and attendance.		year to determine effectiveness of data chats.	
3	Not all Teachers are familiar with conducting data chats.	Conduct data chats with students who drop below proficiency after diagnostic testing. Administration, Guidance and Teachers will discuss the importance of maintaining proficiency as it relates to the students academic progression. Student attendance and academic performance will also be monitored.	Administration, LTF	Compare Fall to Winter Diagnostics in February learning team meeting.	Diagnostics
4	Funding and Teachers certified in needed content areas to provide quality instruction to students. Student attendance for program.	Tutorials with electronic readers will be offered to remediate and provide enrichment to students.	Administration, LTF	Conduct mini-assessments throughout program to determine student improvement in benchmark instruction.	School created Benchmark specific test

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:	43%(271) of the students in the economically disadvantaged aubgroup will not measure proficient on the FY13 FCAT Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50%(300) of the students in the economically disadvantaged subgroup measured as being proficient on the FY12 FCAT Reading Test.	43%(271) of the students in the economically disadvantaged aubgroup will not measure proficient on the FY13 FCAT Reading Test.

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	Implementing program with fidelity.	All FCAT level 1 and disfluent level 2 students will be enrolled in a 90 minute daily intensive reading class. The class will use Read 180 which will be implemented with fidelity.	Administration,LTF, Reading Department Head and Language Arts Department Head	During learning team meetings, analyze diagnostic data and SRI results to determine effectiveness.	Diagnostics and SRI
2	Time for Administration to meet with students.	Mentor the lowest 30% in reading. Administration, Guidance and Teachers will conduct data chats; encourage attendance in school and tutorials, monitor diagnostic results, grades and attendance.	Administration	Administer Student/Staff Survey at the end of the year to determine effectiveness of data chats.	Survey
	Not all Teachers are	Conduct data chats with	Administration, LTF	Compare Fall to Winter	Diagnostics

3	familiar with conducting data chats.	students who drop below proficiency after diagnostic testing. Administration, Guidance and Teachers will discuss the importance of maintaining proficiency as it relates to the students academic progression. Student attendance and academic performance will also be monitored.		Diagnostics in February learning team meeting.	
4	Funding and Teachers certified in needed content areas to provide quality instruction to students. Student attendance for program.	Tutorials with electronic readers will be offered to remediate and provide enrichment to students.	Administration, LTF	Conduct mini-assessments throughout program to determine student improvement in benchmark instruction.	School created Benchmark specific test
5	Teachers not familiar or comfortable with including higher order questioning n exams.	Include higher order questions in lesson plans.	Administration, LTF	Monthly learning team meetings, Lesson Plan and/or Test Review	Lesson Plans and or Test Review
6	Non-reading content area teachers find difficulty implementing CRISS Strategies in classroom.	Teachers will utilize CRISS strategies to engage students.	Administration, Reading Department Head and Language Arts Department Head	Lesson Plan review	Lesson Plans

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
Rigor and Relevance	6-8/all subject areas	Robyn Jackson	school-wide	pre-school	Monthly learning team meetings, Lesson Plan and/or Test Review	Administration, learning team facilitator
Data driven instruction	6-8/all subject areas	Denise Sanfilippo	school-wide	bi-monthly	Learning team meetings	Administration, learning team facilitator
Higher order thinking strategies	6-8/all subject areas	Denise Sanfilippo	school-wide	bi-monthly	Learning team meetings	Administration, learning team facilitator
Test Item Specs	6-8/all subject areas except math	Gail Sherman	school-wide	once before winter break	Lesson plan reviews, data conversations and class observations.	Administration and learning team facilitator.

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Supplies	electronic readers	Title I	\$3,780.00

Classroom materials	95.00 per reading teacher and there are 5 reading teachers.	General Operating Fund	\$475.00
Supplies	electronic books for after school reading tutorial or book club.	Title I	\$900.00
			Subtotal: \$5,155.00
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
Staff development	Substitutes for teacher release time to attend professional development	Title I	\$1,891.00
Staff Development	Consultants for Rigor and Relevance Seminar	Title I	\$1,875.00
Staff Development	Travel out of county including registrations for reading conference, common core trainings, etc.	Title I	\$2,900.00
Staff Development	Learning Team Facilitator	Title I	\$63,644.00
			Subtotal: \$70,310.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Reading Tutors	Funding for tutors for the after school program.	Title I	\$3,500.00
Classroom Teacher	Reading Teacher	Title I	\$63,644.00
			Subtotal: \$67,144.00
			Grand Total: \$142,609.00

End of Reading Goals

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.		50% of students will be proficient in listening and speaking measured by the CELLA by June of 2013.			
CELLA Goal #1:					
2012 Current Percent of Students Proficient in listening/speaking:					
42% (20) of students are proficient in listening and speaking measured by the CELLA FY12.					
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 are not fluent in English	Use students native language to facilitate learning.	ELL teachers, ELL coordinator	Oral assessments and lesson plans	Oral assessments
2	Teachers lack awareness of activities that enhance listening comprehension.	All teachers incorporate oral strategies such as: visuals, read alouds, paraphrasing, chunking, and story telling into	Administration, ELL coordinator	Lesson plan and/or test review	lesson plans and tests

		everyday lessons.			
3	Students have inadequate language training in their own country and struggle with proper use of language in English.	ELL teachers strengthen native language skills to facilitate English learning.	Administration, ELL coordinator, and ELL teachers	Lesson plan review	Lesson plans

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:

By June 2013 30% of students will be proficient measured by the CELLA.

2012 Current Percent of Students Proficient in reading:

Current students achieving proficient is 20% (10) measured by the CELLA FY12.

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	Poor organizational and note-taking skills.	Use of graphic organizers, binders, and CRISS strategies.	Administration, ELL coordinator	Improvement in academic performance.	Lesson plans and assessments
2	Students come to WMS with inadequate education from their home country, therefore they have tremendous difficulty reading in English.	After school tutoring and use of reading strategies.	Administration, ELL coordinator	lesson plan and assessment review.	lesson plans and assessments
3	Students are not fluent in English	Use student's native language to facilitate learning with alternative assessments.	Administration, ELL coordinator, and ELL teachers	Lesson plan review	Alternative assessments and lesson plans

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

3. Students scoring proficient in writing.

CELLA Goal #3:

By June 2013 25% of students will be proficient in writing measured by the CELLA.

2012 Current Percent of Students Proficient in writing:

Currently 22% (11) students are proficient in writing measured by the CELLA.

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	Poor organizational and note-taking skills.	Use of graphic organizers, binders, and CRISS strategies.	Administration, ELL coordinator	Improvement in academic performance.	Lesson plans and assessments
2	Students come to WMS with inadequate education from their home country,	After school tutoring and use of writing strategies.	Administration, ELL coordinator	lesson plan and assessment review.	Lesson plans and assessments

	therefore they have tremendous difficulty writing in English.				
3	Students are not fluent in English	Use student's native language to facilitate learning with alternative assessments.	Administration,ELL coordinator, and ELL teachers	Lesson plan review	Alternative assessments and lesson plans

CELLA Budget:

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

End of CELLA Goals

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:	35%(439) of all students will measure at level 3 on the FY13 FCAT Mathematics Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (333) of all students measured at level 3 on the FY12 FCAT Mathematics Test.	35%(439) of all students will measure at level 3 on the FY13 FCAT Mathematics Test.

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	Scheduling and Class size reduction.	All FCAT level 1 and low level 2 students will be enrolled in a daily intensive math mathematics class pending schedule availability, utilizing the district provided program Triumph.	Assistant Principal of Curriculum	Track student data and utilized diagnostics to determine improvement.	Diagnostics
2	Not all Teachers are familiar with conducting data chats.	Conduct data chats with students who drop below proficiency after diagnostic testing. Administration, Guidance and Teachers will discuss the importance of maintaining proficiency as it relates to the students academic progression. Student attendance and academic performance will also be monitored.	Administration, LTF	Compare Fall to Winter Diagnostics in February learning team meeting.	Diagnostics
3	Pacing of district curriculum	Implement the district created Instructional Focus Calendars for mathematics classes.	Administration	Administration will review Lesson Plans for use.	Lesson Plans
4	Not all teachers familiar with data driven instruction.	Conduct mini-assessments throughout program to determine student improvement in benchmark instruction.	Administration, LTF	Analyze results of mini-assessments during learning team meetings to drive instruction.	School created Benchmark specific test
5	Teachers not familiar or comfortable with including higher order questioning in exams.	Include higher order questions in lesson plans.	Administration, LTF	Monthly learning team meetings, Lesson Plan and/or Test Review	Lesson Plans and or Test Review
6	Scoring Change	Add more rigor and relevance into the everyday curriculum. Have all teachers trained during pre-school.	Administration	Lesson plans and/or tests.	Lesson plans and/or tests.

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:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	376 students will score a Level 4 or 5 on the FY13 FCAT Mathematics Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
38% (447) students measured at a Level 4 or 5 on the FY12 FCAT Mathematics Test.	376 students will score a Level 4 or 5 on the FY13 FCAT Mathematics Test.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers not familiar or comfortable with including higher order questioning in exams.	Include higher order questions in lesson plans.	Administration, LTF	Monthly learning team meetings, Lesson Plan and/or Test Review	Lesson Plans and or Test Review
2	Not all teachers familiar with data driven instruction.	Conduct mini-assessments throughout program to determine student improvement in benchmark instruction.	Administration, LTF	Analyze results of mini-assessments during learning team meetings to drive instruction.	School created Benchmark specific test
3	Pacing of district curriculum	Implement the district created Instructional Focus Calendars for mathematics classes.	Administration	Administration will review Lesson Plans for use.	Lesson Plans
4	Not all Teachers are familiar with conducting data chats.	Conduct data chats with students who drop below proficiency after diagnostic testing. Administration, Guidance and Teachers will discuss the importance of maintaining proficiency as it relates to the students academic progression. Student attendance and	Administration, LTF	Compare Fall to Winter Diagnostics during February learning team meeting.	Diagnostics

		academic performance will also be monitored.			
5	Algebra 1 and Geometry Students do not take the FCAT math.	Include higher order questions and enrichment activities in the pre-Algebra classes.	Administration/LTF	Lesson plan and/or test review as well as LTMs.	Lesson plans and/or test review.

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:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	80%(1004) of students will make learning gains in mathematics on the FY13 FCAT Mathematics Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
73% (713) of students made learning gains in mathematics on the FY12 FCAT Mathematics Test.	80%(1004) of students will make learning gains in mathematics on the FY13 FCAT Mathematics Test.

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	Scheduling and Class size reduction.	All FCAT level 1 and low level 2 students will be in enrolled in a daily intensive math mathematics class pending schedule availability, utilizing the district provided program VMath.	Assistant Principal of Curriculum	Track student data in VPort and utilized diagnostics to determine improvement.	Vport Assessments and Diagnostics
	Time for Administration to meet with students.	Mentor the lowest 30% in reading. Administration, Guidance and Teachers	Administration	Administer Student/Staff Survey at the end of the year to determine	Survey

