

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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Florida Department of Education  
325 West Gaines Street  
Tallahassee, Florida 32399

School Name: CHRISTA MCAULIFFE MIDDLE SCHOOL

District Name: Palm Beach

Principal: Mr. Jeff Silverman

SAC Chair: Ms. Jennifer Hamilton

Superintendent: Mr. E. Wayne Gent

Date of School Board Approval: December 2012

Last Modified on: 10/10/2012

## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

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

<a href="#">School Grades Trend Data</a>
<a href="#">Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data</a>
<a href="#">High School Feedback Report</a>
<a href="#">K-12 Comprehensive Research Based Reading Plan</a>

### ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Mr. Jeff Silverman	Degrees: BA Social Studies Education, MS Special Education  Certifications: School Principal (All Levels), Educational Leadership (All Levels), Varying Exceptionalities (K-12), ESOL Endorsement	.5	8	District Administrator  2011-2012: District Grade: A  2010-2011: District Grade: A AYP: 64%  Interim Principal Grade: A, Reading Mastery 83%, Math Mastery 87% AYP: 92%, AYP in Reading was achieved. Hispanic, Economically Disadvantaged, and Students with Disabilities did not achieve AYP in Math  2009-2010: District Grade: A AYP: 69%  2008-2009: District Grade: A AYP: 72%

					2007-2008: District Grade: A AYP: 79%
Assis Principal	Mrs. Chanda Kinlaw	Degrees: BS Math Education, MS Math Education, EdS Educational Leadership  Certifications: School Principal (All Levels), Educational Leadership (All Levels), Math (6-12), Guidance and Counseling (K-12)	5	5	2011-2012: Assistant Principal Grade: A, Reading Mastery 68%, Math Mastery 71%, Writing Mastery 85%, Science Mastery 63%, Reading Gains 64%, Math Gains 73%, Low 25 Reading 56%, Low 25 Math 58%  2010-2011: Assistant Principal Grade: A, Reading Mastery 83%, Math Mastery 87% AYP: 92%, AYP in Reading was achieved. Hispanic, Economically Disadvantaged, and Students with Disabilities did not achieve AYP in Math.  2009-2010: Assistant Principal Grade: A, Reading Mastery: 76%, Math Mastery: 80%, AYP: 90%, SWD and FRPL did not make proficiency in Reading and Math; Hispanic students did not make proficiency in Math.  2008-2009: Assistant Principal Grade: A, Reading Mastery: 79%, Math Mastery: 80%, AYP: 92%, SWD did not make AYP in Reading, FRPL and SWD did not make AYP in Math  2007-2008: Assistant Principal Christa McAuliffe Middle School Grade: A, Reading Mastery: 77%, Math Mastery: 79%, AYP: 90%, Blacks, FRPL, and SWD did not make AYP in Reading, SWD did not make AYP in Math
Assis Principal	Dr. Shawn Servos	Degrees: BA Biological Science, MEd Foundations of Education/Educational Psychology, EdD Child and Youth Studies  Certifications: School Principal (All Levels), Educational Leadership (All levels), ESE (K-12), Biology (6-12)	1	6	2011-2012: Assistant Principal Grade: A, Reading Mastery 68%, Math Mastery 71%, Writing Mastery 85%, Science Mastery 63%, Reading Gains 64%, Math Gains 73%, Low 25 Reading 56%, Low 25 Math 58%  District Office Administrator  2010-2011: District Grade: A AYP: 64%  2009-2010: District Grade: A AYP: 69%  2008-2009: District Grade: A AYP: 72%  2007-2008: District Grade: A AYP: 79%
Assis Principal	Mr. Dominick Rizzatti	Degrees: BA Business Administration and International Marketing, MEd Varying Exceptionalities, MEd Educational Leadership  Certifications: Educational Leadership (All Levels), ESOL Endorsement, Varying Exceptionalities (K-12)	1	1	2011-2012: Assistant Principal Grade: A, Reading Mastery 68%, Math Mastery 71%, Writing Mastery 85%, Science Mastery 63%, Reading Gains 64%, Math Gains 73%, Low 25 Reading 56%, Low 25 Math 58%

## 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)
No Coaches in 2012-2013					

## 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	Educator Support Program	Dominick Rizzatti	May 2013	
2	School-Wide Response to Intervention	Stacy Fill	Ongoing	
3	Administrative support/intervention for teachers needing additional classroom management (i.e. PBIS, CHAMPS)	Assistant Principals	Ongoing	
4	Professional Development/Learning Team Meetings (LTMs)	Krista Dyson and Assistant Principals	May 2013	

## 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
NA	NA

## 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
80	1.3%(1)	31.3%(25)	32.5%(26)	35.0%(28)	31.3%(25)	88.8%(71)	7.5%(6)	3.8%(3)	23.8%(19)

## 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
Lauren Eisenberg	Griselle Moore	Subject Expertise	Provide guidance for IPDP and IPDP activity log as well as assist with the Marzano Framework and informal and formal iObservations.

## ADDITIONAL REQUIREMENTS

### Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

N/A

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

N/A

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

District-wide implementation of Single School Culture as well as Appreciation of Multicultural Diversity.

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

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

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The school-based RtI Leadership Team is comprised of the following members: Principal, Assistant Principals, ESE Contact, ESOL Coordinator, School Psychologist, Classroom Teachers, Reading Coach, RtI/Inclusion Facilitator, Learning Team Facilitator (LTF), and Guidance Counselor.

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

- a sound, effective academic program is in place
- a process to address and monitor subsequent needs is created
- the School Based Team (SBT) is implementing RtI processes
- assessment of RtI skills of school staff is conducted
- fidelity of implementation of intervention support is documented
- adequate professional development to support RtI implementation is provided
- effective communication with parents regarding school-based RtI plans and activities occurs

Assistant Principals support data-based decision making, ensure implementation of intervention support and documentation, and coordinate professional development to support RtI implementation.

The ESE Contact coordinates efforts of ESE teachers regarding student data collection, supports the integration of core instructional activities/materials in ESE classes, and serves as a resource to General Education and ESE teachers regarding educational interventions to support ESE student learning.

The ESOL Coordinator participates in student data collection, integrates core instructional activities/materials into general education classes, and serves as a resource to general education teachers regarding educational interventions to support ESOL student learning.

The School Psychologist participates in collection, interpretation and analysis of data, facilitates development of intervention plans, provides support for intervention fidelity and documentation, and facilitates data-based decision-making activities.

Guidance Counselors provide services and expertise on issues ranging from program design to assessment and intervention with individual students, and support students' academic, emotional, behavioral, and social success.

The Reading Department Instructional Leader develops, leads, and evaluates the Reading program, identifies research based reading intervention approaches, identifies patterns of student need, collaborates with District personnel to identify appropriate evidence-based intervention strategies, assists with whole-school screening process to provide interventions to "at-risk" students, assists in the design and implementation of progress monitoring, data collection, and data analysis, participates in the design and delivery of professional development, and provides support for assessment and implementation monitoring.

The SBT Leader will assist in the design and implementation of progress monitoring, collect and analyze data, contribute to the development of intervention plans, implement Tier 3 interventions, and offer professional development and technical assistance.

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

The School-based RtI Leadership Team will meet regularly to review universal screening data, diagnostic data, and progress monitoring data. Based on this information, the team will identify the professional development activities needed to create effective learning environments. After determining that effective Tier 1 - Core Instruction is in place, the team will identify students who are not meeting identified academic targets. The identified students will be referred to the school-based RtI Leadership Team.

The SBT will use the Problem Solving Model\* to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed (PBCSD Form 2284) which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each case will be assigned a case liaison to support the interventionist (e.g., teacher, RtI/Inclusion Facilitator, guidance counselor) and report back on all data collected for further discussion at future meetings.

\* Problem Solving Model

The four steps of the Problem Solving Model are:

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

response to the implemented intervention is evaluated and measured.

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

\*Problem Solving & Response to Intervention Project

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

Members of the school-based RtI Leadership Team will meet with the School Advisory Council (SAC) and will help develop the SY13 SIP. Utilizing the previous year's data, information on Tier 1, Tier 2, and Tier 3 targets and focus attention on deficient areas will be discussed.

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

- FCAT scores and the lowest 25%
- AYP and subgroups
- Strengths and weaknesses of Intensive Programs
- Mentoring, tutoring, and other services

The SBT Leader will provide professional development for the SAC members on the RtI process.

#### MTSS Implementation

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

Baseline data:

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

Midyear data:

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

End-of-Year data:

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

Frequency of required Data Analysis and Action Planning Days:

Once within a cycle of instruction (refer to appropriate focus calendar)

Describe the plan to train staff on MTSS.

The SBT Team will offer assistance on the following topics to other personnel on staff, who may need the training:

- Problem Solving Model
- Consensus Building
- Positive Behavioral Intervention and Support (PBIS)
- Data-based decision-making to drive instruction
- Progress monitoring

- Selection and availability of research-based interventions
- Tools utilized to identify specific discrepancies in reading.

Individual professional development will be provided to classroom teachers, as needed.

Describe the plan to support MTSS.

The School-based RtI Leadership Team will meet regularly to review universal screening data, diagnostic data, and progress monitoring data. This information is shared regularly with the principal, leadership, and the school advisory council. Regular updates and effectiveness conversations regarding Tier 1, 2, and 3 interventions occur throughout the year. Modifications and midstream decisions occur as progress is monitored.

## Literacy Leadership Team (LLT)

### School-Based Literacy Leadership Team

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

The school-based Literacy Leadership Team is comprised of the Principal, Assistant Principal, Language Arts and Reading department instructional leaders, and the Reading Coach.

Additional members may include the department instructional leaders from the math, science, social studies, and vocational departments.

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

The Learning Literacy Team meets twice monthly during the Reading departments Learning Team Meetings.

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

The Learning Literacy Team will increase student scores on the 2012-2013 Math, Reading, Writing, and Science FCATs by:

1. "Unpacking" necessary FCAT 2.0 Next Generation Sunshine State Standards.
2. Monitoring student data via Diagnostic scores (Fall and Winter).
3. Providing professional development opportunities for instructional staff on increasing literacy.
4. Providing educational workshops for parents on increasing literacy across the curriculum.
5. Providing tutoring programs for various targeted student groups.

## Public School Choice

Supplemental Educational Services (SES) Notification

No Attachment

## \*Elementary Title I Schools Only: Pre-School Transition

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

Although this section is not required for middle schools, each year, articulation meetings occur with feeder schools and guidance programs include presentations at the 5th grade as well as school visits by feeder elementary school students. These programs aim to assist children with the transition from elementary school to middle school. Other programs such as "Highway to High School" are in place to assist children in the transition from middle school to high school.

## \*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.

During 2012-2013, every teacher will incorporate reading and writing into their lesson plans. Professional Development staff and contacts at the school will offer inservice and professional development opportunities to ensure that teachers are aware

of what is required and expected to integrate reading strategies into the classroom.

### \*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:	On the 2012 Reading FCAT, 38% of students will score at Achievement Level 3.
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (372)	38%

#### 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	Consistency in the implementation of differentiated instruction.	Construct lesson plans that provide varied assignments for approaching level, on level, and beyond level learners.	Reading Teacher, Language Arts Teacher, Reading Coach, Assistant Principal.	Implement differentiated instruction as detailed in lesson plans. Monitor implementation through classroom walkthroughs and diagnostic analysis.	Classroom assessments, alternative assessments, Diagnostic scores (Fall and Winter)

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:	On the 2013 FAA Reading, 100% of students will score Levels 4, 5, or 6.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (1)	100%

#### 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.	On the 2012 Reading FCAT 2.0, 43% of students will
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Reading Goal #2a:	demonstrate above Achievement Level 4.
2012 Current Level of Performance:	2013 Expected Level of Performance:
37% (452)	43%

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	Consistent implementation of differentiation and enrichment based on student need.	Implement alternative classroom assignments/assessments that incorporate Rigor and Relevance Framework and Bloom's Taxonomy.	Reading Teacher, Language Arts Teacher, Reading Coach, Assistant Principal	Monitoring through classroom walkthroughs ensuring that instruction incorporates higher-order questions into each activity, assignment, and assessment.	Classroom assessments, alternative assessments, Diagnostic scores (Fall and Winter)

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:	On the 2013 FAA, 100% of students will score at or above Achievement Level 7.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0 of 2 students tested)	100%

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:	On the 2012 Reading FCAT, 70% of students will make learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
65% (747)	70%

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	Reaching the at-risk readers.	Utilize READ 180.	Reading Teacher, Department Instructional Leader, Reading Coach, Assistant Principal	Review of student data from READ 180.	READ 180 Reports, Classroom assessments, alternative assessments, Diagnostic scores (Fall and Winter)

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:	on the 2013 FAA, 100% of students will make learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (1 of 2 students tested)	100%

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	On the 2013 Reading FCAT 2.0, 67% of students in the lowest 25% will make learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
56% (156)	67%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Improving at-risk student fluency.	Conduct regular fluency probes.	Reading Teacher, Department Instructional Leader, Assistant Principal	Results of fluency probes.	Fluency Probes, classroom assessments, alternative assessments, Diagnostic scores (Fall and Winter)
	Motivating parents and students to be	After-School Tutorials	Reading Teacher, Department	Monitoring the program	Classroom Assessments

2	consistent in their punctuality and attendance.		Instructional Leader, Assistant Principal		
3	Motivating parents and students to be consistent in their punctuality and attendance.	Exploration Club	Reading Teacher, Department Instructional Leader, Assistant Principal	Monitoring FCAT Explorer Results	Online Assessments

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 # School Leadership will meet with District ESOL support to set 6 year ambitious but achievable AMOs. 5A :				
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:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	On the 2013 FCAT Reading 2.0, 79% White, 59% Black, 78% Hispanic, 91% Asian, and 100% American Indian students will make satisfactory progress.
2012 Current Level of Performance:	2013 Expected Level of Performance:
73% (545) White, 39% (51) Black, 67% (170) Hispanic, 67% (30) Asian, and 50% (1) American Indian are making satisfactory progress.	79% White, 59% Black, 78% Hispanic, 91% Asian, and 100% American Indian.

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	Motivating students by using "just right" and relevant resources.	Provide reading material that hispanic students can relate to.	Reading Teacher, Language Arts Teacher	Reading comprehension checks.	Classroom assessments, alternative assessments, Diagnostic scores (Fall and Winter)

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:	On the 2013 FCAT 2.0, 67% of ELLs will make satisfactory progress.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (3 of 12) are making satisfactory progress.	67%

Problem-Solving Process to Increase Student Achievement

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	On the 2013 FCAT 2.0, 53% of SWDs will make satisfactory progress.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (39) are making satisfactory progress	53%

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					

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 2013 FCAT 2.0, 62% of economically disadvantaged students will make satisfactory progress.
2012 Current Level of Performance:	2013 Expected Level of Performance:
51% (169) made satisfactory progress	62%

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					

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
Literacy Across the Curriculum	6-8	Dianna Federman	Whole Faculty	September 5	Classroom Walkthroughs and DIL meetings/monitoring	Assistant Principals

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.		On the 2013 CELLA, 81% or more of students will score proficient in listening/speaking.		
CELLA Goal # 1:				
2012 Current Percent of Students Proficient in listening/speaking:				
81% (13)				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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:

On the 2013 CELLA, 80% of ELLs will score proficient.

2012 Current Percent of Students Proficient in reading:

25% (4)

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				

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

3. Students scoring proficient in writing.

CELLA Goal #3:

On the 2013 CELLA, 80% of ELLs will score proficient in writing.

2012 Current Percent of Students Proficient in writing:

38% (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
No Data Submitted				

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

*End of 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 2013 Math FCAT 2.0, 34% of students will score at Achievement Level 3.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (334)	34%

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Consistency in implementing differentiated instruction.	Construct lesson plans that provide varied assignments for approaching level, on level, and beyond level learners.	Math Teacher, Department Instructional Leader, Assistant Principal	Implement differentiated instruction as detailed in lesson plans. Monitor implementation through classroom walkthroughs and diagnostic analysis.	Classroom assessments, alternative assessments, Diagnostic scores (Fall and Winter)

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:	On the 2013 FAA, 100% of students will score at Levels 4, 5, and 6.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (2)	100%

### 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 2013 Math FCAT 2.0, 49% of students will score at or above Achievement Level 4.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
43% (527)	49%

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	Consistently enriching and differentiating instruction based on student need.	Implement alternative classroom assignments/assessments that incorporate Rigor and Relevance Framework and Bloom's Taxonomy.	Math Teacher, Department Instructional Leader, Assistant Principal	Incorporate higher order questions into each assignment/assessment.	Classroom assessments, alternative assessments, Diagnostic scores (Fall and Winter)

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:	On the 2013 FAA, 100% of students will score at or above Achievement Level 7.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
0%	100%

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 2013 Math FCAT 2.0, 74% of students will make learning gains.
---	--

2012 Current Level of Performance:	2013 Expected Level of Performance:
70% (827)	74%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Impacting increased	Develop lessons that	Math Teacher,	Check for reading	Classroom

1	reading comprehension in Math.	focus on word problems to increase student comprehension.	Department Instructional Leader, Assistant Principal	comprehension and understanding of word problems.	assessments, alternative assessments, Diagnostic scores (Fall and Winter)
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.  Mathematics Goal # 3b:	On the 2013 FAA, 100% of students will make learning gains in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (2)	100%

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.  Mathematics Goal #4:	On the 2013 Math FCAT 2.0, 69% of students in the lowest 25% will make learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
58% (168)	69%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Scaffolding and re-teaching necessary prerequisite and foundational skills.	Have additional activities available for students that need to reinforce prerequisite skills.	Math Teacher, Department Instructional Leader, Assistant Principal.	Administer assessments that check for understanding of prerequisite skills.	Classroom assessments, alternative assessments, Diagnostic scores (Fall and Winter)
2	Motivating parents and students on their punctuality and consistent attendance.	After-School Tutorial Program	Math Teacher, Department Instructional Leader, Assistant Principal.	Monitor Tutorials	Classroom Assessments
3	Motivating parents and students on their punctuality and consistent attendance.	Exploration Club	Math Teacher, Department Instructional Leader, Assistant Principal	Monitor use of FCAT Explorer / RiverDeep	Online Assessments

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

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

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.  Mathematics Goal #5B:	On the 2013 Math FCAT 2.0, 83% White, 62% Black, 75% Hispanic, 95% Asian, and 100% American Indian students will make satisfactory progress.
2012 Current Level of Performance:	2013 Expected Level of Performance:
78% (582) White, 42% (55) Black, 65% (165) Hispanic, 83% (38) Asian, and 50% (1) American Indian made satisfactory progress.	83% White, 62% Black, 75% Hispanic, 95% Asian, and 100% American Indian.

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	Reaching students with "just right" rigor and relevant instructional materials.	Data chats that drive differentiated instructional needs.	Administrators and Teachers	Monitoring implementation of strategies.	Diagnostics

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:	On the 2013 Mathematics FCAT 2.0, 80% of ELLs will make satisfactory progress.
2012 Current Level of Performance:	2013 Expected Level of Performance:
67% (8)	80%

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					

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:	On the 2013 Math FCAT 2.0, 56% of SWDs will make satisfactory progress.
2012 Current Level of Performance:	2013 Expected Level of Performance:
36% (47)	56%

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	Re-teaching and improving prerequisite and foundational skills necessary for reading comprehension in Math.	School to provide additional tutoring opportunities.	Principal, Assistant Principal, Tutor	Tutoring assessments to track growth.	Classroom assessments, alternative assessments, Diagnostic scores (Fall and Winter)

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:	On the 2013 Math FCAT 2.0, 63% of economically disadvantaged students will make satisfactory progress.
2012 Current Level of Performance:	2013 Expected Level of Performance:
53% (175)	63%

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	Improving reading comprehension and prerequisite skills in Math.	School to provide additional tutoring opportunities.	Principal, Assistant Principal, Tutor	Tutoring assessments to track growth.	Classroom assessments, alternative assessments, Diagnostic scores (Fall and Winter)

## 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:	On the 2013 Algebra EOC, 10% of students will score Achievement Level 3.

2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (37)	10%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Instruction that focuses on deepened knowledge of complex and abstract algebraic content in preparation for the End of Course exam.	Lessons that incorporate activities designed to guide students from concrete representation to paper-based representation of abstract concepts. Project-based culminating activities, use of Everglades/Core K-12/District-produced EOC resources which are more closely aligned to the FDLOE specifications.	Algebra Teacher, DIL, AP	Regular algebra team meetings to monitor student progress throughout the year and make adjustments if/when necessary	Unit Assessment/Everglades Assessment/District-Based Assessment/Core k-12 Assessment/Algebra Diagnostic

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:	On the 2013 Algebra EOC, 90% of students will score at or above Achievement Level 4.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
74% (109)	90%

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	Reaching the students' cognitive ability needed to digest complex, abstract algebraic concepts to achieve level 4 and 5.	Provide grouping strategies (Marzano) allowing students to learn with and from each other with teacher as facilitator during each major concept that is introduced.	Algebra teacher, DIL, AP	Regular algebra team meetings to monitor student progress throughout the year, make adjustments if/when necessary	Unit Assessment/Everglades Assessment/District Assessment/EOC Winter Diagnostic

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 :					
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Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. Algebra Goal #3B:	On the 2013 Algebra EOC, 99% White, 100% Black, 100% Hispanic, and 100% Asian will make satisfactory progress in Algebra.
2012 Current Level of Performance:	2013 Expected Level of Performance:
98% (102) White, 100% (6) Black, 100% (6) Hispanic, and 100% (7) Asian students made satisfactory progress in Algebra.	99% White, 100% Black, 100% Hispanic, and 100% Asian.

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	TBD	TBD	TBD	TBD	TBD

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:	On the 2013 Algebra EOC, 100% of ELLs will make satisfactory progress.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (2 of 2) are making satisfactory progress.	100%

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	TBD	TBD	TBD	TBD	TBD

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:	On the 2013 Algebra EOC, 100% of SWDs will make satisfactory progress.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (2 of 2) SWDs made satisfactory progress.	100%

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	TBD	TBD	TBD	TBD	TBD

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:	On the 2013 Algebra EOC, 100% of Economically Disadvantaged students will make satisfactory progress.
2012 Current Level of Performance:	2013 Expected Level of Performance:
92% (12 of 13) made satisfactory progress	100%

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	TBD	TBD	TBD	TBD	TBD

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 : <input type="text"/>				
Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry. Geometry Goal #3B:				
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				
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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
No Data Submitted						

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
			<b>Grand Total: \$0.00</b>

*End of Mathematics Goals*

## Elementary and Middle School Science Goals

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

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

1a. FCAT2.0: Students scoring at Achievement

Level 3 in science. Science Goal #1a:	On the 2013 Science FCAT, 70% of students will achieve proficiency (FCAT level 3).
2012 Current Level of Performance:	2013 Expected Level of Performance:
63%	70%

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	Consistent implementation of differentiating instruction	Construct lesson plans that provide varied assignments for approaching level, on level, and beyond level learners.	Science, Department Instructional Leader, Assistant Principal	Implement differentiated instruction as detailed in lesson plans. Monitor implementation through classroom walkthroughs and diagnostic analysis.	Classroom assessments, alternative assessments, Diagnostic scores (Fall and Winter)

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:	On the 2013 FAA, 100% of students will score at Levels 4, 5, or 6.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (1)	100%

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	On the 2013 Science FCAT 2.0, 39% of students will score at or above Achievement Level 4.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (87)	39%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Reaching, enriching, and differentiating instruction based on student need.	Implement alternative classroom assignments/assessments that incorporate Rigor and Relevance Framework and Bloom's Taxonomy.	Science Teacher, Department Instructional Leader, Assistant Principal	Incorporate higher order questions into each assignment/assessment.	Classroom assessments, alternative assessments, Diagnostic scores (Fall and Winter)

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:	On the 2013 FAA, 100% of students will score at or above Achievement Level 7.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0%	100%

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						

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

*End of 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:	On the 2013 Writing FCAT 2.0, 90% of all students will score at Achievement Level 3 and higher.
2012 Current Level of Performance:	2013 Expected Level of Performance:
85% (299)	90%

### 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	Consistent implementation of differentiated instruction.	Construct lesson plans that provide varied assignments for approaching level, on level, and be	Language Arts Teacher, Department Instructional Leader, Assistant Principal	Implement differentiated instruction as detailed in lesson plans. Monitor implementation through classroom walkthroughs and diagnostic analysis.	Classroom assessments, alternative assessments, Diagnostic scores (Fall and Winter)
2	Motivating parents and students on their punctuality and consistent attendance.	Writer's/Author's Workshop	Language Arts Teacher, Department Instructional Leader, Assistant Principal	Monitor increases in writing during the program's implementation	Classroom Assessments and aligned Rubrics

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:	N/A			
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
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						

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

## Civics End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Civics.				
Civics Goal #1:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

2. Students scoring at or above Achievement Levels 4 and 5 in Civics.				
Civics Goal #2:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				



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
			<b>Grand Total: \$0.00</b>

*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:	During the 2012-2013, 97% or more of students will attend regularly and excessive absences will not exceed 100.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
87%	97%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
169	100

2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
88		40			
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	Consistent transportation and understanding of the importance of attending school and arriving to class on time.	The school will promote healthy environments in student and non-student areas of the school.	All administrative staff, instructional staff, and non-instructional staff.	Monitoring of classroom attendance.	Attendance reports available via data processor.

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

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

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

Attendance Budget:

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

## 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:	During the 2012-2013, in-school and out-of school suspension rates will decrease more than 10%.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
635	386
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
182	127
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
209	146
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
69	61

### 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	Disciplinary referrals, offenses of level three or four.	Implement and follow a progressive discipline plan for alternative consequences to in- and out-of-school suspensions.	Assistant Principals	Monitor referral and suspension rates.	Suspension rate reports.
2	Negative influences of friends and peers.	Counseling for students to help make positive choices in their lives.	Assistant Principals, Guidance Counselors	Monitor referral and suspension rates.	Suspension rate 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
No Data Submitted						

Suspension Budget:

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

*End of Suspension Goal(s)*

## Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Parent Involvement					
Parent Involvement Goal #1:  <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>		During 2012-2013, parent involvement will be encouraged through Edline communication, parent workshop opportunities, and parent volunteer opportunities. Throughout the school year, we will increase involvement from 10% of our community to 40%.			
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
15%		40%			
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	Scheduling complexity	Offer parent involvement opportunities at varying times to alleviate schedule constraints.	Hosting sponsor of event.	VIPS Event(s) attendance	Volunteer attendance rosters

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:	

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

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

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

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

STEM Budget:

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:

1. CTE

CTE Goal #1:

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						

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

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

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

No Attachment (Uploaded on 9/5/2012)

## School Advisory Council

### School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Future projections will be discussed in an on-going manner with the SAC	\$0.00
Planners for 6th-Grade Students to assist with transition to middle grades while enhancing organizational skills that cross into all courses and life skills.	\$621.00

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

The School Advisory Council (SAC) will support the mission and vision of the School District and School by providing input into the

development, implementation, and monitoring phases of school improvement planning.

The SAC will build consensus on best decisions for the spending of school improvement funds.

The SAC will also help to build relationships between the school and its surrounding community.

# AYP DATA

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

## SCHOOL GRADE DATA

No Data Found

Palm Beach School District CHRISTA MCAULIFFE MIDDLE SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	83%	87%	90%	67%	327	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	65%	75%			140	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?	66% (YES)	72% (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					605	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Palm Beach School District CHRISTA MCAULIFFE MIDDLE SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	81%	85%	88%	59%	313	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	68%	77%			145	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	71% (YES)	76% (YES)			147	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					605	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested