FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: MADISON MIDDLE SCHOOL

District Name: Dade

Principal: Renny L. Neyra

SAC Chair: Ms. Rosy Gonzalez

Superintendent: Mr. Alberto Carvalho

Date of School Board Approval: November 22, 2011

Last Modified on: 10/13/2012

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	Eida Herrera	B.S. Elementary Education M.S. Reading Leadership Ed.S Educational Leadership (K-12) Elementary Education (K-6) ESOL Reading (K-12) Educational Leadership	2	2	'12 '11 '10 '09 '08 '07 '06 School Grade F C A A B C A AYP N N N Y N N P High Standards Rdg. 24 57 75 75 73 74 78 High Standards Math 32 62 72 73 67 68 77 Lrng Gains-Rdg. 56 63 70 75 67 59 65 Lrng Gains-Math 60 52 57 68 63 55 74 Gains-Rdg-25% 62 60 66 74 59 55 63 Gains-Math-25% 57 56 59 69 73 68
Principal	Renny L. Neyra	B.S. Elementary M.S. Educational Leadership Certification(s): Primary Education Educational Leadership	2	4	'12 '11 '10 '09 '08 '07 '06 School Grade F C C A B C A AYP N N N Y N N P High Standards Rdg. 24 57 56 75 73 74 78 High Standards Math 32 62 58 73 67 68 77 Lrng Gains-Rdg. 56 63 65 75 67 59 65 Lrng Gains-Math 60 52 82 68 63 55 74 Gains-Rdg-25% 62 60 53 74 59 55 63 Gains-Math-25% 67 56 77 69 73 68
		BS – Elementary			

| Assis Principal | Niesha Mack-Freeman | Education, Florida A & M; MS – Curriculum, Instruction, & Technology, Nova University Ed S – Educational Leadership, Nova University

Certification(s): Elementary Ed. (K-6) Middle Grades Math (5-9) Family and Consumer Science (K-12) Educational Leadership (K-12) Gifted (Endorsed) | 2 | 3 | '12 '11 '10 '09 '08 '07 '06
School Grade F C A A D A
AYP N N N N N N Y
High Standards Rdg. 24 46 58 63 53 82
High Standards Math 32 68 17 63 54 46 83
Lrng Gains-Rdg. 56 51 29 65 70 50 76
Lrng Gains-Math 60 72 50 74 69 48 81
Gains-Rdg-62 50 25 29 75 72 58 73
Gains-Math-57 63 25 50 76 69 52 |

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)
Reading	Rhonda L. Gaines	Bachelor of Science: Elementary Education K-6 (Certification) Masters of Science: Reading K-12 (Certification) Educational Specialist: Curriculum and Instruction Management and Administrative Educational Specialist: Educational Leadership/ESOL All Levels (Certification) English 5-9 (Certification)	1	3	'12 '11 '10 '09 '08 School Grade D D D D C High Standards Rdg. 23 36 35 35 35 High Standards Math 21 32 41 35 36 Lrng Gains – Rdg, 53 56 51 57 54 Lrng Gains – Math 58 52 61 59 65 Gains-Rdg-25% - 61 76 58 69 61 Gains-Math 25% - 64 64 60 65 69
Math	Tennielle Jones	BS- Mathematics, Florida A & M University; M.Ed-Instructional Technology Certification American Intercontinental University – Middle Grades Math 5-9	2	2	'12 '11 School Grade F D AYP N N High Standards Rdg. 24 35% High Standards Math 32 35% Lrng Gains-Rdg. 56 62% Lrng Gains-Math 60 56% Gains-Rdg-25% 62 74% Gains-Math-25% 67 61%
Reading	Micheka Fleurissaint	Bachelor of Science: Political Science History (Certification) Master of Science: Business Administrative, specialization in Management	1	2	'12 '11' '10 School Grade P C C High Standards Rdg. 22 15 12 High Standards Math 46 41 42 Lrng Gains – Rdg, 64 41 41 Lrng Gains – Math 66 60 77 Gains-Rdg-25% - 84 57 49 Gains-Math 25% - 74 65 89
Science	Julie Harris	Middle Grade Integrated Curriculum 5-9	2	1	'12 School Grade F High Standards Rdg. 24 High Standards Math 32 Lrng Gains – Rdg, 56

		(Certification)			Lrng Gains – Math 60 Gains-Rdg-25% - 62 Gains-Math 25% - 67

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. Partnering new teachers with veteran staff	Assistant Principal	On-going	
2	2. Monthly meetings of new teachers with principal	Principal	On-going	
3	3. Partnering new teachers with a mentor teacher trained through the Mentoring and Induction for New teachers (MINT) and New Educator Support Team (NEST),	Assistant Principal	On-going	
4	Recommendations will be from current employees/colleagues/human resource department	Principal	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
3	Madison Middle will provide support and professional development to assist the instructional staff: FAIR Training, Differentiated Instruction Training, ETO Instructional Strategies Training.

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
36	41.7%(15)	19.4%(7)	25.0%(9)	13.9%(5)	50.0%(18)	80.6%(29)	16.7%(6)	0.0%(0)	13.9%(5)

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
Timothy Meyer	Tennille Jones	Teacher	MINT Program
Alexis Guy	Tennille Jones	Teacher	MINT Program
Anthony Liu	Judith Francois	Teacher	MINT Program
Roxann Bennerman	Shantell Richards	Teacher	MINT Program

Jason Scuglik	Seniko Killings	Teacher	MINT Program
Julie Harris	Judith Francois	Teacher	MINT Program
Elizabeth Ferrante	Jason Scuglik	Teacher	MINT Program
Elizabeth Ferrante	Jason Scuglik	Teacher	MINT Program
Elizabeth Ferrante	Jason Scuglik	Teacher	MINT Program

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

At Madison Middle School, services are provided to ensure students requiring additional remediation are assisted through after-school programs, Saturday School and Intervention throughout the day. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support Services are provided to secondary students. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to enforce the RtI model to provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include an extensive Parental Program; Title CHESS (as appropriate); Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Madison Middle School will use Supplemental Educational Services (SES) to provide additional services and tutoring to help students achieve at higher levels and decrease the number of students identified as working below grade level. Title I and District enrichment funds will be utilized to conduct Saturday School and Before/After School tutoring. Title I funds will be used to hire additional hourly personnel to provide interventions to students during the school day. Professional Learning Communities (PLC) will be utilized to provide professional development for the teachers in need of improvement. Funds will also be used to provide additional school-wide support for curriculum planning.

Title I, Part C- Migrant

Madison Middle School provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met.

Title I, Part D

Madison Middle School provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met

Title II

Madison Middle School uses supplemental funds for improving basic education as follows:
• training to certify qualified mentors for the New Teacher (MINT) Program
• training for add-on endorsement programs, such as Reading, Gifted, ESOL
training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

Title III

At Madison Middle School, services are provided through after-school, before-school, and Saturday tutorial services for English Language Learners (ELL) students that need academic language acquisition and academic support. Madison uses funds to purchase Compass Odyssey an online program.

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Madison Middle School offers the Non-Violence Project to students that addresses non-violence, community service projects, and counseling through the program. The program curriculum is implemented by counselors. The Non-Violence Project School Specialists provide training and technical assistance in the areas of violence prevention, stress management and crisis management for all staff members.

Nutrition Programs

1) Madison Middle adheres to and implements the nutrition requirements stated in the District Wellness Policy.
2) Nutrition education, as per state statute, is taught through physical education.
3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Housing Programs

N/A

Head Start

A Head Start program is not currently located at Madison Middle School. However, Head Start programs are co-located in several Title I schools and/or communities. Joint activities, including professional development and transition processes are shared. Through affiliating agreements, the Summer VPK program is provided at Head Start sites.

Adult Education

N/A

Career and Technical Education

Madison Middle School currently offers CTE courses for Madison Middle School students in grades 6-8.

Job Training

N/A

Other

Parental

Madison Middle School involves parents in the planning and implementation of the Title I and extends an open invitation to our school's parent resource center in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services.

Involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center or parent area in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services.

Increase parental engagement/involvement through developing (with on-going parental input) our school's Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements

Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents. This impacts our goal to empower parents and build capacity for involvement.

Complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118.

Confidential "as-needed services" will be provided to any students in the school in "homeless situations" as applicable.

Additional academic and support services will be provided to students and families of the Migrant population as applicable.

School Improve Grant Fund/School Improvement Grant Initiative

Madison Middle School receives funding under the School Improvement Grant Fund/School Improvement Grant Initiative in order to increase the achievement of the lowest performing subgroups through comprehensive, ongoing data analysis, curriculum and instruction alignment, and specific interventions such as extended day remedial tutorial instruction, Differentiated instruction/intervention, classroom libraries, Project CRISS, and Learning 100. Additionally, Title I School Improvement Grant/Fund support funding and assistance to schools in Differentiated Accountability based on need.

MDCPS District response:
The Voluntary Public School Choice Program (I Choose!) a federally funded grant, is a district wide initiative designed to assist in achieving the Miami-Dade County Public Schools' District's Strategic Plan goal to expand the availability of and access to high quality public school choice options for all parents in Miami-Dade County. Voluntary Public School Choice grant funds are used to evaluate programs, inform parents of educational options, and reculture teaching practices to establish quality school environments.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Identify the school-based RtI Leadership Team.
Madison Middle RtI team consists of the principal, assistant principals, academic coaches, student services personnel, general, and special education teachers. The individuals selected for the team have a history of meeting the needs of all students. The individuals have a strong knowledge and skills within their specific content areas or expertise. The members take on role as instructional leader, facilitator, and content specialist, staff Liaison, and/ or data mentor.
Renny L. Neyra, Principal
Eida Herrera, Assistant Principal
Niesha Mack-Freeman, Assistant Principal
Yolanda Smith, Literacy Coach
Giuseppe Castaldi, Literacy Coach
Scott Peterson, Science Coach
Tanielle Jones, Math Coach
Jasmine Reyner, School Psychologist
Yolanda Nunez, Counselor
Vernon Howard, Counselor
General Education Teachers
Special Education Teachers

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?

Madison Middle School RtI Leadership Team will focus meetings around developing and maintaining a problem solving system to bring out the best in our schools, our teachers, and in our students. The team meets once a week to engage in the following activities: Review data from monthly reading, Mathematics, writing, and science assessment and link to instructional decisions; review the data by grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. The classroom teachers submit a Student in Need of Assistance form which is then reviewed by the team. Data on this student is reviewed an a determination to proceed or not is then made. Based on the above information, the RtI team will identify interventions and resources needed to aide students in achieving mastery. Madison's RtI team will collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. Within their roles, RtI team members will perform additional duties as specified below.

- Ms. Renny Neyra, Principal: Instructional Leader that provides a common vision for the use of data-based decision-making, supporting school staff by communicating the RtI process, building school culture, gathering input and creating order by providing specific routines and procedures, share leadership responsibilities with other team members, communicates with parents, encourage and support within the school regarding RtI plans and activities.

- The General Education Teachers: Facilitator that identifies strategies for staff and team members, determine effective processes to involve all members and facilitating communication within the school with leadership team and staff. Other duties include: providing information about core instruction, participate in student data collection, deliver instruction/intervention, collaborate with other staff to implement interventions, and integrate materials/instructional with student activities for students not meeting AYP and state standards.

- The Special Education Teachers: Facilitator that identifies strategies for staff and team members, determine effective

processes to involve all members and facilitating communication within the school with leadership team and staff. Other duties include: participate in student data collection, integrate core instructional activities/materials into targeted instruction for students not meeting AYP and state standards, and collaborate with general education teachers.

- Tennille Jones, Math Coach: Content specialist that provides foundational knowledge to understand how students learn to problem solving and Mathematics content, why some students struggle, ensures that when new curricular materials are obtained teachers receive professional development, monitor fidelity of use of curricular materials and strategies, supports the implementation of the school's intervention plans, provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

- Julie Harris, Science Coach: Content specialist that provides foundational knowledge to understand how students learn to problem solving and science content, why some students struggle, ensures that when new curricular materials are obtained teachers receive professional development, monitor fidelity of use of curricular materials and strategies, supports the implementation of the school's intervention plans, provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

- Rhonda Gaines and Micheka Fleurissaint, Reading Coaches: Content specialist that provides foundational knowledge to understand how students learn to read, write and spell and why some students struggle, ensures that when new curricular materials are obtained teachers receive professional development, monitor fidelity of use of curricular materials and strategies, supports the implementation of the school's intervention plans, provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

- School Psychologist: Staff Liaison that brings a perspective necessary for team decision making, gains input and communicate with each staff members, participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

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?

Madison Middle School RtI Leadership Team will meet with the Educational Excellence School Advisory Council (EESAC) and principal to help develop and implement the 2011– 2012School Improvement Plan (SIP). The team will monitor data on: all students not making AYP and not meeting state standards. The RtI team will monitor the fidelity of the delivery of instruction and interventions before, after, and during the school day. In addition, the team will provide support to students who are below mastery on the District's Interim and Madison Monthly assessments. Madison's RtI team will assist with coordinating strategies and developing an action plan that set clear expectations for instruction that incorporate the following: (Rigor, Relevance, Relationship); systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); research-based instructional strategies proven to improve student achievement (Similarities and differences, Summarizing and note taking, Reinforcing effort and providing recognition, Homework and practice, Representing knowledge, Learning groups, Setting objectives and providing feedback, Generating and testing hypotheses, Cues, questions, and advance organizers), and data driven classroom instruction.

┌─ 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.

To monitor the progress of students working academically below that of their peers, Madison Middle School RtI team and staff utilizes the Edusoft Assessment Management System to manage the following academic data: Baseline data: Progress Monitoring and Reporting Network (PMRN), District Baseline Assessment, Florida Comprehensive Assessment Test (FCAT). To identify students who may need additional intervention, data from Cognos reporting system, which includes student's school attendance history, Student Case Management System, teacher or parent referrals, and suspension reports will be utilized to summarize tiered data.

• Progress Monitoring: PMRN, AIMS web, Curriculum Based Measurement (CBM), FCAT Simulation, Student Grades
• Midyear: Florida Assessments for Instruction in Reading (FAIR), Madison Monthly Assessments, and the District Mid-year Assessment.
• End of year: FAIR, Madison Monthly Assessments, District Assessments, and 2012 FCAT
• Frequency of Data Days: twice a month for data analysis

Describe the plan to train staff on MTSS.

Madison Leadership and RtI team members will be trained on response to instruction and intervention by November. Professional development will be provided for other staff members during common planning time, secondary early release, and PD sessions occurring throughout the school year. Madison's RtI team will gather and analyze data to determine professional development for faculty as indicated by student intervention and achievement needs. Professional development serves as a focal point to promote continuous improvement aimed at remediation and increased student achievement. Madison's RtI team will provide ongoing evaluation to monitor the effectiveness of SIP, meeting school goals, and measuring student growth as measured by benchmark and progress monitoring data.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The principal selects team members for the Reading Leadership Team (RLT) based on a cross section of the faculty and administrative team that represents highly qualified professionals who are interested in serving to improve literacy instruction across the curriculum. The Reading Coach must be a member of the Reading Leadership Team. The team will meet bi-weekly throughout the school year. School Reading Leadership Teams may choose to meet more often. Additionally, the principal may expand the RLT by encouraging personnel from various sources such as Just Read, Florida! support staff to join. Madison Middle School Literacy Leadership Team (LLT) members are Renny L. Neyra, Principal; Niesha Mack-Freeman, Assistant Principal; Eida Herrera, Assistant Principal; Rhonda Gaines, Reading Coach; Micheka Fleurissaint, Reading Coach, Tennille Jones, Math Coach; Julie Harris, Science Coach, Ms. Edith Santos, Language Arts Teacher; Rosa Gonzalez, Social Studies Teacher and Sonya Hunter, SPED Teacher.

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

The principal will cultivate the vision for increased school-wide literacy across all content areas by being an active participant in all Reading Leadership Team meetings and activities. During school site visits, the District team will review the minutes from RLT meetings and have a dialogue with principals regarding the meetings.
The principal will cultivate the vision for increased school-wide literacy across all content areas by being an active participant in all Reading Leadership Team meetings and activities. During school site visits, the District team will review the minutes from RLT meetings and have a dialogue with principals regarding the meetings.
The principal will provide necessary resources to the RLT. The reading coach will serve as a member of the Reading Leadership Team. The coach will share his/her expertise in reading instruction, and assessment and observational data to assist the team in making instructional and programmatic decisions. The reading coach will work with the Reading Leadership Team to guarantee fidelity of implementation of the K-12 CRRP. The reading coach will provide motivation and promote a spirit of collaboration within the Reading Leadership Team to create a school-wide focus on literacy and reading achievement by establishing model classrooms; conferencing with teachers and administrators; and providing professional development.

Madison Literacy Leadership Teams will focus meetings around the development and implementation of the school's literacy plan. The team will meet bi-weekly from August, 2012 until June, 2013 to engage strategic action for literacy improvement and fostering a literacy professional learning community.

• Madison Middle Principal will align the school's culture and vision with focus on literacy achievement. She will guide the development of Madison's Middle Literacy Plan.
• Madison Middle Literacy Team Members will share leadership in the development and implementation of the school literacy plan. The team will collaborate with teachers to improve literacy teaching and learning.
• Madison Middle Reading Coaches will provide direct support to teachers in the implementation of the school's literacy plan, provide instructional strategies, and professional development for classroom teachers. They will facilitate processes such as the examination of student work and use of data in instructional decision making.

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

Madison Middle Literacy Teams major initiatives consist of:
• Identify and promote the use research-based literacy strategies.
• Facilitate the examining student work protocol.
• Select appropriate literacy strategies.

- Develop professional learning communities that focus on best practices, literacy improvement across the curriculum, and the incorporation of rigorous and relevant lesson plans that emphasize effective literacy strategies.
- Provide Master Plan Points (MPP) and team building activities for member's commitment and participation.
- Offer professional growth opportunities.

Public School Choice

Supplemental Educational Services (SES) Notification
View uploaded file (Uploaded on 10/12/2012)

*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.

Madison Middle administration and Literacy Team will assure that teachers will integrate reading throughout every subject area to meet the needs of all students. This will include electives, mathematics, science, and social studies classes. The Academic Coaches will provide professional development activities to ensure that content teachers are addressing Phonemic Awareness, Phonics, Fluency, Vocabulary and Text in their subject area.

*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:	The results of the 2012 FCAT Reading test Indicates that 17% of students achieved level 3. Our goal for the 2012-2013 school year is to increase by 11 percentage points from 17% proficiency to 28% proficiency. .
2012 Current Level of Performance:	2013 Expected Level of Performance:
17% (100)	(28%) 161

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:

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. Reading Goal #2a:	The 2012 FCAT revealed 5% of students scored level 4 in Reading. It is our goal on the 2013 FCAT that the percentage of students achieving above proficiency will increase by 5 percentage points to 10%.

	2012 Current Level of Performance:	2013 Expected Level of Performance:
	5%(29)	10%(58)

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	Research indicates the difficulty of maintaining high levels of performance for FCAT Level 4 and 5 students, therefore, making it challenging for these students to maintain above proficiency.	Use higher complexity questioning strategies to promote critical, independent, creative thinking, for a deeper understanding of the content.	Administration Literacy Coach	Ongoing monitoring of the implementation of research-based instructional strategies through assessing progress, walkthroughs, and examining student work.	Interim and Monthly Assessments
2					

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:	The percentage of students achieving learning on the 2012 FCAT Reading exam was 56%. Our goal for the 2013 FCAT is to increase the percentage of students obtaining learning gains by 10 percentage points to 66% .
2012 Current Level of Performance:	2013 Expected Level of Performance:
56% (276)	66% (325)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have deficiencies in the area of 1) Comprehension 2) Vocabulary	Develop goals and monitor the consistent use of data to drive instruction. -Match instructional materials to students' deficiencies based on the FAIR patterns and profiles and Interim Assessment data. Utilize core Creating Independence through Student owned Strategies (CRISS) including evidence based explicit vocabulary instruction. Implement and monitor the ETO instructional Framework that includes explicit instruction and the effective use of small group instruction. Implement and monitor data binder and student/ teacher Data chats	- Administrative Team -Instructional Coaches	The process used to determine the effectiveness of these strategies are data driven instruction through: -Disaggregation of performance data and data analysis. -Florida Continuous Improvement Model -Classroom Walkthrough -Review of Lesson Plans -Data Chats -Common Planning -Lesson Study	-Interim Assessment - FAIR - Ongoing Progress Monitoring (OPM) -Classroom Assessments -Common Planning Logs -Coaches Log
2	Students have limited proficiency in the area of 1) Phonics: (i.e. decoding multi-syllabic words) 2)Fluency 3)Vocabulary Teachers who are novice and non-proficient in analyzing FAIR data and District/ETO assessments. Teachers who are novice and non-proficient in navigating EduSoft	Utilize core Creating Independence through Student owned Strategies (CRISS) and Systematic Instruction in Phoneme Awareness, Phonics, and Sight Words (SIPPS) Challenge Level. Implement and monitor the ETO instructional framework that includes the model of explicit instruction and the effective use of small group instruction. Develop goals and monitor the consistent use of data to drive instruction. Ongoing small group professional development using EduSoft data to compare reports and identify intervention groups. -Match instructional materials to students deficiencies based on the FAIR (Patterns and Profiles) and Interim data. -Effectively provide interventions for student deficiencies Schedule intervention push in model in Reading	- Administrative Team -Instructional Coaches	The process used to determine the effectiveness of these strategies are data driven instruction through: -Disaggregation of performance data and data analysis. -Florida Continuous Improvement Model -Classroom Walkthrough -Review of Lesson Plans -Data Chats -Common Planning -Lesson Study	--Interim Assessment - FAIR - Ongoing Progress Monitoring (OPM) -Classroom Assessments -Common Planning Logs -Coaches Log

		classes IR(+), IR, and IREN classes using City year Corp Members.			

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:

<table>
<tr><td colspan="5" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td colspan="5" align="center">No Data Submitted</td></tr>
</table>

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	On the 2012 FCAT 62% of low performing students made learning gains in reading. Our goal for the 2013 FCAT is that 67% of the low performing students will show learning gains in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
62%(83)	67%(90)

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td></td><td>Students have deficiencies in the area of
1) Comprehension
2) Vocabulary</td><td>Utilize core Creating Independence through Student owned Strategies (CRISS) and Systematic Instruction in Phoneme Awareness, Phonics, and Fluency, Vocabulary and Reading Comprehension.

Develop goals and monitor, the consistent use data to drive instruction matching instructional materials to students' deficiencies based on the FAIR</td><td>-Administrative Team
-Instructional Coaches
-City Year Project Manager (LEAD)</td><td>The process used to determine the effectiveness of these strategies are data driven instruction through:
-Disaggregation of performance data and data analysis.
-Florida Continuous Improvement Model
-Classroom Walkthrough
-Review of Lesson Plans
-Data Chats
-Common Planning
-Lesson Study</td><td>Interim Assessment
- FAIR
- Ongoing Progress

Monitoring (OPM)
-Classroom Assessments
-Baseline Testing
-Coaches Log
-Common Planning Log</td></tr>
</table>

	1		Patterns and Patterns, Interim Data, STAR, and effectively provide interventions for student deficiencies. Implement Accelerated Reader, set goals, incorporate writing rigorous writing, reflections and provide rewards through the Positive Behavior Project to increase independent reading Increase explicit instruction through the Gradual Release Model: "I DO", "WE DO", "YOU DO". Push in intervention (City Year Interventionist) model using the REWARDS curriculum.			
	2	Students have limited proficiency in the area of 1) Phonics: Decoding multi-syllabic words. 2)Fluency 3)Vocabulary	Monitoring consistently, Utilize OPM (Ongoing Progress Monitoring) to provide the intervention and enrichment based on students' needs. Increase evidence based fluency instruction including echo reading, repeated reading. Provide active coaching with consistent administrative guidance, common planning, and the Lesson Study Process to effectively implement the ETO's initiatives and strategies.	- Administrative Team -Instructional Coaches	The process used to determine the effectiveness of these strategies are data driven instruction through: -Disaggregation of performance data and data analysis. -Florida Continuous Improvement Model -Classroom Walkthrough -Review of Lesson Plans -Data Chats -Common Planning -Lesson Study	-Interim Assessment - FAIR - Ongoing Progress Monitoring (OPM) -Classroom Assessments -Coaches Log -Common Planning Log
	3	Students have limited proficiency in the area of fluency and automaticity as documented by FAIR, classroom teachers' observations, and assessments. Provide rigorous instruction to struggling and reluctant readers who are largely unmotivated and require deep remediation.	Increase rigor in literacy by providing various opportunities to practice reading skills through all content areas. -Provide opportunities to engage in rigorous writing related to the content. -Use active reading strategies to scaffold understanding of complex text related to the topic through, pre-reading, during reading and after reading strategies. Utilize common board configuration to help readers take ownership of learning to increase motivation by establishing a consistent instructional routine: beginning the class introducing the essential question, daily objectives and activities, make reference to the essential question and common board	- Administrative Team -Instructional Coaches	The process used to determine the effectiveness of these strategies are data driven instruction through: -Disaggregation of performance data and data analysis. -Florida Continuous Improvement Model -Classroom Walkthrough -Review of Lesson Plans -Data Chats -Common Planning -Lesson Study	-Interim Assessment - FAIR - Ongoing Progress Monitoring (OPM) -Classroom Assessments - Coaches Log -Common Planning Log

		throughout the period and revisit at the end of the class. Implement and monitor a rigorous curriculum using the ETO Instructional Frameworks that follow the model of explicit instruction and effective use of small group instruction and develop through common planning, active coaching, and the Lesson Study process.			

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 # Madison Middle School will increase the percent of students scoring at Levels 3-5and reduce the percent of students scoring at Levels 1 and 2 by 50% over six years. 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	32	38	45	51	57	

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:	20 % of the Black subgroup of students achieved adequate yearly progress on the 2012 FCAT in reading. It is our goal for the 2013 FCAT that this percentage increases by 17%. 28% of the Hispanic subgroup of student's achieved adequate yearly progress on the 2012 FCAT in reading. It is our goal for the 2013 FCAT that this percentage increases by 15%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: NA Black: 20% (68) Hispanic: 28% (64) Asian: NA American Indian: NA	White: NA Black: 37% (127) Hispanic: 42% (96) Asian: NA American Indian: NA

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 have deficiencies in reading comprehension as documented by trend analysis on the FAIR, District Assessments, and FCAT 2012	Develop goals and monitor, the consistent use of data to drive instruction matching instructional materials to students' deficiencies based on the FAIR (Patterns and Profiles,) Interim Data, STAR, and effectively provide interventions for student deficiencies. Implement Accelerated	- Administrative Team -Instructional Coaches	. The process used to determine the effectiveness of these strategies are data driven instruction through: -Disaggregation of performance data and data analysis. -Florida Continuous Improvement Model -Classroom Walkthrough -Review of Lesson Plans -Data Chats	-Interim Assessment - FAIR - Ongoing Progress Monitoring (OPM) -Classroom Assessments - Coaches Log -Common Planning Log

		Reader, set goals, incorporate rigorous writing, reflections and provide rewards through the Positive Behavior Support to increase independent reading.		-Common Planning -Lesson Study	
2	Students have weakness in the area of fluency and automaticity as documented by FAIR, classroom teachers' observations and assessments	Monitoring consistently, utilize OPM (Ongoing Progress Monitoring) to provide the intervention and enrichment based on students' needs Increase evidence based fluency instruction including echo reading, repeated reading and cloze reading. Provide active coaching with consistent administrative guidance, common planning and the Lesson Study Process to effectively implement the ETO's initiatives and strategies that addresses the students most in need	Administrative Team -Instructional Coaches	The process used to determine the effectiveness of these strategies are data driven instruction through: -Disaggregation of performance data and data analysis. -Florida Continuous Improvement Model -Classroom Walkthrough -Review of Lesson Plans -Data Chats -Common Planning -Lesson Study	Interim Assessment - FAIR - Ongoing Progress Monitoring (OPM) -Classroom Assessments - Coaches Log -Common Planning Log
3	Students demonstrate limited proficiencies in vocabulary as documented by FAIR and FCAT 2012.	Students will receive explicit vocabulary instruction that includes the study of word parts and Latin phrases. Explicit vocabulary instruction using Tier 2-3 vocabulary words selected from the classroom literature. Emphasis on the following vocabulary strategies: Contextual Clues Strategies, CLOZE Direct Vocabulary Instruction, Graphic Organizers, Frayer Model and Concept Definition Map	- Administrative Team -Instructional Coaches	- The process used to determine the effectiveness of these strategies are data driven instruction through: -Disaggregation of performance data and data analysis. -Florida Continuous Improvement Model -Classroom Walkthrough -Review of Lesson Plans -Data Chats -Common Planning -Lesson Study	- Interim Assessment - FAIR Testing - Ongoing Progress - Monitoring (OPM -Classroom assessment -Coaches Log -Common Planning Log

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:	In grades 6-8, 8% of (ELL) students made adequate Yearly Progress on the 2012 administration of the FCAT Reading Test. Our goal for the 2013 school year is to increase students in the ELL Subgroup not making Adequate Yearly Progress (AYP) in reading from 8% to 23% to show an increase of 15 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
8% (5)	23% (16)
Problem-Solving Process to Increase Student Achievement	
			Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Students in the English Language Learners (ELL) subgroup did not achieve adequate yearly progress because they require additional exposure to Category 1(Vocabulary) through Reading interventions.	Utilize data to identify tier 2 and 3 students, and place in appropriate interventions within the first two weeks of the 2012 school year. Continue to provide students with multiple opportunities to analyze and interpret a wide variety of questions related to identifying the main idea (stated and implied) through customized activities from the Language and Voyager Passport Curriculum (Beginning, Journeys I, and Journeys II) with fidelity	-Administrative Team -Instructional Coaches . RtI Leadership Team	- The process used to determine the effectiveness of these strategies are data driven instruction through: -Disaggregation of performance data and data analysis. -Florida Continuous Improvement Model -Classroom Walkthrough -Review of Lesson Plans -Data Chats -Common Planning -Lesson Study	. - Interim Assessment - FAIR Testing - Ongoing Progress - Monitoring (OPM -Classroom assessment -Coaches Log -Common Planning Log

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:	The results of the 2011-12 FCAT Reading test indicate that 8 percent of students in the SWD subgroup achieved proficiency. Our goal is to increase student proficiency by 20 percentage point to achieve a 28 percent achievement rating
2012 Current Level of Performance:	2013 Expected Level of Performance:
8% (6)	28% (21)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students within the SWD subgroup demonstrate difficulties in reading skills that are unexpected in relation to age, cognitive ability, quantity and quality of instruction, and past interventions. Specifically, they demonstrate: (1) difficulties in single word reading, (2) initial difficulties decoding or sounding out words, (3) difficulties reading sight words, (4) insufficient phonological processing; that is, the understanding that sentences are comprised of words, words are made up of syllables, and syllables are made up of individual sounds or phonemes, (5) expressive or receptive language difficulties; and (6) difficulties with	Provide intensive reading interventions using best practices associated with an inclusion classroom (i.e., Co-Teaching Model, and accommodations reflective of students' Individualized Education Plan (IEP)	- Administrative Team -Instructional Coaches -RTI	The process used to determine the effectiveness of these strategies are data driven instruction through: -Disaggregation of performance data and data analysis. -Florida Continuous Improvement Model -Classroom Walkthrough -Review of Lesson Plans -Data Chats -Common Planning -Lesson Study -Ongoing Progress Monitoring -Continuous debriefing sessions	- Interim Assessment - FAIR Testing - Ongoing Progress - Monitoring (OPM -Classroom assessment -Coaches Log -Common Planning Log

| | | | | comprehension | | |

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:	On the 2012 FCAT 23% of the economically disadvantaged students made adequate yearly progress. On the 2013 FCAT it is our goal to increase the percent of students in this subgroup that make progress by 15 percentage points to 38%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
23% (126)	38% (209)

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 have limited proficiency in reading comprehension as documented by trend analysis on FAIR, District Assessments, and FCAT 2012.	-Develop goals and monitor, the consistent use of data to drive instruction. -Match instructional materials to students' deficiencies based on the FAIR Profiles and Patterns, Interim Data, Standardized Test for Assessment of Reading (STAR), and effectively provide interventions for student skill set deficits. Implement Accelerated Reader, set goals, incorporate rigorous writing, reflections and provide rewards through the Positive Behavior Support to increase independent reading	- Administrative Team -Instructional Coaches	The process used to determine the effectiveness of these strategies are data driven instruction through: -Disaggregation of performance data and data analysis. -Florida Continuous Improvement Model -Classroom Walkthrough -Review of Lesson Plans -Data Chats -Common Planning -Lesson Study	-Interim Assessment - FAIR Testing - Ongoing Progress - Monitoring (OPM -Classroom assessment -Coaches Log -Common Planning Log
2	Students have limited proficiency in the area of fluency and automaticity as documented by FAIR, classroom teachers' observations and assessments	Monitor the consistent, Utilization of OPM (Ongoing Progress Monitoring) to provide intervention and enrichment based on students' needs Increase evidence based fluency instruction including echo reading, repeated reading and Timed Readers. Provide active coaching with consistent administrative guidance, common planning and the Lesson Study Process to effectively implement the ETO's initiatives and strategies that addresses the students most in need	- Administrative Team -Instructional Coaches	The process used to determine the effectiveness of these strategies are data driven instruction through: -Disaggregation of performance data and data analysis. -Florida Continuous Improvement Model -Classroom Walkthrough -Review of Lesson Plans -Data Chats -Common Planning -Lesson Study	- Interim Assessment - FAIR Testing - Ongoing Progress - Monitoring (OPM -Classroom assessment -Coaches Log -Common Planning Log
	Students have limited proficiency in vocabulary as documented by FAIR	Students will receive instruction and the opportunity to practice	- Administrative Team -Instructional	The process used to determine the effectiveness of these	- Interim Assessment - FAIR Testing

| 3 | and FCAT 2012. | Vocabulary comprehension and acquisition skills using strategies including the following: Contextual Clues Strategies, CLOZE Direct Vocabulary Instruction, Graphic Organizers | Coaches | strategies are data driven instruction through:
-Disaggregation of performance data and data analysis.
-Florida Continuous Improvement Model
-Classroom Walkthrough
-Review of Lesson Plans
-Data Chats
-Common Planning
-Lesson Study | - Ongoing Progress
- Monitoring (OPM
-Classroom assessment Coaches Log
-Common Planning Log |

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
Effective Use of Data to build DI groups, RIGOR, Bell to Bell Instruction and Instructional Framework	6-8	-Instructional Coaches	Language Arts Department	Starting September 2012-Ongoing	Coaching Continuum/ Classroom Walkthrough/Data Analysis	Administrative Team Instructional Coach (s)
Using Online Reading Intervention Programs such as Language, SOLO (Voyager) and Compass Learning	6-8	-Instructional Coaches	Language Arts Department	Starting September 2012-Ongoing	Coaching Continuum/ Classroom Walkthrough/Data Analysis	Administrative Team Instructional Coach (s)
CRISS Strategies	6-8 Reading/ Language Arts	-Instructional Coaches	Language Arts Department	Starting September 2012-Ongoing	Common Planning/P.D Sessions	Administrative Team Instructional Coach (s)
Explicit Instruction	6-8 Reading/ Language Arts	-Instructional Coaches	Language Arts Department	Starting September 2012-Ongoing	Common Planning/P.D Sessions	Administrative Team Instructional Coach (s)
Reading Strategies (i.e. Clozed, Echo, Literature Circles, Socratic method)	Intensive Reading	-Instructional Coaches	Language Arts Department	Starting September 2012-Ongoing	Common Planning/P.D Sessions	Administrative Team Instructional Coach (s)

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount

No Data	No Data	No Data	$0.00
			Subtotal: $0.00

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
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 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. CELLA Goal #1:	The results of the 2012 CELLA Test indicate that 38 % of students in the English Language Learners subgroup achieved proficiency on the Listening/Speaking portion of the CELLA test. Our goal is to increase student proficiency by 25 percentage points to 63%.

2012 Current Percent of Students Proficient in listening/speaking:
38% (25)

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 lack of consistency or opportunity to express themselves verbally in the class. in the use of reading strategies	Increase students accountable Talk in the class. Expose students to the Think-Write-Pair-Share strategy.	Administration Reading Coaches ELL Department Chairperson	Classroom walkthroughs Common Planning Time Monitoring of lesson plans LEP Committee will meet monthly to monitor student progress and the effectiveness of program delivery using data	FAIR District Assessments Monthly Assessments Reading Plus CELLA Summative: 2013 FCAT Reading Test

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:	The results of the 2012 CELLA Test indicate that 8 % of students in the English Language Learners subgroup achieved proficiency on the Reading portion of the CELLA test. Our goal is to increase student proficiency by 6

				percentage points to 14%.

2012 Current Percent of Students Proficient in reading:

8% (6)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack of consistency in the use of reading strategies	Increase literacy opportunities, through all content areas, by providing consistent activities for students to engage in active reading strategies (before, during and after).	Administration Reading Coaches ELL Department Chairperson.	Classroom walkthroughs

Common Planning Time Monitoring of lesson plans

LEP Committee will meet monthly to monitor student | FAIR District Assessments Monthly Assessments Reading Plus CELLA Summative: 2013 FCAT Reading Test |
| 2 | Lack of personnel (Media Specialists) to run and monitor the Accelerated Reader Program | Implement Accelerated Reader, set goals, incorporate rigorous writing reflections and provide rewards through Positive Behavior Support to increase independent reading | Administration Reading Coaches ELL Department Chairperson | Classroom walkthroughs

Common Planning Time Monitoring of lesson plans LEP Committee will meet monthly to monitor student progress and the effectiveness of program delivery using data. | FAIR District Assessments Monthly Assessments Reading Plus CELLA Summative: 2013 FCAT Reading Test |
| 3 | Students have the lack of motivation to read. | Increase the number of independent novels read each grading period and included a required project for each novel completed. | Administration Reading Coaches ELL Department Chairperson | Monitor and observe instruction within the classroom. Review assessment data reports and adjust instruction as needed. Administrative walkthroughs will be used and coach will intervene with strategies when necessary. Common Planning time and Review of student portfolios. | FAIR District Assessments Monthly Assessments Reading Plus CELLA Summative: 2013 FCAT Reading Test |

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

CELLA Goal #3: | The results of the 2012 CELLA Test indicate that 13% of students in the English Language Learners subgroup achieved proficiency on the Writing portion of the CELLA test. Our goal is to increase student proficiency by 9 percentage points to 22%. |
| 2012 Current Percent of Students Proficient in writing: | |
| 13% (9) | |

Problem-Solving Process to Increase Student Achievement

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

			Monitoring	Strategy	
1	Students lack of foundation and background knowledge of students' to incorporate real life experiences into their writing.	Incorporate mini lessons and writer's workshops addressing writing deficiencies providing explicit instruction on focus and elaboration (show-not-tell, magnified moments, concrete examples, real life examples, statistics, comparison, and amazing fact.	Administration Reading Coaches ELL Department Chairperson	Coach Modeling and Observation, Small group intervention through Push Ins/Pull Outs	District Writing Pre Test District Writing Progress Test District Writing Post Test Writing Portfolios Summative: 2013 FCAT Writing Test
2	An area in which students are struggling, in the writing process is main idea, supporting details through elaboration and word choice.	Utilize Pattern Puzzles (CRISS strategy) to teach students the relationship between patterns and structures by moving sentences around to form well organized paragraphs and essays. This strategy will be utilized during the Write-Time activity and in Language Arts as component of Differentiated Instruction.	Administration Reading Coaches ELL Department Chairperson	Review students writing portfolios for writing samples that effectively reflect the writing process. Coach Modeling and Observation, Student and Teacher Writing Conferences, analyzing writing samples	District Writing Pre Test District Writing Progress Test District Writing Post Test Writing Portfolios Summative: 2013 FCAT Writing Test

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:	On the 2011-2012 FCAT 2.0 Administrative, 25% of students achieved Level 3 proficiency. Our goal for the 2012-2013 school year is to increase the percentage of students scoring Level 3 by 7 percentage points to 32% on the 2013 FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (146)	32%(184)

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 appropriately adhering to the gradual release of responsibility model of instruction.	The math coach will facilitate and monitor the teacher delivery of the gradual release model in classrooms while identifying student's gaps of understanding.	Administrative Team Mathematics Coach Mathematics Teachers	Common Planning Agendas and Sign In Sheets Lesson Plans Classroom Observations/Walkthroughs Student Work	Baseline Assessment District Interim Assessment Monthly Assessment Teacher Generated Assessments Summative: 2013 FCAT 2.0
2	There is a need for the utilization of research-based reading and writing strategies to enhance instruction in Mathematics.	Develop clear expectations on note taking strategies and maintenance of the student learning journal (notebook). Establish a monitoring system for the effective implementation and use of note-taking strategies and student learning journal throughout all Mathematics classrooms.	Administrative Team Mathematics Coach	Classroom Observations Student Work	. District Interim Assessment Monthly Assessment Teacher Generated Assessments Summative: 2013 FCAT 2.0
3	Teachers have a lack of understanding on how to implement data structures to guide their instruction.	During common planning the math coach will model and facilitate data disaggregation using formative and summative data and their implications on making instructional decisions.	Administrative Team Mathematics Coach	Common Planning Agendas and Sign In Sheets Lesson Plans Classroom Observations/Walkthroughs Student work	District Interim Assessment Monthly Assessment Teacher Generated Assessments Summative: 2013 FCAT 2.0

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:	On the 2011-2012 FCAT 2.0 Administration, 5% (28) of students achieved Level 4 or 5 proficiency. Our goal for the 2012-2013 school year is to increase the percentage of students scoring Level 4 or 5 above by 3% percentage points to 8 (46)% on the 2013 FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
5%(28)	8%(46)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The need to ensure a high level of rigor and to create an environment conducive for discussions based on higher order thinking questions and strategies.	The math coach will ensure use of the rigorous planner, by the teachers at the daily lesson level, to think through the vision for exemplar student responses and checks for understanding that scaffold to those responses.	Administrative Team Mathematics Coach Teachers	Lesson Plans Classroom Observations/Walkthroughs Student Work	Baseline Assessment District Interim Assessments Topic Assessments Teacher Generated Tests Summative: 2013 FCAT 2.0
2	There is a need for the utilization of effective research-based strategies to both deliver and support instruction in the Mathematics classrooms.	Implement and utilizing higher higher-order questioning strategies to promote critical, independent, and creative thinking for a deeper understanding of the content. Additionally, increase the number of real-world connection/application problems to increase students' conceptual and analytic understanding of	Administrative Team Mathematics Coach Teachers	Lesson Plans Classroom Observations/Walkthroughs Student Work	Baseline Assessment District Interim Assessments Topic Assessments Teacher Generated Tests Summative: 2013 FCAT 2.0

	Mathematics.			

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:	On the 2011-2012 FCAT 2.0 Administration, 60% (295)of students made learning gains. Our goal for the 2012-2013 school year is to increase the percentage of students making learning gains by 10% percentage points to 70% (344)on the 2013 FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
60%(295)	70%(344)

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 have a lack of understanding on how to implement data structures to guide their instruction.	Establish and consistently reflect on data walls in the classrooms to promote the use of data for instruction and as a reference tool for students to monitor their individual progress.	Administrative Team Mathematics Coach Mathematics Teachers	Lesson Plans Classroom Observations/Walkthroughs	Baseline Assessment District Interim Assessments Topic Assessments Teacher Generated Tests Summative: 2013 FCAT 2.0
	Teachers are having difficulties understanding and successfully implementing data-driven differentiated instruction (DI).	Establish a thorough training explicitly detailing a DI structure where technology, independent practice and data driven teacher	Administrative Team Mathematics Coach	Common Planning Agenda/Sign In Sheet Lesson Plans Classroom	Baseline Assessment District Interim Assessments

2		centers are used.	Mathematics Teachers	Observations/Walkthroughs	Topic Assessments Teacher Generated Tests Summative: 2013 FCAT 2.0
3		There is a need for the use data to set goals, determine sound instructional practices based on research, and differentiate instruction to meet the various needs of students.	Scheduled data chats will be conducted throughout the school year per class period, as well as individually (per student), and will regularly post information in the classroom (Administrator-Coach-Teacher-Students)	Administrative Team Mathematics Coach Mathematics Teachers	Lesson Plans Classroom Observations/Walkthroughs Data Chat Forms	Baseline Assessment District Interim Assessments Topic Assessments Teacher Generated Assessment Summative: 2013 FCAT 2.0

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:

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<div align="center" colspan="5">No Data Submitted</div>				

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:	On the 2011-2012 FCAT 2.0 Administration, 67% of students in the Lowest 25%ile made learning gains. Our goal for the 2012-2013 school year is to increase the percentage of students making learning gains by 15% percentage points to 82% on the 2013 FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
67%(88)	72%(95)

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

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

#					
1	There is a need for the utilization of research-based reading and writing strategies to enhance instruction in Mathematics.	Develop clear expectations on note taking strategies and maintenance of the student learning journal (notebook). Establish a monitoring system for the effective implementation and use of note-taking strategies and student learning journal throughout all Mathematics classrooms. Maximize the use of Interactive Boards and Response devices to increase the dynamics of instruction and to utilize as a tool to generate data to differentiate instruction.	Administrative Team Mathematics Coach Mathematics Teachers	Classroom Observations/Walkthroughs Student Work	Baseline Assessment District Interim Assessments Topic Assessments Teacher Generated Assessment Summative: 2013 FCAT 2.0
2	There is a need for the utilization of effective research-based strategies to both deliver and support instruction in the Mathematics classrooms.	Provide students the opportunity to use manipulatives and technology in the completion of performance based activities.	Administrative Team Mathematics Coach Mathematics Teachers	Classroom Observations/Walkthroughs Student Work	Baseline Assessment District Interim Assessments Topic Assessments Teacher Generated Assessment Summative: 2013 FCAT 2.0
3	There is a need for the use data to set goals, determine sound instructional practices based on research, and differentiate instruction to meet the various needs of students.	Establish Data Walls that display charts/graphs within each Mathematics classroom to promote the infusion and use of data, as well as to identify student grouping for individualized instruction. Additionally, student self-monitoring of tracking should occur as data analysis should become gradually released to student throughout the course of the year.	Administrative Team Mathematics Coach Mathematics Teachers	Lesson Plans Classroom Observations/Walkthroughs Data Chat Forms	Baseline Assessment District Interim Assessments Topic Assessments Teacher Generated Assessment Summative: 2013 FCAT 2.0

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Middle School Mathematics Goal # 5A : Results of the 2011-2012 FCAT Mathematics Test indicate that 31% of students achieved high standards. In the next six years Madison Middle School will reduce our achievement gap and increase the percentage of high

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	37%	43%	48%	54%	60%	

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	28%% of the Black subgroup of students achieved adequate yearly progress on the 2012 FCAT in mathematics. It is our goal for the 2013 FCAT that this percentage increases by 12%.

satisfactory progress in mathematics.

Mathematics Goal #5B:	37% of the Hispanic subgroup of student's achieved adequate yearly progress on the 2012 FCAT in mathematics. It is our goal for the 2013 FCAT that this percentage increases by 11%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: NA Black: 28% (97) Hispanic: 37% (84) Asian: NA American Indian: NA	White: NA Black: 40% (138) Hispanic: 48% (108) Asian: NA American Indian: NA

				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	There is a need for utilization of researched-based reading and writing strategies to enhance instruction in Mathematics.	Provide Mathematics students the opportunity to reflect and discuss current topics through writing and Mathematical discourse (i.e., math journals, quick writes, exit slips, classroom discussions or other strategies as identified by respective math departments).	Administrative Team Mathematics Coach Mathematics Teachers	Lesson Plan Classroom Observations/Walkthroughs Completed student work	Baseline Assessment District Interim Assessments Topic Assessments Teacher Generated Assessment Summative: 2013 FCAT 2.0
2	There is a need for the utilization of effective research-based strategies to both deliver and support instruction in the Mathematics classrooms.	Provide students with opportunities to engage in Mathematics vocabulary terms/ concepts through direct and systematic vocabulary instruction. Provide students with opportunities to utilize interactive word walls that have pertinent vocabulary terms and are referenced during instruction.	Administrative Team Mathematics Coach Mathematics Teachers	Lesson Plan Classroom Observations/Walkthroughs Student work	aseline Assessment District Interim Assessments Topic Assessments Teacher Generated Assessment Summative: 2013 FCAT 2.0

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:	In grades 6-8, 18% of (ELL) students made adequate Yearly Progress on the 2012 administration of the FCAT Mathematics Test. Our goal for the 2013 school year is to increase students in the ELL Subgroup not making Adequate Yearly Progress (AYP) in mathematics from 18% to 28% to show an increase of 10 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
18% (12)	28% (19)

				Problem-Solving Process to Increase Student Achievement	

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	There is an need for the utilization of effective research-based strategies to both deliver and support instruction in the Mathematics classrooms	Ensure specified accommodations are identified in plans and made for students' deficiencies, which will also include ELL and SPED students	Administrative Team Mathematics Coach Mathematics Teachers	Lesson Plans Classroom Observations/Walkthroughs Student Work	Baseline Assessment District Interim Assessments Topic Assessments Teacher Generated Assessment Summative: 2013 FCAT 2.0
2	There is an need for the utilization of effective research-based strategies to both deliver and support instruction in the Mathematics classrooms.	Make use of research-based teaching and learning through the implementation of the Pacing Guides and Instructional Procedures to support literacy instruction in all core areas.	Administrative Team Mathematics Coach Mathematics Teachers	Lesson Plans Classroom Observations/Walkthroughs Student Work	Baseline Assessment District Interim Assessments Topic Assessments Teacher Generated Assessment Summative: 2013 FCAT 2.0

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	The results of the 2011-12 FCAT Mathematics test indicate that 14 percent of students in the SWD subgroup achieved proficiency. Our goal is to increase student proficiency by 12 percentage point to achieve a 26 percent achievement rating.
2012 Current Level of Performance:	2013 Expected Level of Performance:
14% (11)	26% (20)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Mathematics Teachers require training in understanding accommodations and differential instruction for students with disabilities.	The SPED Chair will provide teachers with a Professional Development that will focus on Student Accommodations, Inclusive Practices, and Differentiated Instruction.	Administrative Team Mathematics Coach SPED Chairperson	Early Release Professional Development Sessions Common Planning Agenda & Sign In Sheets Teacher Lesson Plan Reviews with a focus on Teacher/Curriculum Coach Data Chats Review student work products	Baseline Assessment District Interim Assessments Topic Assessments Teacher Generated Assessment Summative: 2013 FCAT 2.0
2	There is a need for the use data to set goals, determine sound instructional practices based on research, and differentiate instruction to meet the various needs of students	Establish Data Walls that display charts/graphs within each Mathematics classroom to promote the infusion and use of data, as well as to identify student grouping for individualized instruction. Additionally, student self-monitoring of tracking should occur	Administrative Team Mathematics Coach Mathematics Teachers	Lesson Plans Classroom Observations/Walkthroughs Data Chat Sheets	Baseline Assessment District Interim Assessments Topic Assessments Teacher Generated Assessment

					Summative: 2013 FCAT 2.0
		as data analysis should become gradually released to student throughout the course of the year			

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	The results of the 2010 – 2011 FCAT Mathematics Test indicate that 39% of students in the Economically Disadvantaged subgroup achieved proficiency. Madison Middle School goal for the 2011 – 2012 school year is to provide appropriate interventions through RTI, to increase the percentage of ED students proficiency by 10% of non-proficient to 49%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
39% (203)	49% (254)

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	There is an need for the utilization of effective research-based strategies to both deliver and support instruction in the Mathematics classrooms.	Provide students with opportunities to engage in Mathematics vocabulary terms/ concepts through direct and systematic vocabulary instruction. Provide students with opportunities to utilize interactive word walls that have pertinent vocabulary terms and are referenced during instruction.	Administrative Team Mathematics Coach Mathematics Teachers	Classroom Observations/Walkthroughs Student Work	Baseline Assessment District Interim Assessments Topic Assessments Teacher Generated Assessment Summative: 2013 FCAT 2.0
2	There is an need for the utilization of effective research-based strategies to both deliver and support instruction in the Mathematics classrooms	Provide students the opportunity to use manipulatives and technology in the completion of performance based activities.	Administrative Team Mathematics Coach Mathematics Teachers	Lesson Plans Classroom Observations/Walkthroughs Student Work	Baseline Assessment District Interim Assessments Topic Assessments Teacher Generated Assessment Summative: 2013 FCAT 2.0
3	There is a need for the utilization of research-based reading and writing strategies to enhance instruction in Mathematics.	Develop clear expectations on note taking strategies and maintenance of the student learning journal (notebook). Establish a monitoring system for the effective implementation and use of note-taking strategies and student learning journal throughout all Mathematics classrooms.	Administrative Team Mathematics Coach Mathematics Teachers	Lesson Plans Classroom Observations/Walkthroughs Student Work	Baseline Assessment District Interim Assessments Topic Assessments Teacher Generated Assessment Summative: 2013 FCAT 2.0

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:	Results of the 2011-2012 FCAT Mathematics Test indicate that 53% of students achieved Level 3 proficiency. Our goal for the 2012-2013 school year is to increase Level 3 student proficiency by 6 percentage points to 59%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
53% (10)	59% (11)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	There is a need for the utilization of research-based reading and writing strategies to enhance instruction in Mathematics.	Develop clear expectations on note taking strategies and maintenance of the student learning journal (notebook). Establish a monitoring system for the effective implementation and use of note-taking strategies and student learning journal throughout all Mathematics classrooms.	Administrative Team Mathematics Coach Mathematics Teachers	Lesson Plans Classroom Observations/Walkthroughs Student work	Baseline Assessment District Interim Assessment Topic Assessments Teacher Generated Assessment Summative: 2013 Algebra EOC
2	There is a need for the use data to set goals, determine sound instructional practices based on research, and differentiate instruction to meet the various needs of students	Ensure assessment data is analyzed on an ongoing and consistent manner by teachers, students, and Administrative and utilize analysis to make instructional decisions (also a strategy for use in the Common Planning component).	Administrative Team Mathematics Coach Mathematics Teachers	Lesson Plans Classroom Observations/Walkthroughs Completed student work Teacher and Student Data Chats Forms	Baseline Assessment District Interim Assessment Topic Assessments Teacher Generated Assessment Summative: 2013 Algebra EOC
3	There is a need for the utilization of effective research-based strategies to both deliver and support instruction in the Mathematics classrooms.	Delivery of instruction will incorporate all components of the Explicit Model of instruction (teacher think-aloud, multiple guided practice sessions with corrective feedback, and individual practice) based on lesson plans and the CBC.	Administrative Team Mathematics Coach Mathematics Teachers	Lesson Plans Classroom Observations/Walkthroughs Student work	Baseline Assessment District Interim Assessment Topic Assessments Teacher Generated Assessment Summative: 2013 Algebra EOC

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	Results of the 2011-2012 FCAT Mathematics Test indicate that 0% of students achieved Level 4 or 5. Our goal for the 2012-2013 school year is to increase Level 3 student proficiency by 3 percentage points to 3%.

	2012 Current Level of Performance:		2013 Expected Level of Performance:		
	0% (0)		3% (1)		

			Problem-Solving Process to Increase Student Achievement		
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Instruction that involves higher order rigorous questioning strategies to promote critical thinking.	Implement and monitor a plan to use higher complexity questioning strategies to promote critical and creative thinking for a deeper understanding of the content.	Administrative Team Mathematics Coach Mathematics Teachers	Lesson Plans Classroom Observations/Walkthroughs Student work	Baseline Assessment District Interim Assessment Topic Assessments Teacher Generated Assessment Summative: 2013 Algebra EOC
2	Instruction with strong emphasis on corrective feedback to assist students with a deeper understanding of learning tasks.	Employ a plan with monitoring tools to increase descriptive feedback on student work in order to provide opportunities or the student to make adjustments and improvements towards mastery of specific standards.	Administrative Team Mathematics Coach Mathematics Teachers	Lesson Plans Classroom Observations/Walkthroughs Student work	Baseline Assessment District Interim Assessment Topic Assessments Teacher Generated Assessment Summative: 2013 Algebra EOC

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target	
3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Algebra Goal # 3A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. Algebra Goal #3B:	The results of the Algebra EOC test indicate that the 63% of Hispanic subgroups are not making satisfactory progress in Mathematics. Our goal of the 2012-2013 school year is to increase the number of students in the Hispanics subgroups by 11 percentage points to 48%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: NA Black: NA Hispanic: 37% (4) Asian: NA American Indian: NA	White: NA Black: NA Hispanic: 48% (5) Asian: NA American Indian: NA

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	There is a need for the utilization of research-based reading and writing strategies to enhance instruction in Mathematics.	Utilize graphic organizers to write and interpret Mathematical expressions and equations for inductive reasoning strategies that include discovery learning activities. Provide Mathematics students the opportunity to reflect and discuss current topics through writing and Mathematical discourse (i.e., math journals, quick writes, exit slips, Socratic circles, classroom discussions or other strategies as identified by respective math departments).	Administrative Team Mathematics Coach Mathematics Teachers	Lesson Plans Classroom Observations/Walkthroughs Student work	Baseline Assessment District Interim Assessments Topic Assessments Teacher Generated Assessment Summative: 2013 Algebra EOC

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

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

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

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

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

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

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

3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:	The results of the 2012 Algebra test indicate that the 32% of Economically Disadvantaged students are making satisfactory progress in Mathematics. Our goal of the 2012-2013 school year is to increase the number of Economically Disadvantaged students making progress in Algebra by 10 percentage points to 42%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
32% (5)	42% (7)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	There is a need for the utilization of effective research-based strategies to both deliver and support instruction in the Mathematics classrooms.	Implement and monitor school-wide strategies utilizing higher higher-order questioning strategies to promote critical, independent, and creative thinking for a deeper understanding of the content. Additionally, increase the number of real-world connection/application problems to increase students' conceptual and analytical understanding of Mathematics.	Administrative Team Mathematics Coach Mathematics Teachers	Lesson Plans Classroom Observations/Walkthroughs Student work	Baseline Assessment District Interim Assessments Topic Assessments Teacher Generated Assessment Summative: 2013 Algebra EOC

End of Algebra EOC Goals

Geometry End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:	
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				

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Geometry Goal # 3A :

Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry. Geometry Goal #3B:	
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 subgroup:

3C. English Language Learners (ELL) not making satisfactory progress in Geometry. Geometry Goal #3C:	
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 subgroup:

3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry. Geometry Goal #3D:	
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 subgroup:

3E. Economically Disadvantaged students not making satisfactory progress in Geometry.	

Geometry Goal #3E:	
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

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
Gradual Release Model	Math 6-8	Mathematics Coach	Mathematics Teachers	Common Planning September	Observations and Lesson Plans	Assistant Principal Mathematics Coach
Explicit Feedback	Math 6-8	Mathematics Coach	Mathematics Teachers	Common Planning September	Observations and Student Work	Assistant Principal Mathematics Coach
Differentiated Instruction	Math 6-8	Mathematics Coach	Mathematics Teachers	Early Release	Coaching Cycle Observations and Student work Folders	Assistant Principal Mathematics Coach

Mathematics Budget:

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

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:	The results of the 2012 FCAT Science Test indicates that 16% (32) of students achieved proficiency. Our goal for the 2012-2013 school year is to increase the number of students achieving proficiency by 8 percentage points to 21% (44).
2012 Current Level of Performance:	2013 Expected Level of Performance:
16%(32)	21%(44)

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	Results of the 2012 FCAT 2.0 Science assessment indicates that students had difficulty with Reporting Category 2 - Earth Space. Deficiencies were also noted in the Scientific Thinking/Inquiry Cluster. The deficiencies are due to the limited infusion of essential lab activities, inadequate essential lab reports completed after labs are conducted, and data is not being fully utilized to drive instruction by teachers.	Incorporate essential labs to encourage scientific thinking through the use of lab reports. Implement the use of item specification focusing on the moderate to high questions to increase critical thinking skills through interventions and tutorials.	Department Head and Science Coach/AP	Focused walkthroughs by the Administrative Team and Instructional Coaches to monitor the focused lesson plans and the use of lab manipulative and consumables. Review formative assessment data reports to ensure progress is being made and adjust instruction according to student data. Monitor implementation of essential labs with manipulative and proper documentation of a lab through the use of a department wide lab report. Use and compare data reports to ensure progress is being made. Edusoft reports will be used to review the results of biweekly science assessments. Instruction will be intensified and	Formative: Biweekly assessments will be administered using Edusoft. District assessments Summative: The 2013 FCAT 2.0 Science assessment.

| | | | curriculum focus will be adjusted as needed. | |

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:

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>Students being able to understand and explain the purpose of the essential lab.</td><td>Use FCAT questions after labs are complete. Incorporate the use of online activities with interactive technology such as FOCUS, FCAT Explorer, Gizmos, and Brain Pop.

Teachers will maximize explicit instruction (I do, we do, you do) to accomplish this goal.</td><td>Science Department Head / Coach, Administrative Team</td><td>The Science Department Chair and Science Coach and teachers will use Edusoft reports to review the results of biweekly science assessments. Instruction will be intensified and curriculum focus will be adjusted as necessary

Focused walkthroughs by Administrative Team and Science Coach to monitor the focused lesson plans and the use of lab manipulative/consumables. Review Formative assessment data reports to ensure progress is being made and adjust instruction according to student data.</td><td>Formative: Biweekly assessments will be administered using Edusoft.

District Assessments

Lab Reports

Models

Results of the 2013 FAA</td></tr>
</table>

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:	The result of the 2012 FCAT Science Test indicates that 1% (2) of students achieved a level 4 or greater. Our goal for the 2012-2013 school year is to increase the number of students achieving a 4 or greater from 2% percentage points to 3% (7).
2012 Current Level of Performance:	2013 Expected Level of Performance:
1% (2)	3% (7)

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td></td><td>Students need</td><td>Identify students</td><td>Science</td><td>Students projects will</td><td>Formative:</td></tr>
</table>

1	additional support to develop independent projects. Teachers do not use student performance data from assessments to tailor instruction based on student needs. Infusing research and project –based learning.	scoring 4 or 5 on the Reading and Mathematics portion of the FCAT and mentor these students in the development of independent experimental or engineering projects. . Teachers will provide students with enrichment opportunities as follow: The top 45% of 8th grade students based on FCAT Reading test will be scheduled in "Double Dosing" Science c lass as well as their regular science class. Include the "Double Dosing" class in the Master Schedule and identify the strongest science teacher on the team to teach the course. Provide classroom and after-school opportunities for students to design and develop science and engineering projects to increase scientific thinking and the development and discussion of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables and experimental design.	Department Chair and Coach Administrative Team SECME & Science Fair Coordinator.	be reviewed periodically using a rubric to be sure students are making progress and that adjustments are being made as necessary.	Biweekly assessments will be administered using Edusoft. District Assessments Lab Reports Summative: The 2013 FCAT 2.0 Science assessment. SECME Competitions District Science Fair

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:	The results of the 2012 FAA Science portion indicates that (1) of students scored at this level. 1 student took the Science portion of the 2012 FAA Our goal for the 2012-2013 school year is to maintains the number of students achieving at or above level 7 in science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students becoming	Teachers will conduct	Department	Review formative	Student data

| 1 | aware of their own individual progress | data chats with students. | Chair/Science Coach and Administrative Team | assessment data reports to ensure progress is being made. | chat progression report sheets. |

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

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

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

Science 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 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:	The results of the 2011 FCAT Writing Test indicate that 50% of students achieved proficiency (scored at 3.0 or higher). Our goal for the 2012-2013 school year is to increase the percentage of students scoring at proficiency to 55%.

2012 Current Level of Performance:		2013 Expected Level of Performance:		
50% (102)		55% (112)		

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 lack the skills necessary to effectively utilize elaboration techniques in their writing.	Consistently utilize anchor papers and rubrics to increase the quality of students' writing in the creative writing classes and develop through active coaching, common planning and the Lesson Study process. Incorporate instruction of writing as a process from planning through publishing, the incorporation of creative writing assignments and monitor. Incorporate peer editing, the revision process and monitor in the creative writing	-Administration -Instructional Coach	The process used to determine the effectiveness of these strategies are data driven instruction through: -Disaggregation of performance data and data analysis -Florida Continuous Improvement Model -Classroom Walkthroughs -Data Chats -Common Planning -Lesson Study	-Baseline Assessment - Ongoing Progress Monitoring (OPM) -Classroom Assessments -Common Planning Logs -Coaches Log Write Score
2	Students lack the pre-writing strategies to generate ideas and formulate a plan.	Encourage students to use a variety of graphic organizers, outlines, and charts to create a plan for writing that identifies main idea and supporting details, and helps them to organize their writing.	Administration Instructional Coaches	The process used to determine the effectiveness of these strategies are data driven instruction through: -Disaggregation of performance data and data analysis -Florida Continuous Improvement Model -Classroom Walkthroughs -Data Chats -Common Planning -Lesson Study	Baseline Assessment - Ongoing Progress Monitoring (OPM) -Classroom Assessments -Common Planning Logs -Coaches Log -Write Score

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	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
Writing Process	7-8 Creative Writing Language Arts	Instructional Coaches	Language Arts Department	September 2012-May 2013 ONGOING	Common Planning/P.D Sessions	Administrative Team Instructional Coach(s)
Lesson Study	8 Creative Writing	Instructional Coach	Creative Writing Teachers	September 2012-February 2013	Follow-up assignment, formal and informal assessments, classroom visits and observations, student folders, lesson plans from model lesson.	Administrative Team Instructional Coach(s)
Writing Across the Curriculum	6-8 Language Arts Social Studies Reading Teachers	Instructional Coach	School-wide	October November	Follow-up assignment, formal and informal assessments, classroom visits and observations, student folders.	Administrative Team Instructional Coach (s)

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
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 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:	The students have an expected proficiency performance of 10% on the 2013 Civics EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	10% (1)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack exposure to primary and secondary sources of information	Increase student exposure to primary and secondary information.	RTI Leadership Team	District Interim Assessment and mini-assessments.	2013 Civics EOC

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

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						

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:	Our goal for this year is to increase attendance to 93.53% by minimizing absences due to illnesses. In addition, our goal for this year is to decrease the number of students with excessive absences from 269 to 256 (10 or more), and excessive tardiness (10 or more) from 116 to 110.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
92.53% (570)	93.53% (576)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
269	256

2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
116	110

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The barrier to reducing tardiness is inconsistent teacher implementation of the tardy policy. Parent Responsiveness to attempt to reduce tardies and absences. Attendance corrections are not submitted to the attendance clerk consistently.	Designate a staff member with the assistance of City Year to monitor students with excessive tardies, contact parents, and issue after-school detentions. Provide incentives for students with improved attendance.	Assistant Principal	Review attendance reports from Cognos.	Cognos reports. Discrepancy report from Pinnacle.

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
Attendance Plan	6-8	Assistant Principal	All teachers, counselors, attendance secretary	September 2012 – Faculty Meeting November 2012 – Faculty Meeting February 2013 – Faculty Meeting	An Attendance Plan will be developed and implemented. An Assistant Principal will monitor the implementation of the plan by reviewing reports from Cognos.	Assistant Principal

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
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:	Our goal for this year is to decrease the number of in-school suspensions from 133 to 120; decrease the number of students suspended in-school from 85 to 77; to decrease the number of out-of-school suspensions from 366 to 329; and to decrease the number of students suspended out of school from 185 to 167.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
133	120
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
85	77
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
366	329
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
185	167

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of adherence to the established progressive discipline plan.	Consistent implementation and enforcement of the established progressive discipline and tardy policy. Establish Positive Behavior Program to reinforce and reward appropriate conduct.	Assistant Principals and Department Chairpersons Assistant Principal	Review suspension reports from Cognos.	Reports from Cognos

| 2 | Students lack limited knowledge regarding the Student Code of Conduct. | Counselors will regularly visit all classrooms during the Instructional Block to teach lessons on social skills and organizational skills.

Review Student Code of Conduct during student orientation.

Counselors will continue the peer mediation program.

Administration will offer alternatives to suspension such as the Parent Academy Program.

Establish Positive Behavior Program. | Administration | Review suspension reports from Cognos. | Cognos reports |

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Progressive Discipline Plan	6-8	Team Leaders and Assistant Principal	All teachers and counselors	August 2012	Assistant Principal will monitor teacher adherence to the plan	Assistant Principal

Suspension Budget:

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

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: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	During the 2010 – 2011 school year, parent participation in school-wide activities was 20%. Madison Middle School goal for the 2011 – 2012 school year is to increase parent participation by 10% from 20% to 30%.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
20% (140)	30% (210)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of participation in school wide activities by parents. Parents have limited knowledge, understanding of information, descriptions, and exploration of school curriculum and activities used at school (Writing, Science, Math, and Reading).	Utilize messaging system, flyers, school marquee to communicate and inform parents of upcoming school events. Provide monthly workshops to give parents an overview of what students are learning, how students are assessed, what parents should expect, and how parents can help in individual curriculum areas.	School Administration, Community Involvement Specialist (CIS)	Review sign in sheets/ logs to determine the number of parents attending school or community events.	Parent Attendance sign-in sheets. Community Involvement Specialist Telephone/ Visitation Logs

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						

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
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 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:	Increase opportunities for STEM applied learning by increasing opportunities for students to participate in activities such as the Science Fair.

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 trained in adding rigorous problem–solving activities to lessons.	Provide opportunities for teachers to increase knowledge regarding implementation of rigorous problem-solving activities through workshops and professional development.	Leadership Team	Data chats regarding STEM based lessons Classroom walk-throughs	Formative assessments Review of 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
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:	Increase student enrollment of CTE courses offered at Madison Middle School.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of student awareness and interest in current CTE course offerings.	Implement a variety of communiqués to parents and students regarding CTE courses. Highlight CTE courses during Curriculum Fair through display of student work.	Leadership Team	Review sign-in logs from meetings.	CTE course enrollment

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						

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)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)

Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00

Other

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

Differentiated Accountability

School-level Differentiated Accountability Compliance

◯ Priority	◯ Focus	◯ Prevent	◯ NA

Are you a reward school: ◯ Yes ◯ No

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

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School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✓ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Student Incentives	$2,187.00

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

AYP DATA

SCHOOL GRADE DATA

No Data Found

Dade School District MADISON MIDDLE SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	37%	43%	75%	21%	176	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	56%	64%			120	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?	68% (YES)	66% (YES)			134	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					430	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					D	Grade based on total points, adequate progress, and % of students tested

Dade School District MADISON MIDDLE SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	32%	42%	78%	20%	172	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	55%	66%			121	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?	68% (YES)	70% (YES)			138	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					431	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					D	Grade based on total points, adequate progress, and % of students tested