2		will conduct data chats; encourage attendance in school and tutorials, monitor diagnostic results, grades and attendance.		effectiveness of data chats.	
3	Not all Teachers are familiar with conducting data chats.	Conduct data chats with students who drop below proficiency after diagnostic testing. Administration, Guidance and Teachers will discuss the importance of maintaining proficiency as it relates to the students academic progression. Student attendance and academic performance will also be monitored.	Administration, LTF	Compare Fall to Winter Diagnostics during February learning team meeting.	Diagnostics
4	Pacing of district curriculum	Implement the district created Instructional Focus Calendars for mathematics classes.	Administration	Administration will review Lesson Plans for use.	Lesson Plans
5	Not all teachers familiar with data driven instruction.	Conduct mini-assessments throughout program to determine student improvement in benchmark instruction.	Administration, LTF	Analyze results of mini-assessments during learning team meetings to drive instruction.	School created Benchmark specific test
6	Teachers not familiar or comfortable with including higher order questioning n exams.	Include higher order questions in lesson plans.	Administration, LTF	Monthly learning team meetings, Lesson Plan and/or Test Review	Lesson Plans and or Test Review
7	Teachers not familiar with student response systems.	Purchase Student Response Systems to increase student and teacher access to real-time data.	Administration	Administration will review lesson plans for use.	Lesson Plans and Data Reports
8	Scoring Change	Add more rigor and relevance into the everyday curriculum. Have all teachers trained during pre-school.	Administration	Lesson plans and/or tests.	Lesson plans and/or tests.

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:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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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%(879) of the students in the lowest 25% will make learning gains as measured by developmental scale score on the FY13 FCAT Mathematics Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
62% of the students in the lowest 25% made learning gains on the FY12 FCAT Mathematics Test.	70%(879) of the students in the lowest 25% will make learning gains as measured by developmental scale score on the FY13 FCAT Mathematics Test.

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	Scheduling and Class size reduction.	All FCAT level 1 and low level 2 students will be enrolled in a daily intensive math mathematics class pending schedule availability, utilizing the district provided program VMath.	Scheduling and Class size reduction.	Track student data in VPort and utilized diagnostics to determine improvement.	Vport Assessments and Diagnostics
2	Time for Administration to meet with students.	Mentor the lowest 30% in mathematics. Administration, Guidance and Teachers will conduct data chats; encourage attendance in school and tutorials, monitor diagnostic results, grades and attendance.	Administration	Administer Student/Staff Survey at the end of the year to determine effectiveness of data chats.	Survey
3	Pacing of district curriculum	Implement the district created Instructional Focus Calendars for mathematics classes.	Administration	Administration will review Lesson Plans for use.	Lesson Plans
4	Not all teachers familiar with data driven instruction.	Conduct mini-assessments throughout program to determine student improvement in benchmark instruction.	Administration, LTF	Analyze results of mini-assessments during learning team meetings to drive instruction.	School created Benchmark specific test
5	Scoring change	Add more rigor and relevance into the everyday curriculum. Have all teachers trained during pre-school.	Administration	Lesson plans and/or tests.	Lesson plans and/or tests.

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 # In FY13 Woodlands will reduce the achievement gap by 7%. 5A :
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Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	67	74	77	79	82	

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:	The following subgroups did not meet 2012 math targets: Asian, black, Hispanic, and white. No subgroup met the 2012 math target. All subgroups will make 2013 math targets.
2012 Current Level of Performance:	2013 Expected Level of Performance:
21%(127) of white students, 55%(151) of black students, 43%(92) of Hispanic students, and 14%(5) of the Asian students did not score proficient on the FY12 FCAT Mathematics Test.	18%(93) of white students, 39%(126) of black students, 32%(81) of hispanic students, and 12%(4) of Asian students will not score proficient on the FY13 FCAT Mathematics Test.

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	Teaches not knowing how to utilize EDW reports to disaggregate data and to use that data to drive instruction.	Analyze disaggregated data in teacher Learning Team Meetings for the different subgroups delineating students who are below proficiency level and/or students who have not made sufficient gains. Each identified student in the subgroup will be tracked after each diagnostic test.	Administration, LTF and Department Instructional Leaders	LTM agendas and teacher lesson plans will be reviewed by administration.	Lesson Plans and LTM Notes/Agendas
2	Scheduling and Class size reduction.	All FCAT level 1 and low level 2 students will be in enrolled in a daily intensive math mathematics class pending schedule availability, utilizing the district provided program VMath.	Assistant Principal of Curriculum	Track student data in VPort and utilized diagnostics to determine improvement.	Vport Assessments and Diagnostics
3	Time for Administration to meet with students.	Mentor the lowest 30% in mathematics. Administration, Guidance and Teachers will conduct data chats; encourage attendance in school and tutorials, monitor diagnostic results, grades and attendance.	Administration	Administer Student/Staff Survey at the end of the year to determine effectiveness of data chats.	Survey
4	Not all Teachers are familiar with conducting data chats.	Conduct data chats with students who drop below proficiency after diagnostic testing. Administration, Guidance and Teachers will discuss the importance of maintaining proficiency as it relates to the students academic progression.	Administration, LTF	Compare Fall to Winter Diagnostics during February learning team meeting.	Diagnostics

		Student attendance and academic performance will also be monitored.			
5	Pacing of district curriculum	Implement the district created Instructional Focus Calendars for mathematics classes.	Administration	Administration will review Lesson Plans for use.	Lesson Plans
6	Many students need remediation or enrichment, but there is not enough instruction time during the regular school day.	After school tutorials will be offered to remediate and provide enrichment to students.	Administration, LTF	Conduct mini-assessments throughout program to determine student improvement in benchmark instruction. Analyze the results during learning team meetings to drive instruction.	School created Benchmark specific test, Diagnostics, EOC's and FCAT.
7	Scoring change	Add more rigor and relevance into the everyday curriculum. Have all teachers trained during pre-school.	Administration	Lesson plans and/or tests.	Lesson plans and/or tests.
8	Lack of sufficient amounts of necessary non-consumable materials.	purchasing of classroom sets of calculators	Teachers, Administration	student improvement on classroom assessments, EOC's and FCAT	classroom assessments, Diagnostics, EOC'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:	62%(71) of students in the ELL subgroup will not be proficient as measured by the FY13 FCAT Mathematics Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
70%(29) students in the ELL subgroup were not proficient as measured by the FY12 FCAT Mathematics Test.	62%(71) of students in the ELL subgroup will not be proficient as measured by the FY13 FCAT Mathematics Test.

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	Non-reading content area teachers find difficulty implementing CRISS Strategies in classroom.	Teachers will utilize CRISS strategies to engage students.	Administration, Department Heads	Lesson Plan review	Lesson Plans
2	Time for Administration to meet with students.	Mentor the lowest 30% in mathematics. Administration, Guidance and Teachers will conduct data chats; encourage attendance in school and tutorials, monitor diagnostic results, grades and attendance.	Administration	Administer Student/Staff Survey at the end of the year to determine effectiveness of data chats.	Survey
	Not all Teachers are familiar with conducting data chats.	Conduct data chats with students who drop below proficiency after diagnostic testing. Administration,	Administration, LTF	Compare Fall to Winter Diagnostics during February learning team meeting.	Diagnostics

3		Guidance and Teachers will discuss the importance of maintaining proficiency as it relates to the students academic progression. Student attendance and academic performance will also be monitored.			
4	Pacing of district curriculum	Implement the district created Instructional Focus Calendars for mathematics classes.	Administration	Administration will review Lesson Plans for use.	Lesson Plans
5	Funding and Teachers certified in needed content areas to provide quality instruction to students. Student attendance for program.	Tutorials will be offered to remediate and provide enrichment to students.	Administration, LTF	Conduct mini-assessments throughout program to determine student improvement in benchmark instruction. Analyze the results during monthly learning team meetings.	School created Benchmark specific test
6	Teaches not knowing how to utilize EDW reports to disaggregate data and to use that data to drive instruction.	Analyze disaggregated data in teacher Learning Team Meetings for the different subgroups delineating students who are below proficiency level and/or students who have not made sufficient gains. Each identified student in the subgroup will be tracked after each diagnostic test.	Administration, LTF and Department Instructional Leaders	LTM agendas and teacher lesson plans will be reviewed by administration.	Lesson Plans and LTM Notes/Agendas

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:	53%(79) of the students in the students with disabilities subgroup will not be proficient as measured by the FY13 FCAT Mathematics Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
60%(125) of the students in the students with disabilities subgroup were not proficient as measured on the FY12 FCAT Mathematics Test.	53%(79) of the students in the students with disabilities subgroup will not be proficient as measured by the FY13 FCAT Mathematics Test.

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	Funding and Teachers certified in needed content areas to provide quality instruction to students. Student attendance for program.	Tutorials will be offered to remediate and provide enrichment to students.	Administration, LTF	Conduct mini-assessments throughout program to determine student improvement in benchmark instruction. Analyze the results during monthly learning team meetings.	School created Benchmark specific test
	Teaches not knowing how to utilize EDW	Analyze disaggregated data in teacher Learning	Administration, LTF and Department	LTM agendas and teacher lesson plans will	Lesson Plans and LTM

2	reports to disaggregate data and to use that data to drive instruction.	Team Meetings for the different subgroups delineating students who are below proficiency level and/or students who have not made sufficient gains. Each identified student in the subgroup will be tracked after each diagnostic test.	Instructional Leaders	be reviewed by administration.	Notes/Agendas
3	Scheduling, Class size reduction and implementing the program with fidelity.	All FCAT level 1 and low level 2 students will be enrolled in a daily intensive math mathematics class pending schedule availability, utilizing the district provided program VMath.	Assistant Principal of Curriculum	Track student data in VPort and utilized diagnostics to determine improvement.	Vport Assessments and Diagnostics
4	Not all Teachers are familiar with conducting data chats.	Conduct data chats with students who drop below proficiency after diagnostic testing. Administration, Guidance and Teachers will discuss the importance of maintaining proficiency as it relates to the students academic progression. Student attendance and academic performance will also be monitored.	Administration, LTF	Compare Fall to Winter Diagnostics during February LTM.	Diagnostics
5	Teachers not familiar or comfortable with including higher order questioning n exams.	Include higher order questions in lesson plans.	Administration, LTF	Monthly learning team meetings, Lesson Plan and/or Test Review	Lesson Plans and or Test Review
6	Pacing of district curriculum	Implement the district created Instructional Focus Calendars for mathematics classes.	Administration	Administration will review Lesson Plans for use.	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 subgroup:

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	35%(221) of the economically disadvantaged subgroup will not demonstrate proficiency as measured by the FY13 FCAT Mathematics Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
45%(270) of the economically disadvantaged subgroup were not proficient as measured by the FY12 FCAT Mathematics Test.	35%(221) of the economically disadvantaged subgroup will not demonstrate proficiency as measured by the FY13 FCAT Mathematics Test.

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
	Scheduling, Class size reduction and implementing the program with fidelity.	All FCAT level 1 and low level 2 students will be enrolled in a daily intensive math	Assistant Principal of Curriculum	Track student data in VPort and utilized diagnostics to determine improvement.	Vport Assessments and Diagnostics

1		mathematics class pending schedule availability, utilizing the district provided program VMath.			
2	Time for Administration to meet with students.	Mentor the lowest 30% in mathematics. Administration, Guidance and Teachers will conduct data chats; encourage attendance in school and tutorials, monitor diagnostic results, grades and attendance.	Administration	Administer Student/Staff Survey at the end of the year to determine effectiveness of data chats.	Survey
3	Not all Teachers are familiar with conducting data chats.	Conduct data chats with students who drop below proficiency after diagnostic testing. Administration, Guidance and Teachers will discuss the importance of maintaining proficiency as it relates to the students academic progression. Student attendance and academic performance will also be monitored.	Administration, LTF	Compare Fall to Winter Diagnostics during February learning team meeting.	Diagnostics
4	Pacing of district curriculum	Implement the district created Instructional Focus Calendars for mathematics classes.	Administration	Administration will review Lesson Plans for use.	Lesson Plans
5	Funding and Teachers certified in needed content areas to provide quality instruction to students. Student attendance for program.	Tutorials will be offered to remediate and provide enrichment to students.	Administration, LTF	Conduct mini-assessments throughout program to determine student improvement in benchmark instruction. Analyze during monthly learning team meetings.	School created Benchmark specific test
6	Teachers not familiar or comfortable with including higher order questioning in exams.	Include higher order questions in lesson plans.	Administration, LTF	Monthly learning team meetings, Lesson Plan and/or Test Review	Lesson Plans and or Test Review
7	Teachers not knowing how to utilize EDW reports to disaggregate data and to use that data to drive instruction.	Analyze disaggregated data in teacher Learning Team Meetings for the different subgroups delineating students who are below proficiency level and/or students who have not made sufficient gains. Each identified student in the subgroup will be tracked after each diagnostic test.	Administration, LTF and Department Instructional Leaders	LTM agendas and teacher lesson plans will be reviewed by administration.	Lesson Plans and LTM Notes/Agendas

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:	4 students will achieve level 3 as measured on the FY13 Algebra 1 EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
8% (6) students achieved level 3 as measured on the FY12 Algebra 1 EOC.	4 students will achieve level 3 as measured on the FY13 Algebra 1 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	Less Students taking the Algebra 1 course.	Enroll more students at the end of the year by analyzing FCAT test scores as well as class grades.	Administration and Algebra 1 teachers.	Maintain enrollment numbers	FY13 class rosters
2	More students achieving levels 4 and 5	Direct instruction and more rigor and relevance in everyday lessons.	Administration and Algebra 1 teachers.	Algebra 1 EOC scores	Algebra 1 EOC
3	Students do not advance using traditional approaches to learning.	Teachers will utilize differentiated instruction, Edline, and rigor and relevance strategies.	Administration and Algebra 1 teachers.	Knowledge checks, embedded assessments, monthly LTM meetings to review data to drive decision making.	Classroom observations, Learning team meetings, data from 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 Algebra. Algebra Goal #2:	67 students will score at or above level 4 as measured on the FY13 Algebra 1 EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
92% (70) students scores at or above a level 4 as measured by the FY12 Algebra 1 EOC.	67 students will score at or above level 4 as measured on the FY13 Algebra 1 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	Students do not advance using traditional approaches to learning.	Teachers will utilize differentiated instruction, Edline, and rigor and relevance strategies.	Administration and Algebra 1 teachers.	Knowledge checks, embedded assessments, monthly LTM meetings to review data to drive decision making.	Classroom observations, Learning team meetings, data from assessments.
2	Less Students taking the Algebra 1 course.	Enroll more students at the end of the year by analyzing FCAT test scores as well as class grades.	Administration and Algebra 1 teachers.	Maintain enrollment numbers	FY13 class rosters
	Lack of higher order	Include higher order	Administration,	Monthly learning team	Lesson Plans and

3	thinking skills in everyday instruction.	questions in lesson plans.	LTF	meetings, Lesson Plan and/or Test Review	or Test Review
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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:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:				
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

End of Geometry EOC Goals

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
Rigor and Relevance	6-8/all subject areas	Robyn Jackson	school-wide	pre-school	Monthly learning team meetings, Lesson Plan and/or Test Review	Administration, learning team facilitator
Data driven instruction	6-8/all subject areas	Denise Sanfilippo	school-wide	bi-monthly	Learning team meetings	Administration, learning team facilitator
Higher order thinking strategies	6-8/all subject areas	Denise Sanfilippo	school-wide	bi-monthly	Learning team meetings	Administration, learning team facilitator
Test Item Specs	6-8/Math	Ken Kaplin	math teachers	9/13/12	Monthly learning team meetings, Lesson Plan and/or Test Review	Administration, learning team facilitator

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Supplies	Math manipulatives, paper, ink, instructional materials, calculators etc.	Title I	\$1,320.00
classroom materials	95.00 per teacher and there are 12 math teachers	General Operating Fund	\$1,140.00
			Subtotal: \$2,460.00
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
Staff Development	Travel out of county including registrations for FCTM and common core conference.	Title I	\$2,500.00
			Subtotal: \$2,500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Math Tutors	Funding for tutors for the after school program	Title I	\$3,500.00
			Subtotal: \$3,500.00
			Grand Total: \$8,460.00

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.

Science Goal #1a:

45%(179) 8th grade students will measure at level 3 on the FY13 FCAT Science Test.

2012 Current Level of Performance:	2013 Expected Level of Performance:
38% (149) of 8th grade students measured proficient on the FY12 FCAT Science Test.	45%(179) 8th grade students will measure at level 3 on the FY13 FCAT Science Test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time to implement all desired strategies.	The school will implement comprehension checks, classroom tests, labs, and projects to monitor student progress.	Administration and Department Instructional Leader	Classroom visitations and lesson plan reviews.	Classroom visitation logs and lesson plans.
2	Teachers not trained higher order questioning.	Include higher order questions on tests, in labs, and on other student assessments.	Administration, LTF, and Department Instructional Leader	Monthly learning team meetings, Classroom visitations and lesson plan reviews.	Classroom visitation logs, LTM minutes and lesson plans.
3	Teachers not knowing how to utilize EDW reports to disaggregate data and to use that data to drive instruction.	Analyze disaggregated data in teacher Learning Team Meetings for the different subgroups delineating students who are below proficiency level and/or students who have not made sufficient gains. Each identified student in the subgroup will be tracked after each diagnostic test.	Administration, LTF and Department Instructional Leaders	LTM agendas and teacher lesson plans will be reviewed by administration.	Lesson Plans and LTM Notes/Agendas
4	Not all Teachers are familiar with conducting data chats.	Conduct data chats with students who drop below proficiency after diagnostic testing. Administration, Guidance and Teachers will discuss the importance of maintaining proficiency as it relates to the students academic progression. Student attendance and academic performance will also be monitored.	Administration, LTF	Compare Fall to Winter Diagnostics during February LTM.	Diagnostics
5	Pacing of district curriculum	Implement the district created Instructional Focus Calendars for mathematics classes.	Administration	Administration will review Lesson Plans for use.	Lesson Plans
6	Functionality of programs and internet usage.	Students will use Gizmos to increase student achievement	Administration	Lesson plan review.	Lesson Plans
7	Funding and Teachers certified in needed content areas to provide quality instruction to students. Student attendance	Tutorials will be offered to remediate and provide enrichment to students.	Administration, LTF	Conduct mini-assessments throughout program to determine student improvement in benchmark instruction. Analyze data during monthly LTMs.	School created Benchmark specific test

	for program.				
8	Non-reading teachers implementing reading strategies learned in the their lessons.	Include reading passages which assists with School-wide alignment of benchmarks through science magazines, books and scientific journals.	Teachers, Administration	Lesson plan review, Grade Quick analysis, and student improvement on classroom assessments.	Lesson plans, classroom assessments, Diagnostics, and FCAT.
9	Lack of sufficient amounts of necessary non-consumable laboratory materials.	purchasing and maintaining of microscopes, balances, laboratory aprons, goggles and appropriate goggle cleansing equipment, stop watches, calculators, etc.	Teachers, SAC, and administration	Student improvement of knowledge demonstrated by hands-on activities.	Laboratory portfolios and reflections

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:					
2012 Current Level of Performance:			2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement					
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
No Data Submitted					

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal # 2a:			20%(80) of the students will measure a Level 4 or 5 on the FY13 FCAT Science Test.		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
18% (70) of the students measured a Level 4 or 5 on the FY12 FCAT Science Test.			20%(80) of the students will measure a Level 4 or 5 on the FY13 FCAT Science Test.		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time to implement all desired strategies.	The school will implement comprehension checks, classroom tests, labs,	Administration and Department Instructional Leader	Classroom visitations and lesson plan reviews.	Classroom visitation logs and lesson plans.

		and projects to monitor student progress.			
2	Teachers not trained higher order questioning.	Include higher order questions on tests, in labs, and on other student assessments.	Administration, LTF, and Department Instructional Leader	Monthly learning team meetings, Classroom visitations and lesson plan reviews.	Classroom visitation logs and lesson plans.
3	Teaches not knowing how to utilize EDW reports to disaggregate data and to use that data to drive instruction.	Analyze disaggregated data in teacher Learning Team Meetings for the different subgroups delineating students who are below proficiency level and/or students who have not made sufficient gains. Each identified student in the subgroup will be tracked after each diagnostic test.	Administration, LTF and Department Instructional Leaders	LTM agendas and teacher lesson plans will be reviewed by administration.	Lesson Plans and LTM Notes/Agendas
4	Not all Teachers are familiar with conducting data chats.	Conduct data chats with students who drop below proficiency after diagnostic testing. Administration, Guidance and Teachers will discuss the importance of maintaining proficiency as it relates to the students academic progression. Student attendance and academic performance will also be monitored.	Administration, LTF	Compare Fall to Winter Diagnostics during February learning team meeting.	Diagnostics
5	Pacing of district curriculum	Implement the district created Instructional Focus Calendars for mathematics classes.	Administration	Administration will review Lesson Plans for use.	Lesson Plans
6	Functionality of programs and internet usage.	Students will use Gizmos to increase student achievement	Administration	Lesson plan review.	Lesson Plans
7	Non-reading teachers implementing reading strategies learned in their lessons.	Include reading passages which assists with School-wide alignment of benchmarks through science magazines, books and scientific journals.	Teachers, Administration	Lesson plan review, Grade Quick analysis, and student improvement on classroom assessments.	Lesson plans, classroom assessments, Diagnostics, and FCAT.
8	Lack of sufficient amounts of necessary non-consumable laboratory materials.	purchasing and maintaining of microscopes, balances, laboratory aprons, goggles and appropriate goggle cleansing equipment, stop watches, calculators, etc.	Student improvement of knowledge demonstrated by hands-on activities.	Teachers, SAC, and administration	Laboratory portfolios and reflections

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:			
2012 Current Level of Performance:		2013 Expected Level of Performance:	
Problem-Solving Process to Increase Student Achievement			
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Evaluation Tool
No Data Submitted			

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Rigor and Relevance	6-8/all subject areas	Robyn Jackson	school-wide	pre-school	Monthly learning team meetings, Lesson Plan and/or Test Review	Administration, learning team facilitator
Data driven instruction	6-8/all subject areas	Denise Sanfilippo	school-wide	bi-monthly	Learning team meetings	Administration, learning team facilitator
Higher order thinking strategies	6-8/all subject areas	Denise Sanfilippo	school-wide	bi-monthly	Learning team meetings	Administration, learning team facilitator

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
classroom materials	95.00 per teacher and there are 10 science teachers	General Operating fund	\$950.00
			Subtotal: \$950.00
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: \$950.00

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. Writing Goal #1a:		90%(358) of the 8th grade students will demonstrate proficiency on the FY13 FCAT Writes.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
87% (340) of the 8th grade students demonstrated proficiency on the FY12 FCAT Writes.		90%(358) of the 8th grade students will demonstrate proficiency on the FY13 FCAT Writes.			
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	Accurate grading of essays.	Implement FCAT Writes Practice Prompts.	Administration and Department Instructional Leader.	The Assistant Principal over Language Arts will pull samplings from classes to determine teachers' accuracy of grading.	PB Writes and Practice tests.
2	Funding and Teachers certified in needed content areas to provide quality instruction to students. Student attendance for program.	Tutorials will be offered to remediate and provide enrichment to students.	Administration, LTF	Conduct mini-assessments throughout program to determine student improvement in benchmark instruction. Analyze the results to drive instruction during monthly learning team meetings.	Writing Assessments
3	Teachers of all content areas will be reviewing this information within their Period 3 class.	Establish a school wide word of the week program emphasizing SAT and FCAT Vocabulary.	Administration	Classroom visitations and graphic organizers being utilized in classrooms.	Classroom visitation logs and graphic organizers.
4	Scoring Change	Add more rigor and relevance into the everyday curriculum. Have all teachers trained during pre-school.	Administration, LTF	Lesson plan and/or test reviews. Monthly LTMs	Lesson plans and/or tests.

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:			
2012 Current Level of Performance:		2013 Expected Level of Performance:	
Problem-Solving Process to Increase Student Achievement			
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy
No Data Submitted			

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Rigor and Relevance	6-8/all subject areas	Robyn Jackson	school-wide	pre-school	Monthly learning team meetings, Lesson Plan and/or Test Review	Administration, learning team facilitator
Data driven instruction	6-8/all subject areas	Denise Sanfilippo	school-wide	bi-monthly	Learning team meetings	Administration, learning team facilitator
Higher order thinking strategies	6-8/all subject areas	Denise Sanfilippo	school-wide	bi-monthly	Learning team meetings	Administration, learning team facilitator

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
classroom materials	95.00 per teacher and there are 13 Language Arts teachers	General Operating Fund	\$1,235.00
			Subtotal: \$1,235.00
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: \$1,235.00

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:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

2. Students scoring at or above Achievement Levels 4 and 5 in Civics. Civics Goal #2:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

(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
No Data Submitted						

Civics Budget:

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

End of 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:	The attendance rate for FY13 will be 97%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
The attendance rate for FY12 was 95%.	The attendance rate for FY13 will be 97%.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
294 students had excessive absences during FY12.	There will be 265 students with excessive absences during the FY13 school year. This is a decrease of 10%.

2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
40 students had excessive tardies during FY12.	There will be 36 students with excessive tardies during the FY13 school year. This is a decrease of 10%.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are being suspended in excess	Implement alternative disciplinary measures for student referrals including administrative detentions, saturday school, etc. Implement preventative measures before student referrals are generated. Schedule individual and small group counseling with Guidance Counselors and outside resources.	Administration and Guidance	Review TERMS data, SAASSY data and SBT information for a decrease in out of school suspensions	Gold Report SAASSY reports
2	Instructional staff does not keep accurate records.	Gradequick attendance training for instructional staff. Teachers will keep a paper copy of their attendance for each nine weeks throughout the school year.	Administration attendance clerk Gradequick/EDLINE administrator	Administrators and attendance clerk will review attendance discrepancy report weekly; teachers will provide paper attendance at request of administration for review	Attendance discrepancy reports; attendance
3	Parents are not aware of middle grades attendance policies.	Utilize mass media including school website, newsletters, one voice, etc. to inform parents. Plan informative parent meetings	Administration Guidance Program Coordinators	After mass media communication is complete, compare attendance records from before communication and after communication.	VIPS log Mainframe

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
No Data Submitted						

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal # 1:	There will be a decrease in the number of suspensions in 2012-2013 due to the implementation of PBS school-wide.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
There were 512 In-School Suspensions for FY12.	There will be a 5% decrease of in-school suspensions for FY13 as indicated in TERMS.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
18% (218) of the student population received in-school suspension for FY12.	There will be a 3% decrease of the number of students that receive in-school suspension for FY13.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
There were 236 out of school suspensions for FY12.	There will be a 3% decrease in the number of out of school suspensions for FY13.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
11% (134) of the student population received out of school suspensions for FY12.	There will be a 3% decrease in the number of students suspended for FY13.

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	Funding for Saturday School Student Attendance	Administrators will run Saturday School one Saturday each month.	Administrators	There will be a quarterly review of the suspension data to determine if Saturday School decreases suspensions	SAASSY data
2	Alternatives to suspension are seldom used.	Use of SBT to determine other interventions for students other than referral	Administration; guidance	Review referrals to SBT to determine there is a decrease in misbehaviors	SBT referrals
3	Faculty and Staff need training on when to write a referral and how to write a referral.	Provide training for faculty on interventions prior to referral writing and how to write a referral	Administration	Review referrals quarterly to determine if training led to decrease in referrals	Referrals and TERMS reports
4	Faculty and Staff buy-in for PBS.	Provide training for faculty on PBS and how to implement it in the classroom and school.	Administration	Review referrals quarterly to determine if training led to a decrease.	Terms and EDW

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
Positive Behavior Support	6-8	June Eassa	school-wide	pre-school	Terms and EDW	Administration

Suspension Budget:

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

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:		There will be an increase of 3% of parents who participate in school activities.			
*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.					
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
Based on the number of names on school activities/parent training sign in sheets provided by our school, only 47% of our parents attended school activities throughout the school year.		By June 2013 an average of 50% of parents will participate in school activities.			
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	Parent Attendance and notification of events	Provide at least five opportunities for parent involvement in school-wide, FCAT and team activities such as "Open House", book fairs, award ceremonies, field trips, FCAT night, PTSO and SAC.	Administration, SAC, PTSO, and Staff	Monitor Sign-In Sheets	Sign-in Sheets
2	Parent Attendance and notification of events	Offer an evening orientation to parents of students new to WMCS.	Principal and Assistant Principals	Orientation will be given to parents with emphasis on expectations for students and parents to ensure student success.	Orientation sign-in log and agenda
3	Parent attendance and notification of events	Partnership with National Guard via Night Vision Program/Presentation.	Administration	Increase in stakeholder involvement	Sign-in log and agenda
4	Time to get to elementary schools.	Partner with feeder elementary schools to promote Middle School readiness (Medical Magnet.	Administration, guidance, and medical magnet teachers	Number of students to apply to Woodlands Middle School Medical Magnet over previous years application for incoming 6th graders.	Application results.
5	Return rate of Title I survey is low.	Parents will participate in the annual Title I survey.	Title I contact	Title I survey	Results of survey
6	Parents are unaware of students current FCAT diagnostic level.	Have parents involved in data chats with students.	Teachers	Have parents sign SALP reports and bring back to school.	FCAT
7	Lack of willing volunteers and business partners.	Offer more opportunities for involvement, and send home information via telephone and mail.	Administration and SAC	Increase in volunteer and business partner involvement	Sign-in logs

8	Lack of willing parents to participate in the year long development of the Compact, PIP and SIP.	Provide parents the opportunity at SAC meetings to have input on the development of the Compact, PIP and SIP.	Administration and SAC	SAC support of the Compact, PIP and SIP.	Sign-in logs and meeting agendas
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Ruby Payne	All grade levels/ and subjects	District personnel	all staff	early release day	Administration	Administration

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Supplies	refreshments for trainings, training materials, parent resources, etc.	Title I	\$4,162.00
Postage and freight	postage for parent mailings	Title I	\$600.00
Provide trainers for parent trainings	Trainers	Title I	\$2,706.00
			Subtotal: \$7,468.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Increase communication with parents.	Color printer	Title I	\$356.00
			Subtotal: \$356.00
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: \$7,824.00

End of Parent Involvement Goal(s)

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

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

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

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

STEM Budget:

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

End of 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:			Maintain CTE program (medical) for 180 students, through 3honors level courses.		
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	Level 2 readers struggle with high level words and text.	Incorporate reading strategies into the daily review and medical terminology in all courses.	CTE teachers Mrs. Dewalt and Mrs. Southwick	Comprehension and application of knowledge and skills.	FY13 reading FCAT and class room assessments.
2	limitations on enrollment due to funding.	Fundraise within the school and community.	CTE teachers	Budget review	FY14 enrollment numbers

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
CTE conference	6-12 medical	Miguel Benaunte	district wide	pre-school	school coordinator	E. Southwick
Coordinator Meetings	k-12	Pete Licata	district coordinators	monthly	school coordinator	E. Southwick

CTE Budget:

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

Subtotal: \$0.00

Grand Total: \$0.00

End of CTE Goal(s)

Additional Goal(s)

Appreciation of Multicultural Diversity 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:					
1. Appreciation of Multicultural Diversity Goal Appreciation of Multicultural Diversity Goal # 1:	Every school in Palm Beach County recognizes and values the racial, ethnic, cultural and language diversity represented in their school. We see it as imperative that all staff members are actively involved in preparing students to interact effectively and positively in a multicultural society. Incorporating culturally responsive, research-based instructional practices across the curriculum affirms our commitment to emphasizing the important role of multicultural education in teaching and learning. School-based initiatives focus on professional development, intergroup relations, equity, democratic governance, and increased academic achievement opportunities for all students. Our goal is to foster appreciation by students and staff of the diverse racial, ethnic, cultural, and language diversity groups represented in				
2012 Current level:	2013 Expected level:				
30% of students participated in events related to multicultural.	35% of students will participate in multicultural events.				
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 do not respect others ethnicity.	Hold meetings for multicultural club and educate students school-wide about different cultures.	Administration and Ms. Robinson	Drop in race related infractions.	referrals

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

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

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

Budget:

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

End of Appreciation of Multicultural Diversity Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Supplies	electronic readers	Title I	\$3,780.00
Reading	Classroom materials	95.00 per reading teacher and there are 5 reading teachers.	General Operating Fund	\$475.00
Reading	Supplies	electronic books for after school reading tutorial or book club.	Title I	\$900.00
Mathematics	Supplies	Math manipulatives, paper, ink, instructional materials, calculators etc.	Title I	\$1,320.00
Mathematics	classroom materials	95.00 per teacher and there are 12 math teachers	General Operating Fund	\$1,140.00
Science	classroom materials	95.00 per teacher and there are 10 science teachers	General Operating fund	\$950.00
Writing	classroom materials	95.00 per teacher and there are 13 Language Arts teachers	General Operating Fund	\$1,235.00
Parent Involvement	Supplies	refreshments for trainings, training materials, parent resources, etc.	Title I	\$4,162.00
Parent Involvement	Postage and freight	postage for parent mailings	Title I	\$600.00
Parent Involvement	Provide trainers for parent trainings	Trainers	Title I	\$2,706.00
				Subtotal: \$17,268.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Parent Involvement	Increase communication with parents.	Color printer	Title I	\$356.00
				Subtotal: \$356.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Staff development	Substitutes for teacher release time to attend professional development	Title I	\$1,891.00
Reading	Staff Development	Consultants for Rigor and Relevance Seminar	Title I	\$1,875.00
Reading	Staff Development	Travel out of county including registrations for reading conference, common core trainings, etc.	Title I	\$2,900.00
Reading	Staff Development	Learning Team Facilitator	Title I	\$63,644.00
Mathematics	Staff Development	Travel out of county including registrations for FCTM and common core conference.	Title I	\$2,500.00
				Subtotal: \$72,810.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Reading Tutors	Funding for tutors for the after school program.	Title I	\$3,500.00
Reading	Classroom Teacher	Reading Teacher	Title I	\$63,644.00
Mathematics	Math Tutors	Funding for tutors for the after school program	Title I	\$3,500.00

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 8/29/2012)

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
After school Detentions	\$1,840.00

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

Utilize reading counts quizzes along with the current reading counts program to motivate students. Our plan is to implement and included student incentives from our business partners as a reward for points earned from the quizzes. In addition to the reading counts incentive program SAC has also suggested the following activities for 2012-2013: FCAT night, Parent University, and Night Vision.

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

Palm Beach School District WOODLANDS MIDDLE SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	73%	79%	97%	65%	314	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	61%	78%			139	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?	58% (YES)	71% (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					582	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Palm Beach School District WOODLANDS MIDDLE SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	77%	77%	97%	58%	309	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	71%	78%			149	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?	71% (YES)	75% (YES)			146	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					604	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested