FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: HIALEAH GARDENS MIDDLE SCHOOL

District Name: Dade

Principal: Ms. Maritza Jimenez

SAC Chair: Dr. Tamara C. Garcia

Superintendent: Mr. Alberto M. Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/16/2012

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)
Principal	Maritza Jimenez	Bachelor of Arts Degree, Certification: Psychology, University of Miami; Masters Degree, Certification in Special Education, University of Miami; Specialist Degree, Certification in Educational Leadership, Nova Southeastern University.	4	9	'12 '11 '10 '09 '08 School Grade B A A B C AYP N N N N N High Standards Rdg. 57 71 70 38 30 High Standards Math 56 65 65 74 62 Lrng Gains-Rdg 69 70 69 59 49 Lrng Gains-Math 69 66 71 83 76 Gains-Rdg-25% 68 71 65 54 48 Gains-Math-25% 69 77 84 82 66 2012 Hialeah Gardens Middle School 2011 Hialeah Gardens Middle School 2010 Hialeah Gardens Middle School 2009 Hialeah Gardens High School 2008 American High School

Position	Name	Degree(s)/Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record
Assis Principal	Evelyn Torres-McHale	Bachelor of Science Degree, Certification in Art Education K – 12th Grade, Florida State University, Master of Science Degree, Certification in Administration and Supervision, Florida International University.	5	21	'12 "11 '10 '09 '08 School Grade B A A B D AYP N N N N N High Standards Rdg. 57 71 70 66 15 High Standards Math 56 64 65 56 45 Lrng Gains-Rdg 69 70 69 64 41 Lrng Gains-Math 69 66 71 54 75 Gains-Rdg-25% 68 77 71 64 56 Gains-Math-25% 69 63 77 62 80 2012 Hialeah Gardens Middle School 2011 Hialeah Gardens Middle School 2010 Hialeah Gardens Middle School 2009 Hialeah Gardens Middle School 2008 Jackson Senior High School (Correct II,SINI)
Assis Principal	Crystal Spence	Bachelor of Science in Business/Professional Management, Nova Southeastern University, Master of Science in Special Education, Nova Southeastern University, Specialist Degree in Educational Leadership, Nova Southeastern University.	3	5	'12 '11 '10 '09 '08 School Grade B A N/A N/A N/A AYP N N N/A N/A N/A High Standards Rdg. 57 71 N/A N/A N/A High Standards Math 56 64 N/A N/A N/A Lrng Gains-Rdg. 69 70 N/A N/A N/A Lrng Gains-Math 69 66 N/A N/A N/A Gains-Rdg-25% 68 77 N/A N/A N/A Gains-Math-25% 69 63 N/A N/A N/A 2012 Hialeah Gardens Middle School 2011 Hialeah Gardens Middle School 2010 Curriculum Support Specialist Regional Center I 2009 District Supervisor Alternative Ed 2008 District Supervisor Alternative Ed
Assis Principal	Nelson Gonzalez	Bachelors of Science in Elementary Education, Florida International University, Masters of Science in Reading K-12, Certifications: Language Arts (5-9), Endorsed in ESOL and Educational Leadership K-12.	3	5	'12 '11 '10 '09 '08 School Grade B A A A A AYP N N N N N High Standards Rdg. 57 71 60 59 56 High Standards Math 56 64 69 63 64 Lrng Gains-Rdg. 69 70 84 69 66 Lrng Gains-Math 69 66 34 74 71 Gains-Rdg-25% 68 77 68 82 72 Gains-Math-25% 69 63 77 81 75 2012 Hialeah Gardens Middle 2011 Hialeah Gardens Middle 2010 Henry H. Filer Middle School 2009 Henry H. Filer Middle School 2008 Henry H. Filer Middle School

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	Dr. Tamara C. Garcia	Bachelor of Arts Degree; Certification: Elementary Education (K-6), ESOL Endorsed, Reading Endorsed (K-12); Master of Arts Degree; Certification: Montessori Elementary Education (K-12) Educational Specialist Degree; Certification; Educational Leadership (K-12)	4	3	'12 '11 '10 '09 '08 School Grade B A A B C AYP N N N N N High Standards Rdg. 57 71 70 51 69 High Standards Math 56 64 71 67 63 Lrng Gains-Rdg 69 70 69 61 63 Lrng Gains-Math 69 66 71 67 67 Gains-Rdg-25% 68 77 71 80 55 Gains-Math-25% 69 63 77 71 65 Hialeah Gardens Middle School 2012 Hialeah Gardens Middle School 2011 Hialeah Gardens Middle School 2010 Hialeah Gardens Middle School 2009 Charles D. Wyche Elementary School 2008

		Doctoral Degree; Organizational Management (K-12)			

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. Provide internship opportunities with local universities and partner with College campus Job Fairs.	Principal	8/2012- 6/6013	
2	2. Provide opportunities for teachers to visit peer teachers and share best practices.	Principal - Assistant Principal - Department Chairperson	8/2012-6/2013	
3	3. Schedule meetings on a continual basis with new teachers and partner new teachers with mentor veteran teachers.	Principal - Assistant Principal - Department Chairperson	8/2012-6/2013	
4	4. Increase opportunities for teachers to become highly qualified (i.e. MINT certified, National Board certified, etc.).	Principal - Assistant Principal - Department Chairperson	8/2012-6/2013	

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
5 (6%)	Provide opportunities for staff to update and complete certification data.

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
91	6.6%(6)	33.0%(30)	35.2%(32)	25.3%(23)	33.0%(30)	71.4%(65)	8.8%(8)	4.4%(4)	29.7%(27)

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
No data submitted			

ADDITIONAL REQUIREMENTS

Coordination and Integration

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

Title I, Part A

Title I, Part A
Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. 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 identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that 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. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHESS
; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

Title I, Part C- Migrant
The 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. Students are also provided extended learning opportunities (before-school and/or after-school, and summer school) by the Title I, Part C, Migrant Education Program.

Title I, Part D

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

Title II

Title II
The District 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

Title III
Schools are to review the services provided with Title III funds and select from the items listed below for inclusion in the response. Please select services that are applicable to your school.

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:
• tutorial programs (K-12)
• parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)

- professional development on best practices for ESOL and content area teachers
- coaching and mentoring for ESOL and content area teachers(K-12)
- reading and supplementary instructional materials(K-12)
- cultural supplementary instructional materials (K-12)
- purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to be used by ELL students and recently arrived immigrant students (K-12, RFP Process)
- Cultural Activities through the Cultural Academy for New Americans for eligible recently arrived, foreign born students

The above services will be provided should funds become available for the 2012-2013 school year and should the FLDOE approve the application(s).

Title X- Homeless

- Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
- The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
- Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.
- Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
- The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

Supplemental Academic Instruction (SAI)
This school will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

Violence Prevention Programs
- The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists.
- Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program.
TRUST Specialists focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.

Nutrition Programs

Nutrition Programs
1) The school 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

Housing Programs

Housing Programs
N/A

Head Start

Head Start
N/A

Adult Education

Adult Education
N/A

Career and Technical Education
By promoting Career Pathways and Programs of Study students will become academy program completers and have a better understanding and appreciation of the postsecondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities.

Articulation agreements allow students to earn college and postsecondary technical credits in high school and provide more opportunities for students to complete 2 and 4 year postsecondary degrees.

Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and other industry certifications.

Job Training
N/A

Other
Health Connect in Our Schools

• Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds.
• Teams at designated school sites are staffed by a School Social Worker (shared between schools)and a Nurse.
• HCiOS services reduces or eliminates barriers to care, connects eligible students with health insurance and a medical home, and provides care for students who are not eligible for other services.
• HCiOS delivers coordinated social work and mental/behavioral health interventions in a timely manner.
• HCiOS enhances the health education activities provided by the schools and by the health department.
HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.

HIV/AIDS Curriculum: AIDS Get the Facts!

• AIDS: GET the Facts!, is an curriculum that provides a series of general objectives, lessons, activities and resources for providing HIV/AIDS instruction in grades K-12.
• HIV/AIDS curriculum is consistent with state legislation, as well as school policy and procedures including: Florida Statute 1003.46, Health education; instruction in acquired immune deficiency syndrome, School Board Policy: 6Gx13-5D-1.021 Welfare; School Health Services Program, the M-DCPS Worksite HIV/AIDS Hand Book, and Control of Communicable Disease in School Guidebook for School Personnel.
• HIV/AIDS curriculum content is also in alignment with Florida Sunshine State Standards.
• HIV/AIDS content teachers are trained on the curriculum and can participate in yearly professional development about health and wellness related topics.

Miami Lighthouse / Heiken Children's Vision Program

Heiken Children's Vision Program provides free complete optometric exams conducted at school sites via vision vans and corrective lenses to all failed vision screenings if the parent /guardian cannot afford the exams and or the lenses.

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 MTSS leadership team.
MTSS/RtI is an extension of the school's Leadership Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well being, and prevention of student failure through early intervention.

1. MTSS/RtI leadership is vital, therefore, in building our team we have considered the following:

• Administrator(s) who will ensure commitment and allocate resources;
• Teacher(s) and Coaches will extend and report on meeting the goals of the leadership team at grade level, subject area, and intervention group, problem solving
• Team members who will meet to review consensus, infrastructure, and implementation of building level.
2. The school's Leadership Team will include additional personnel as resources to the team, based on specific problems or

concerns as warranted, such as:
- School reading, math, science, and behavior specialists
- Special education personnel
- School guidance counselor
- School psychologist
- School social worker
- Member of advisory group

3. Community stakeholders MTSS/RtI is a general education initiative in which the levels of support (resources) are allocated in direct proportion to student needs. MTSS/RtI uses increasingly more intense instruction and interventions.
- The first level of support is the core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum.
- The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support.
- The third level of support consists of intensive instructional and/or behavioral interventions provided in addition to and in alignment with effective core instruction and the supplemental instruction and interventions with the goal of increasing an individual student's rate of progress academically and/or behaviorally.

There will be an ongoing evaluation method established for services at each tier to monitor the effectiveness of meeting school goals and student growth as measured by benchmark and progress monitoring data. The MTSS/RtI four step problem-solving model will be used to plan, monitor, and revise instruction and intervention. The four steps are problem identification, problem analysis, intervention implementation, and response evaluation.

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?

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The following steps will be considered by the school's Leadership Team to address how we can utilize the MTSS/RtI process to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring.

The Leadership Team will:
1. Use the Tier 1 Problem Solving process to set Tier 1 goals, monitor academic and behavior data evaluating progress at least three times per year by addressing the following important questions:

- What will all students learn? (curriculum based on standards)
- What progress is expected in each core area?
- How will we determine if students have made expected levels of progress towards proficiency? (common assessments)
- How will we respond when grades, subject areas, or class of, or individual students have not learned? (Response to Intervention problem solving process and monitoring progress of interventions)
- How will we respond when students have learned or already know? (enrichment opportunities).

2. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.

3. Hold regular team meetings. Use the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.

4. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

5. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.

6. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.

7. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.

Assist with monitoring and responding to the needs of subgroups within the expectations for meeting Annual Measurable Objectives.

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?

Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the RtI problem-solving process is used in developing and implementing the SIP?

1. The MTSS/RtI Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis.

2. The MTSS/RtI Leadership Team will monitor the fidelity of the delivery of instruction and intervention.

3. The MTSS/RtI Leadership Team will provide levels of support and interventions to students based on data.

4. The leadership team will consider data the end of year Tier 1 problem solving.

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.

1. Data will be used to guide instructional decisions and system procedures for all students to:

• adjust the delivery of curriculum and instruction to meet the specific needs of students
• adjust the delivery of behavior management system
• adjust the allocation of school-based resources
• drive decisions regarding targeted professional development
• create student growth trajectories in order to identify and develop interventions
2. Managed data will include:

Academic
• FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory
• Oral Reading Fluency Measures
• Voyager Checkpoints
• Voyager Benchmark Assessments
• Baseline Benchmark Assessments
• Success Maker Utilization and Progress Reports
• Interim assessments
• State/Local Math and Science assessments
• FCAT
• Student grades
• School site specific assessments

Behavior
• Student Case Management System
• Detentions
• Suspensions/expulsions
• Referrals by student behavior, staff behavior, and administrative context
• Office referrals per day per month
• Team climate surveys
• Attendance

Describe the plan to train staff on MTSS.

Describe the plan to train staff on MTSS.
The district professional development and support will include:

1. training for all administrators in the MTSS/RtI problem solving at Tiers 1, 2, and 3 (SST), using the Tier 1 Problem Solving Worksheet, Tier 2 Problem Solving Worksheet, and Tier 3 Problem Solving Worksheet and Intervention Plan

2. providing support for school staff to understand basic MTSS/RtI principles and procedures; and

providing a network of ongoing support for MTSS/RtI organized through feeder patterns.

Describe the plan to support MTSS.

Describe the plan to support MTSS.
Based upon the information from http://www.florida-rti.org/educatorResources/MTSS_Book_ImplComp_012612.pdf, but not limited to the following:

1. Effective, actively involved, and resolute leadership that frequently provides visible connections between a MTSS

framework with district & school mission statements and organizational improvement efforts.

2. Alignment of policies and procedures across classroom, grade, building, district, and state levels.

3. Ongoing efficient facilitation and accurate use of a problem-solving process to support planning, implementing, and evaluating effectiveness of services.

4. Strong, positive, and ongoing collaborative partnerships with all stakeholders who provide education services or who otherwise would benefit from increases in student outcomes.

5. Comprehensive, efficient, and user-friendly data-systems for supporting decision-making at all levels from the individual student level up to the aggregate district level.

6. Sufficient availability of coaching supports to assist school team and staff problem-solving efforts.

7. Ongoing data-driven professional development activities that align to core student goals and staff needs.

8. Communicating outcomes with stakeholders and celebrating success frequently.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

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

Maritza Jimenez, Principal
Nelson Gonzalez, Assistant Principal
Crystal Spence, Assistant Principal
Evelyn Torres-McHale, Assistant Principal

Charlotte Al-Jamal, Media Specialist
Cathleen Clarke, Social Studies Teacher
Astrid Foster, Language Arts Teacher Chairperson
Tamara Garcia, Reading Coach/ Literacy Team Leader, EESAC Chairperson
Susana Lastra, ELL Chairperson
Roberto Monroy, Spanish Teacher
Odell Rivas, Theatre Teacher
Yesenia Perez, Mathematics Teacher
Yvette Rodriquez, Science Teacher
Raquel Rylands, Social Studies Department Chairperson
Zoraida Sanchez, Science Teacher
Kelly Welsh, Social Studies Teacher

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

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).
The Literacy Leadership Team meets monthly to promote literacy, reading and writing across the curriculum and to review the school-wide Instructional Focus in Reading.

The team is responsible to:
• Ensure that instructional focus calendar for reading is implemented with fidelity across the curriculum.
• Implement and monitor the School Wide Monthly Writing Calendar.
• Promote the Accelerated Reader (AR) program and monitor the accumulation of AR points (at least 25 points per month for each student).
• Progress monitor students with STAR scores ranging from Pre Primer to 4th grade reading level.
• Progress monitor FCAT Level 1 and Level 2 students.
• Monitor Reading Plus data and sessions completed per week (at least 3 sessions per week for each student) by Social Studies teachers.
• Monitor Compass Learning usage and progress by Language Arts teachers,
• Prescribe interventions for the lowest 30th percentile in reading.
• Provide incentives for students performing at mastery on the FAIR, Voyager Assessments, Baseline and Interim Assessments.

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

The major initiatives will be to ensure reading and writing across the curriculum, monitor all major assessments and provide incentives to students performing at mastery, increase communication for reading articulation with feeder pattern schools, increase the usage of Reading Plus and elicit the support and participation of community leaders.
• Ensure that the "You've Been Caught Reading" and the Fluency Building Reading program are being carried out with fidelity.

• Promote Literacy Nights.
• Implement Writing Journals Across all disciplines.
• Articulate with feeder pattern schools.
• Promote the school's Book Fair.
• Involve the community through Read Alouds, Author's Tea, Parent Outreach and Articulation Events.

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.

A Literacy Plan will be in place delineating reading accountability across the disciplines. The implementation of a school-wide Reading Instructional Focus Calendar along with reading strategies will be provided for all teachers. The Reading Coach will model a variety of strategies to ensure that the implementations of all clusters are being addressed in all content areas. Professional Development emphasizing Reading Across the Curriculum / Reciprocal Teaching / CRISS Refresher. The Literacy Leadership Team will conduct classroom walkthroughs to monitor implementation with fidelity. Professional Learning Communities (PLC) and Common Planning Sessions will be used to monitor and realign individual instruction learning plan.

*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 2.0 Reading Test indicate that 28% of students achieved level 3 proficiency. Our goal for the 2012-2013 school year is to increase level 3 student proficiency from 28% to 34%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (525)	34% (643)

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 area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test is Reporting Category 1 (Vocabulary),Reporting Category 2 (Reading Application) and Reporting Category 4 (Informational Text and Research). Students have demonstrated difficulty identifying relevant details from the passages to determine the main idea or essential message in grade-level text through inferring, paraphrasing, and su	Students will utilize graphic organizers, word walls, concept maps, personal dictionaries, signal or key words, analogies, exposure to a wide variety of text across the curriculum., and anchoring conclusions back to the text (e.g., explaining and justifying decisions). Ensure implementation of Reading Plus usage for 45 minutes for at least three times per week per student.	Administration, EESAC Literacy Leadership Team and MTSS/RtI Leadership Team.	1a.1. Ongoing classroom assessments/observations focusing on students' knowledge of word meanings. Conduct bi-weekly common planning/ department meetings to share data, best practices and reflect on additional needs.	1a.1. Formative: District Reading Baseline, Interim Assessments, FAIR and student work samples. Summative: Results from 2013 FCAT 2.0 Assessment.
2	1a.2. The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 3 (Literary Analysis). Students demonstrate difficulty in recognizing explicit and implicit meaning or the details within a text that support inferencing.	1a.2. Students will utilize graphic organizers, concept maps, compare/contrast, encourage students to read from a variety of text and Reciprocal Teaching strategies and signal or key words, FCAT Reading task cards and read from a variety of fiction and nonfiction text. Ensure implementation of Reading Plus usage for 45 minutes for at least three times per week per student.	1a.2. Administration, EESAC and Literacy Leadership Team and MTSS/RtI Leadership Team.	1a.2. Ongoing classroom assessments/observations focusing on students' knowledge Conduct bi-weekly common planning/ department meetings to share data, best practices and reflect on additional needs.	1a.2. Formative: District Reading Baseline, Interim Assessments, FAIR and student work. Summative: Results from 2013 FCAT 2.0 Assessment. .

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	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	NA	NA	NA	NA	NA

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 results of the 2012 FCAT 2.0 Reading Test indicate that 27% of students achieved level 4 and 5 proficiency. Our goal for the 2012-2013 school year is to increase level 4 and 5 student proficiency from 27% to 29%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (504)	29% (548)

	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 area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test is Reporting Category 1 (Vocabulary),Reporting Category 2 (Reading Application) and Reporting Category 4 (Informational Text and Research). Students have demonstrated difficulty identifying relevant details from the passages to determine the main idea or essential message in grade-level text through inferring, paraphrasing, and summarizing.	Students will utilize graphic organizers, word walls, concept maps, personal dictionaries, signal or key words, analogies, exposure to a wide variety of text across the curriculum., and anchoring conclusions back to the text (e.g., explaining and justifying decisions). Ensure implementation of Reading Plus usage for 45 minutes for at least three times per week per student.	Administration, EESAC Literacy Leadership Team and MTSS/RtI Leadership Team.	Ongoing classroom assessments/observations focusing on students' knowledge of word meanings. Conduct bi-weekly common planning/ department meetings to share data, best practices and reflect on additional needs.	Formative: District Reading Baseline, Interim Assessments, FAIR and student work. Summative: Results from 2013 FCAT 2.0 Assessment.
	The area of deficiency as	Students will utilize	Administration,	Ongoing classroom	Formative:

2	noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 3 (Literary Analysis). Students demonstrate difficulty in recognizing explicit and implicit meaning or the details within a text that support inferencing.	graphic organizers, concept maps, compare/contrast, encourage students to read from a variety of text and Reciprocal Teaching strategies and signal or key words, FCAT Reading task cards and read from a variety of fiction and nonfiction text. Ensure implementation of Reading Plus usage for 45 minutes for at least three times per week per student.	EESAC and Literacy Leadership Team and MTSS/RtI Leadership Team.	assessments/observations focusing on students' knowledge of word meanings. Conduct bi-weekly common planning/ department meetings to share data, best practices and reflect on additional needs.	District Reading Baseline, Interim Assessments, FAIR and student work. Summative: Results from 2013 FCAT 2.0 Assessment.

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	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	NA	NA	NA	NA	NA

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 results of the 2012 FCAT 2.0 Reading Test indicate that 69% of students made learning gains. Our goal for the 2012-2013 school year is to increase percentage of students making learning gains from 69% to 74%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
69% (1202)	74% (1289)

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
	As noted on the 2012 administration of the FCAT 2.0 Reading Test,	Ensure proper identification, placement and monitoring of	Administration, EESAC, Literacy	Ongoing classroom assessments/observations focusing on students'	Formative: Reading Plus, District Reading

1	the percent of students making learning gains decreased by 1 % percentage points as compared to the 2011 FCAT Reading Test. As noted on Reporting Category I (Vocabulary).

Students have demonstrated difficulty in identifying prefixes, suffixes, and root words synonyms, and antonyms. | students placed in supplemental interventions which will focus on vocabulary acquisition activities such as affix, prefixes, suffixes, root words, synonyms, and antonyms.

Ensure implementation of Reading Plus usage for 45 minutes for at least three times per week per student. | Leadership Team and MTSS/RtI Leadership Team. | knowledge.

Conduct bi-weekly common planning /department meetings to share data, best practices and reflect on additional needs. | Baseline, Interim Assessments and student work.

Summative: 2013 FCAT 2.0 Assessment. |
| 2 | Students achieving level 3 proficiency who decreased a level, lacked skills in Reporting Category 2 (Reading Application).

Students have demonstrated difficulty identifying relevant details from the passages to determine the main idea or essential message in grade-level text through inferring, paraphrasing, and summarizing. | Students placed on the Reading Enrichment Pull-out Program will focus on enrichment activities such as novels, text marking, summarization activities, and opinion proofs.

Ensure implementation of Reading Plus usage for 45 minutes for at least three times per week per student. | Administration, EESAC, Literacy Leadership Team and MTSS/RtI Leadership Team. | Ongoing classroom assessments/observations focusing on students' knowledge.

Conduct bi-weekly department meetings to share data, best practices and reflect on additional needs. | Formative: Reading Plus, District Reading Baseline, Interim Assessments, FAIR and student work.

Summative: Results of 2013 FCAT 2.0 Assessment. |

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

| 3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.

Reading Goal #3b:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

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

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: | The results of the 2012 FCAT 2.0 Reading Test indicate that 68% of students in the lowest 25% made learning gains.

Our goal for the 2012-2013 school year is to increase the lowest 25% achieving learning gains from 68% to 73%. |
|---|---|

2012 Current Level of Performance:	2013 Expected Level of Performance:
68% (312)	73% (335)

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 area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test is Reporting Category 1 (Vocabulary),Reporting Category 2 (Reading Application) and Reporting Category 4 (Informational Text and Research). Students have demonstrated difficulty identifying relevant details from the passages to determine the main idea or essential message in grade-level text through inferring, paraphrasing, and summarizing.	Students will utilize graphic organizers, word walls, concept maps, personal dictionaries, signal or key words, analogies, exposure to a wide variety of text across the curriculum., and anchoring conclusions back to the text (e.g., explaining and justifying decisions). Ensure implementation of Reading Plus usage for 45 minutes for at least three times per week per student. In addition, tier 3 students will be progress monitored through the push-in model using V-Port (Voyager).	Administration, EESAC, Reading Coach, and MTSS/RtI Leadership Team.	Review Florida Assessment in Reading (FAIR), Voyager progress monitoring tools and Reading Plus data to ensure students are making adequate progress (adjust intervention as needed). Conduct bi-weekly common planning department meetings to share data, best practices and reflect on additional needs.	Formative: FAIR, Voyager Assessments, Reading Plus, District Reading Baseline, Interim assessments and student work. Summative: Results for 2013 FCAT 2.0 Assessment.

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # 5A :	Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%.

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	62	65	69	72	76	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	The results of the 2012 FCAT Reading Test indicate that 56%(1023) of students in the Hispanic subgroup achieved proficiency. Our goal for the 2012-2013 school year is to increase the Hispanic subgroup proficiency to 65% (1188).
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 56% (22) Black: NA Hispanic: 56% (1023) Asian: NA American Indian: NA	White: 71% (28) Black: NA Hispanic: 65% (1188) 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	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test is Reporting Category 1 (Vocabulary), Reporting Category 2 (Reading Application) and Reporting Category 4 (Informational Text and Research). Students have demonstrated difficulty identifying relevant details from the passages to determine the main idea or essential message in grade-level text through inferring, paraphrasing, and summarizing.	Ensure proper identification, placement and monitoring of tiers 1, 2 and 3 students based on the 2012 FCAT 2.0 Reading Test.	Administration, EESAC, Reading Coach, Literacy Leadership Team and MTSS/RtI Leadership Team.	Progress monitor students and the effectiveness of instructional delivery using generated data. Conduct bi-weekly department meetings to share data best practices and address additional needs.	Formative: Accelerated Reader, Compass Learning, FAIR, Voyager Assessments, Reading Plus, District Reading Baseline, Interim Assessments and student work. Summative: 2013 FCAT 2.0 Reading Assessment.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	The results of the 2012 FCAT Reading Test indicate that 30%(76) of students in the English Language Learners (ELL) subgroup achieved proficiency. Our goal for the 2012-2013 school year is to increase the Hispanic subgroup proficiency to 43% (109).
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (76)	43%(109)

	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 area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test is Reporting Category 1 (Vocabulary),Reporting Category 2 (Reading Application) and Reporting Category 4 (Informational Text and Research). Students have demonstrated difficulty identifying relevant details from the passages to determine the main idea or essential message in grade-level text through inferring, paraphrasing, summarizing	Students will utilize graphic organizers, word walls, concept maps, personal dictionaries, signal or key words, task cards, reading response journals and or logs, visuals, and cooperative learning, (group reports/ projects) analogies, exposure to a wide variety of text across the curriculum, , and anchoring conclusions back to the text (e.g., explaining and justifying decisions). Ensure implementation of Reading Plus usage for 45 minutes for at least three times per week per	Administration, EESAC, Reading Coach, Literacy Leadership Team and RtI Leadership Team.	Review Teen Biz data to monitor student usage and adequate progress. Progress monitor students and the effectiveness of instructional delivery using generated data. Conduct bi-weekly common planning/ department meetings to share data best practices and address additional needs.	Formative: FAIR, Teen Biz, FCAT Explorer, District Reading Baseline, Interim Assessments and student work. Summative: 2013 FCAT 2.0 Assessment and Florida Comprehensive English Language Learner Assessment (CELLA).

student. Ensure optimal use of computer lab to implement Teen Biz, Odyssey, FOCUS, Accelerated Reading Program and FCAT Explorer usage.			

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 2012 FCAT 2.0 Reading Test indicate that 26% (33) of students with Disabilities (SWD) subgroup achieved proficiency. Our goal for the 2012-2013 school year is to increase the SWD subgroup proficiency to 33% (42).
2012 Current Level of Performance:	2013 Expected Level of Performance:
26% (33)	33% (42)

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 area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test is Reporting Category 1 (Vocabulary),Reporting Category 2 (Reading Application) and Reporting Category 4 (Informational Text and Research). Students have demonstrated difficulty identifying relevant details from the passages to determine the main idea or essential message in grade-level text through inferring, paraphrasing, and summarizing.	Students will utilize graphic organizers, word walls, concept maps, personal dictionaries, signal or key words, task cards, reading response journals and or logs, visuals, and cooperative learning, (group reports/ projects) analogies, exposure to a wide variety of text across the curriculum, and anchoring conclusions back to the text (e.g., explaining and justifying decisions). Ensure implementation of Reading Plus usage for 45 minutes for at least three times per week per student.	Administration, EESAC, Reading Coach, Literacy Leadership Team and MTSS/RtI Leadership Team.	Review Reading Plus data to monitor student usage and adequate progress. Progress monitor students and the effectiveness of instructional delivery using generated data. Conduct bi-weekly common planning/ department meetings to share best practices.	Formative: FAIR, Voyager assessments, Reading Plus, District Reading Baseline, Interim Assessments and student work. Summative: 2013 FCAT Assessment.

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The results of the 2012 FCAT 2.0 Reading Test indicate that 55% (897) of students in the Economically Disadvantaged subgroup achieved proficiency. Our goal for the 2012-2013 school year is to increase student proficiency in the Economically Disadvantaged to 63% (1027).

	2012 Current Level of Performance:	2013 Expected Level of Performance:
	55% (897)	63% (1027)

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 area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test is Reporting Category 1 (Vocabulary),Reporting Category 2 (Reading Application) and Reporting Category 4 (Informational Text and Research). Students have demonstrated difficulty identifying relevant details from the passages to determine the main idea or essential message in grade-level text through inferring, paraphrasing, and summarizing.	Students will utilize graphic organizers, word walls, concept maps, personal dictionaries, signal or key words, task cards, reading response journals and or logs, visuals, and cooperative learning, (group reports/ projects) analogies, exposure to a wide variety of text across the curriculum, and anchoring conclusions back to the text (e.g., explaining and justifying decisions). Ensure implementation of Reading Plus usage for 45 minutes for at least three times per week per student.	Administration, EESAC, Reading Coach, Literacy Leadership Team and MTSS/RtI Leadership Team.	. Progress monitor students and the effectiveness of instructional delivery using generated data. Conduct bi-weekly common planning/ department meetings to share data best practices and address additional needs.	Formative: Accelerated Reader, Compass Learning, FAIR, Voyager Assessments, Reading Plus, District Reading Baseline, Interim Assessments and student work. Summative: 2013 FCAT 2.0 Assessment.

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 Reading and Writing Strategies Across the Curriculum.	6-8 All Subject teachers.	Garcia/Foster/ Welsh/Clarke	All Subject Area Teachers	August 16, 2012-May 24, 2013	Lesson Plans / Department Meetings / Observations	Administration, Reading Coach and Department Chairpersons.
Response To Intervention (RtI)	6-8 All Subject teachers.	Crystal Spence	All Subject Area Teachers	August 16, 2012-May 24, 2013	RtI Leadership Team Meetings, alignment and implementation of strategies.	Administration, Reading Coach and Department Chairpersons.

Reading Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
Voyager/ Journeys Vocabulary Readiness	Student Kits Consumable	EESAC	$4,500.00
			Subtotal: $4,500.00

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
			Subtotal: $0.00

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
			Subtotal: $0.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
			Subtotal: $0.00
			Grand Total: $4,500.00

End of Reading Go...

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 indicate that 55% of students achieved proficiency in Listening and Speaking. Our goal for the 2012-2013 school year is to increase student scoring proficiency by 11 percentage points to 65% in Listening and Speaking.

2012 Current Percent of Students Proficient in listening/speaking:

55% (183)

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	As noted on the administration of the 2012 CELLA Test, 45% of the students did not score in the proficiency range in listening and speaking and did not make adequate progress.	Ensure proper identification, placement and monitoring of tiers 1, 2 and 3 students based on the 2012 CELLA Test. Students will utilize taped materials, (audio books) summarize passages, role play and taped materials, summarizing passages, role play, and phonemic awareness activities	Administration, EESAC, Reading Coach, Literacy Leadership Team, ESOL Chair and MTSS/RtI Leadership Team.	Progress monitor students and the effectiveness of instructional delivery using generated data. Conduct bi-weekly common planning/ department meetings to share data best practices and address additional needs. a) Establish classroom routine	Formative: FAIR, Teen Biz, FCAT Explorer, District Reading Baseline, Interim Assessments and student work. Summative: 2013 FCAT Assessment and Florida Comprehensive English Language Learner Assessment

		such as; modeling, teacher led groups, read alouds and cooperative learning. Utilize Computer assisted programs(Teen Biz, Accelerated Reader, Reading Plus, River Deep).		b) Provide alternative assessments when appropriate.	(CELLA).

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 indicate that 18% of students achieved proficiency in Reading. Our goal for the 2012-2013 school year is to increase student scoring proficiency by 12 points
2012 Current Percent of Students Proficient in reading:	
18% (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	As noted on the administration of the 2012 CELLA Test, 82% of the students did not score in the proficiency range in reading and did not make adequate progress.	Ensure optimal use of computer lab to implement Teen Biz, Odyssey, FOCUS, Accelerated Reading Program and FCAT Explorer usage. Students will engage in reciprocal teaching activities to activate prior knowledge, use word walls to enhance vocabulary and read aloud and think aloud activities for comprehension. .	Administration, EESAC, Reading Coach, Literacy Leadership Team, ESOL Chair and MTSS/RtI Leadership Team	Progress monitor students and the effectiveness of instructional delivery using generated data. Conduct bi-weekly common planning/ department meetings to share data best practices and address additional needs. a) Give extra-time for task completion. b) Provide alternative assessments when appropriate.	Formative: FAIR, Teen Biz, FCAT Explorer, District Reading Baseline, Interim Assessments and students' work. Summative: 2013 FCAT Assessment and Florida Comprehensive English Language Learner Assessment (CELLA).

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 indicate that 21% of students achieved proficiency in Writing. Our goal for the 2012-2013 school year is to increase student proficiency in writing by 9 points to attain 30% in Writing.
2012 Current Percent of Students Proficient in writing:	
21% (72)	

	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	As noted on the administration of the 2012 CELLA Test, 79% of the students did not score in the proficiency range in writing and did not make adequate progress in demonstrating an understanding of the writing process (focus, organization and semantics)	Students will utilize graphic organizers and Reciprocal Teaching strategies to develop accurate details to support their writing by use of graphic organizers, retelling and paraphrasing, and personal journaling.	Administration, EESAC, Reading Coach, Literacy Leadership Team, ESOL Chair and MTSS/RtI Leadership Team	Progress monitor students and the effectiveness of instructional delivery using generated data. Conduct bi-weekly common planning/department meetings to share data best practices and address additional needs ;such as, Portfolio development, i writing samples, essays, learning logs, and creative projects.	Formative: FAIR, Teen Biz, FCAT Explorer, District Reading Baseline, Interim Assessments and students' work. Summative: 2013 FCAT Assessment and Florida Comprehensive English Language Learner Assessment (CELLA).

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$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:	The results of the 2012 FCAT 2.0 Mathematics Test indicate that 29% of students achieved level 3 proficiency. Our goal for the 2012-2013 school year is to increase level 3 student proficiency from 29% to 32%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29%(558)	32%(605)

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 area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test was Geometry and Measurement.	Increase consistency and fidelity to prescribed programs and maximize computer lab usage (Compass Learning, Gizmos, Holt McDougal Florida Mathematics Course 1, 2 and 3 Videos and Activities, Exam View LAN Test and Quiz, Focus-Florida Department of Education Resource). Implement the Mathematics Enrichment Pull-out Program 3 times a week for 30 minutes per session.	MTSS/RtI Leadership Team.	Progress monitor students and the effectiveness of instructional delivery through ongoing classroom assessments/observations (adjust instruction as needed). Conduct bi-weekly common planning/ department meetings to share data, best practices and reflect on additional needs.	Formative: District Mathematics Baseline, Interim Assessments, Benchmark Analysis, Gizmos, Reflex, Compass Learning, FOCUS, and student work. Summative: 2013 FCAT 2.0 Assessment.

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	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	NA	NA	NA	NA	NA

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:	Our goal for the 2012-2013 school year is to increase level 4 and 5 student proficiency from 25%(466) to 26%(492).
2012 Current Level of Performance:	2013 Expected Level of Performance:
25%(466)	26%(492)

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 area of deficiency as noted on the 2012 administration of the FCAT Mathematics Test was Geometry and Measurement.	Increase consistency and fidelity to prescribed programs and maximize computer lab usage (Compass Learning, Gizmos, Holt McDougal Florida Mathematics Course 1, 2 and 3 Videos and Activities, Exam View LAN Test and Quiz, Focus-Florida, National Library of Virtual Manipulatives for problem solving, Department of Education Resource). In addition, implement the Mathematics Enrichment Pull-out Program 3 times a week for 30 minutes per session.	MTSS/RtI Leadership Team.	Progress monitor students and the effectiveness of instructional delivery through ongoing classroom assessments/observations (adjust instruction as needed). Conduct bi-weekly common planning/ department meetings to share data, best practices and reflect on additional needs.	Formative: District Mathematics Baseline, Interim Assessments, Benchmark Analysis, Gizmos, Reflex, Compass Learning, FOCUS, Compass Learning and student work. Summative: 2013 FCAT 2.0 Assessment

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	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	NA	NA	NA	NA	NA

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:	The results of the 2012 FCAT 2.0 Mathematics Test indicate that 69% of students made learning gains. Our goal for the 2012-2013 school year is to increase student achieving learning gains from 69% (1202) to 74% (1289).
2012 Current Level of Performance:	2013 Expected Level of Performance:
69% (1202)	74% (1289)

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	As noted on the 2012 administration of the FCAT 2.0 Mathematics Test, Measurement and Geometry is the area of deficiency.	Increase consistency and fidelity to prescribed programs and maximize computer lab usage (Compass Learning, Gizmos, Holt McDougal Florida Mathematics Course 1, 2 and 3 Videos and Activities, Exam View LAN Test and Quiz, Focus-Florida, National Library of Virtual Manipulatives for problem solving, Department of Education Resource). In addition, implement the Mathematics Enrichment Pull-out Program 3 times a week for 30 minutes per session.	MTSS/RtI Leadership Team.	Progress monitor students and the effectiveness of instructional delivery through ongoing classroom assessments/observations (adjust instruction as needed). Conduct bi-weekly common planning department meetings to share data, best practices and reflect on additional needs.	Formative: District Mathematics Baseline, Interim Assessments, Benchmark Analysis, Gizmos, Reflex, Compass Learning, FOCUS, Compass Learning and student work. Summative: 2013 FCAT 2.0 Assessment.

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

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

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:	Our goal for the 2012-2013 school year is to increase in the lowest 25% achieving learning gains from 69%(312) to 74% (1289).
2012 Current Level of Performance:	2013 Expected Level of Performance:
69%(312)	74% (1289)

<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>As noted on the 2012 administration of the FCAT 2.0 Mathematics Test, Geometry and Measurement is the area of deficiency.</td><td>Increase consistency and fidelity to prescribed programs and maximize computer lab usage (Compass Learning, Gizmos, Holt McDougal Florida Mathematics Course 1, 2 and 3 Videos and Activities, Exam View LAN Test and Quiz, Focus-Florida, National Library of Virtual Manipulatives for problem solving, Department of Education Resource).

Develop a Data-Driven Instructional Focus Calendar aligned to the District Pacing Guides.

Implementation of Gizmo, Reflex and Compass Learning with fidelity.</td><td>MTSS/RtI Leadership Team.</td><td>Progress monitor students and the effectiveness of instructional delivery through ongoing classroom assessments/observations (adjust instruction as needed).

Conduct bi-weekly common planning/ department meetings to share data, best practices and reflect on additional needs.

Conduct monthly MTSS/RtI meetings to review data.</td><td>Formative: District Mathematics Baseline, Interim Assessments, Benchmark Analysis, Gizmos, Reflex, Compass Learning, FOCUS, Compass Learning and student work.

Summative: 2013 FCAT 2.0 Assessmen</td></tr>
</table>

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 # Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%. 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	57	61	65	69	73	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	The results of the 2012 FCAT 2.0 Mathematics Test indicate that 56% (1024) of students in the Hispanic subgroup achieved proficiency. Our goal for the 2012-2013 school year is to increase student proficiency from 56% (1024) to 61%(1116).
2012 Current Level of Performance:	2013 Expected Level of Performance:

White:
48% (19)
Hispanic:
56%(1024)
Asian: NA
American Indian: NA

White:
68%(27)
Hispanic:
61%(1116)
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	The area of deficiency as noted on the 2012 administration of the FCAT Mathematics Test was Geometry and Measurement.	Increase consistency and fidelity to prescribed programs and maximize computer lab usage (Compass Learning, Gizmos, Holt McDougal Florida Mathematics Course 1, 2 and 3 Videos and Activities, Exam View LAN Test and Quiz, Focus-Florida, National Library of Virtual Manipulatives for problem solving, Department of Education Resource). Develop a Data-Driven Instructional Focus Calendar aligned to the District Pacing Guides. Implementation of Gizmo, Reflex and Compass Learning with fidelity.	RtI Leadership Team.	Progress monitor students and the effectiveness of instructional delivery using generated data. Conduct bi-weekly department meetings to share data best practices and address additional needs.	Formative: District Mathematics Baseline, Interim Assessments, Benchmark Analysis, Gizmos, Compass Learning FOCUS, Compass Learning and student work. Summative: 2013 FCAT 2.0 Assessment.

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	The results of the 2012 FCAT 2.0 Mathematic Test indicate that 37% (94) of English Language Learners (ELL) subgroup achieved proficiency. Our goal for the 2012-2013 school year is to increase student proficiency from 37% (94) to 46%(117).
2012 Current Level of Performance:	2013 Expected Level of Performance:
37% (94)	46% (117)

	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
	The area of deficiency as noted on the 2012 administration of the FCAT Mathematics Test was Geometry and Measurement.	Increase consistency and fidelity to prescribed programs and maximize computer lab usage (Compass Learning, Gizmos, Holt McDougal Florida Mathematics Course 1, 2 and 3 Videos and Activities, Exam View LAN Test and Quiz, Focus-Florida, National Library of Virtual	RtI Leadership Team.	Review FCAT explorer with emphasis on FOCUS data to monitor student usage and adequate progress. Progress monitor students and the effectiveness of instructional delivery using generated data. Conduct bi-weekly	Formative: District Mathematics Baseline, Interim Assessments, Benchmark Analysis, Gizmos, Compass Learning FOCUS, Compass Learning and student work.

		Manipulatives for problem solving, Department of Education Resource). Ensure optimal use of computer lab to implement, FOCUS and FCAT Explorer usage. Develop a Data-Driven Instructional Focus Calendar aligned to the District Pacing Guides. In addition, implement FCAT mathematics home room help.		department meetings to share data best practices and address additional needs.	Summative: 2013 FCAT 2.0 Assessment.
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:	Our goal for the 2012-2013 school year is to increase student proficiency from 22%(28) to 36% (46).
2012 Current Level of Performance:	2013 Expected Level of Performance:
22% (28)	36% (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 area of deficiency as noted on the 2012 administration of the FCAT Mathematics Test was Geometry and Measurement.	Increase consistency and fidelity to prescribed programs and maximize computer lab usage (Compass Learning, Gizmos, Holt McDougal Florida Mathematics Course 1, 2 and 3 Videos and Activities, Exam View LAN Test and Quiz, Focus-Florida, National Library of Virtual Manipulatives for problem solving, Department of Education Resource). Develop a Data-Driven Instructional Focus Calendar aligned to the District Pacing Guides. Implementation of Gizmo, Reflex and Compass Learning with fidelity.	MTSS/ RtI Leadership Team	Review data to monitor student usage and adequate progress. Progress monitor students and the effectiveness of instructional delivery using generated data. Conduct bi-weekly common planning/ department meetings to share best practices.	Formative: District Mathematics Baseline, Interim Assessments, Benchmark Analysis, Gizmos, Reflex, Compass Learning, FOCUS, Compass Learning and student work. Summative: 2013 FCAT 2.0 Assessment.

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	NA

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

End of Middle School Mathematics Goal

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:	The results of the 2012 Algebra End-of-Course Test indicate that 51% of students achieved level 3 proficiency. Our goal for the 2012-2013 school year is to increase level 3 student proficiency from 51% (157) to 51%(157).
2012 Current Level of Performance:	2013 Expected Level of Performance:
51%(157)	51%(157)

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 area of deficiency as noted on the 2012 administration of the Algebra End-of-Course Test was Reporting Category was , Polynomials, Rationals, Radicals, Quadratics, and Discrete Mathematics.	Increase consistency and fidelity to prescribed programs and maximize computer lab usage (Compass Learning, Pearson Prentice Hall Videos and Activities, Gizmos, Exam View LAN Test and Quiz, Carnegie Learning, Focus-Florida Department of Education Resource. Implement the Mathematics Enrichment Pull-out Program 3 times a week for 30 minutes per session to include before school, after school and Saturday tutorials.	MTSS/RtI Leadership Team.	Progress monitor students and the effectiveness of instructional delivery through ongoing classroom assessments/observations (adjust instruction as needed). Conduct bi-weekly common planning, department meetings to share data, best practices and reflect on additional needs.	Formative: District Mathematics Baseline, Interim Assessments, Benchmark Analysis, Gizmos, Reflex, Compass Learning, FOCUS, and student work. Summative: 2013 Algebra End-of-Course

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:	The results of the 2012 Algebra End-of-Course Test indicate that 34% of students achieved level 4 and 5 proficiency. Our goal for the 2012-2013 school year is to increase level 4 and 5 student proficiency from 34% (104) to 34% (105).
2012 Current Level of Performance:	2013 Expected Level of Performance:
34% (104)	34% (105)

<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	The area of deficiency as noted on the 2012 administration of the Algebra End-of-Course Test was , Polynomials, Rationals, Radicals, Quadratics, and Discrete Mathematics Reporting Category is the area of deficiency. Students achieving level 4 and 5 proficiency require support and further enrichment to maintain high standards.	Increase consistency and fidelity to prescribed programs and maximize computer lab usage (Compass Learning, Gizmos, Pearson Prentice Hall Videos and Activities , Exam View LAN Test and Quiz, Focus-Florida Department of Education Resource. Implement the Mathematics Enrichment Pull-out Program 3 times a week for 30 minutes per session.	MTSS/RtI Leadership Team.	Progress monitor students and the effectiveness of instructional delivery through ongoing classroom assessments/observations (adjust instruction as needed). Conduct bi-weekly common planning/ department meetings to share data, best practices and reflect on additional needs.	Formative: District Mathematics Baseline, Interim Assessments, Benchmark Analysis, Gizmos, Reflex, Compass Learning, FOCUS, Compass Learning and student work. Summative: 2013 Algebra End-of-Course

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:	
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
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 Algebra. Algebra 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 Algebra. Algebra 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 Algebra. Algebra 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 Algebra EOC Goa

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:	The results of the 2012 Geometry End-of-Course Test indicate that 19% (16) of students achieved level 3 proficiency. Our goal for the 2012-2013 school year is to increase level 3 student proficiency by 7%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
19% (16)	19% (16)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the Geometry End-of-Course Test was Trigonometry and Discrete Mathematics.	Increase consistency and fidelity to prescribed programs and maximize computer lab usage (Compass Learning, Discovering Geometry Videos and Activities, Gizmos, Exam View LAN Test and Quiz, Focus-Florida Department of Education Resource). Implement the Mathematics Enrichment Pull-out Program 3 times a week for 30 minutes per session using Venn diagrams, transfer of two dimensional shapes into three dimensional models and digital models.	MTSS/RtI Leadership Team.	Progress monitor students and the effectiveness of instructional delivery through ongoing classroom assessments/observations (adjust instruction as needed). Conduct bi-weekly common planning/ department meetings to share data, best practices and reflect on additional needs.	Formative: District Mathematics Baseline, Interim Assessments, Benchmark Analysis, Gizmos, Reflex, Compass Learning, FOCUS, and student work. Summative: 2013 Geometry End-of-Course

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:	The results of the 2012 Geometry End-of-Course Test indicate that 79% (66) of students achieved level 4 and 5 proficiency. Our goal for the 2012-2013 school year is to increase level 4 and 5 student proficiency by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
79% (66)	79% (66)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the Geometry End-of-Course Test was Trigonometry and Discrete Mathematics. Students achieving level 4 and 5 proficiency require support and further enrichment to maintain high standards.	Increase consistency and fidelity to prescribed programs and maximize computer lab usage (Compass Learning, Gizmos, Reflex, Discovering Geometry Videos and Activities, Exam View LAN Test and Quiz, Focus-Florida Department of Education Resource. Implement the Mathematics Enrichment activities; such as, National Library o f Virtual Manipulatives, Hands On Activities to explore area and volume using nets tetrahedrons of different scales and compare the ratios of edge length area and volume of the models.	RtI Leadership Team.	Progress monitor students and the effectiveness of instructional delivery through ongoing classroom assessments/observations (adjust instruction as needed). Conduct bi-weekly common planning/ department meetings to share data, best practices and reflect on additional needs.	Formative: District Mathematics Baseline, Interim Assessments, Benchmark Analysis, Gizmos, Reflex,Compass Learning, FOCUS, Compass Learning and student work. Summative: 2013 Geometry End-of-Course

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

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
Data Analysis/Gismo/Re	6-8 All Subject teachers.	Mario Junco	School-wide	August 16, 2012- May 24, 2013	PLC/Lesson Plans / Department Meetings / PLC/ Observations	Administration and Department Chairperson.
Response To Intervention (RtI)	6-8 All Subject teachers.	Crystal Spence	School-wide	August 16, 2012- May 24, 2013	RtI Leadership Team Meetings, alignment and implementation of strategies.	Administration, Reading Coach and Department Chairpersons.
Professional Learning Community (PLC)	6-8 All Subject teachers.	Ray Cruz	School-wide	August 16, 2012- May 24, 2013	PLC/Lesson Plans / Department Meetings / PLC/ Observations/ Leadership Meetings	Administration, Reading Coach and Department Chairpersons.

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount

NA	NA	NA	$0.00
			Subtotal: $0.00

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
			Subtotal: $0.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	The results of the 2012 FCAT Science Test indicate that 26% (172) of students achieved Level 3 proficiency. Hialeah Gardens Middle School's I goal for the 2012-2013 school year is to increase level 3 student proficiency by 5 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
26% (172)	31% (203)

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 indicate that students had difficulty with the FAIR Game benchmarks and Reporting Category # 1, The Nature of Science. Students need additional support in developing and analyzing independent projects and to incorporate inquiry based hands on laboratory activities	Implement and utilize the District Pacing Guide for grades sixth thru eighth, Physical Science Honors and incorporate the FAIR Game benchmarks throughout the eighth grade curriculum. Ensure instruction in Comprehensive Science 1, 2, 3 courses (Regular and Advanced) adheres with fidelity to the depth and rigor of the Next Generation Sunshine State Standards as delineated in the District Pacing Guide. Ensure that all Science	The Administrative Team/ Department Chairperson will monitor implementation of the identified strategies.	Teachers will be given at the beginning of the school year a pacing guide which has been aligned with the NGSSS in Science for each subject area; this with a check of student work samples will be used to determine effectiveness. Common Planning protocol sheets, Lesson Plans will be reviewed by the Administrative Team during walkthrough	Formative: District interims Mini-Assessments Formative Assessments Summative: Results from 2013 FCAT Science Assessment

		teachers participate in bi-weekly Common Planning sessions.			
2	Results of the 2012 FCAT 2.0 Science assessment indicate that students had difficulty with the FAIR Game benchmarks and Reporting Category # 1, The Nature of Science. Students need additional support in developing and analyzing independent projects and to incorporate inquiry based hands on laboratory activities.	Implement the use of Interactive Science Journals in all science classrooms within the Science Department and ensure that they are used consistently and effectively in the district recommended "left side-right side" format.	The Administrative Team and Science Department Chairperson will monitor the effective and consistent implementation of the science interactive notebooks.	Teachers will incorporate the use of Science interactive notebook containing core science concepts. Members of the Administrative Team will review interactive journals during walkthroughs to ensure effective implementation of the notebooks.	Formative: Data from mini assessments, interim assessments Summative: Results from 2013 FCAT 2.0 Science Assessments
3	Results of the 2012 FCAT 2.0 Science assessment indicate that students had difficulty with the FAIR Game benchmarks and Reporting Category # 1, The Nature of Science. Students need additional support in developing and analyzing independent projects and to incorporate inquiry based hands on laboratory activities.	Students will be provided with multiple opportunities to conduct essential labs, and expand vocabulary, in doing so, apply various science strategies, and approaches and in-depth problem solving via technology-based remedial activities from FCAT Explorer's Science Station and Explore learning GIZMOs.	The Science Department Chairperson will develop a schedule for teachers to follow which will allow them to conduct the essential labs which have been aligned with the NGSSS in each subject area, then members of the leadership team will conduct random checks on sample lab reports and notebooks.	The Science Department Chairperson will develop a schedule for teachers to follow which will allow them to conduct the essential labs which have been aligned with the NGSSS in each subject area. Members of the leadership team will conduct random checks on sample lab reports and journals.	Formative: Data from mini assessments, post lab write ups and interim assessments. Summative: Results from 2013 FCAT 2.0 Science Assessments

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

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:	
	The results of the 2012 FCAT Science Test indicate

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	that 6% (38) of students achieved Levels 4 and 5 proficiency. Hialeah Gardens Middle School's goal for the 2012-2013 school year is to increase level I 4 and 5 student proficiency by 2% percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
6% (38)	8% (51)

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 area of deficiency as noted on the 2011-2012 FCAT 2.0 Science Assessment was the Nature of Science as well as the lack of proficiency on the Fair Game benchmarks from 6th and 7th grade.	Utilize Instructional Focus Calendar to target science benchmarks and to include Fair Game benchmarks as a secondary focus of instruction. Provide activities for students to design and develop science and engineering projects to increase scientific thinking and the development and implementation of inquiry based activities that allow for testing of hypothesis, data analysis, explanation of variables, and experimental design in Earth and Space Science. In addition, to promote higher order thinking students will participate in the District Science Fair, SECME, the Fairchild Challenge and other types of science competitions; as well as, answer questions at a higher level of rigor.	The Administrative Team Department Chairperson will monitor implementation of the identified strategies as well as the participation of students in District Science Fair, SECME, the Fairchild Challenge and other types of science competitions.	Review District and mini-assessments data reports to ensure progress is being made and adjust instruction as needed. Student work samples and lab reports will be reviewed by Administrators during walkthroughs.	Formative: District interims Mini-Assessments Formative Assessments Summative: Results from 2013 FCAT Science Assessment
2	The area of deficiency as noted on the 2011-2012 FCAT 2.0 Science Assessment was the Nature of Science as well as the lack of proficiency on the Fair Game benchmarks from 6th and 7th grade.	During Common Planning teachers will collaborate to create higher order questions by topic using the Webb's Depth of Knowledge (DOK) wheel to be included as part of their instruction.	The Administrative Team Department Chairperson will monitor common planning sessions to ensure that planning for higher order questioning is taking place.	Administrators will review Common Planning Protocol Sheets to ensure that higher order questioning is being addressed during the meetings and review lesson plans to ensure that higher order are being included in instruction.	Formative: District interims Mini-Assessments Formative Assessments Summative: Results from 2013 FCAT Science Assessment
	The area of deficiency as noted on the 2011-2012 FCAT 2.0 Science Assessment was the	Teachers will engage students in more student accountable talk during instruction	The Administrative Team Department	Administrators will monitor the use of student accountable talk during classroom	Formative: District interims Mini-

3	Nature of Science as well as the lack of proficiency on the Fair Game benchmarks from 6th and 7th grade.	to promote higher order thinking.	Chairperson will monitor implementation of student accountable talk during classroom walkthroughs.	walkthroughs .	Assessments Formative Assessments Summative: Results from 2013 FCAT Science Assessment

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	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	NA	NA	NA	NA	NA

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
GIZMO / ReflexTechnology Infusion	6 – 8 Science Department	Mario Junco	Science Department	August 16, 2012-May 24, 2013	PLC/Lesson Plans / Department Meetings / PLC/ Observations	Administration and Department Chairperson.
Response To Intervention (RtI)	6 - 8 All Subject teachers.	Crystal Spence	All Subject Area Teachers	August 16, 2012-May 24, 2013 (Quarterly Throughout the Year/ RtI meetings)	RtI Leadership Team Meetings, alignment and implementation of strategies.	Administration, Reading Coach and Department Chairpersons.
Professional Learning Community (PLC)	6 – 8 Science Department	Kerri Navarro	Science Department	August 16, 2012-May 24, 2013	PLC/Lesson Plans / Department Meetings / PLC/ Observations	Administration and Department Chairperson.

Science Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Scientific and mathematics problem solving using technology.	Robotics	EESAC	$2,000.00
			Subtotal: $2,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
			Subtotal: $0.00
			Grand Total: $2,000.00

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 2012 FCAT 2.0 Writing Test indicate that 71% (462)of students achieved level 3.0 and higher proficiency. Our goal for the 2012-2013 school year is to increase the 71% (462) proficiency of students achieving level 3.0 and higher by 3% to 74% (481).
2012 Current Level of Performance:	2013 Expected Level of Performance:
71% (462)	74% (481)

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 adjustment of the rubric scale in comparison with the 2010 criteria was a barrier in accurately reflecting our growth. In comparing 2011 4-6% scale score we went from 79% proficiency to a 22% proficiency in 2012 a 49% difference.	Incorporate instruction of writing as a process from planning through publishing with creative writing assignments and prompted essays. Provide professional development and active coaching in the writing process, following the writing action plan, and infusing creative writing assignments into the	Leadership Team, Literacy Leadership Team, Reading Coach, and Department Chair.	Progress monitor daily writing samples to reflect the entire writing process. Administer and score students' monthly writing prompts to monitor students' progress and to adjust focus	Formative: District Writing Assessments and Monthly writing samples. Summative: Results for 2013 FCAT 2.0 Writing Assessment.

The anticipated barrier is maintaining high standards with the new grading criteria (4 and above).	framework				

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

<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	NA	NA	NA	NA	NA

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 Across the Curriculum	6-8 All Subject teachers.	Garcia/Foster/ Welsh/Clarke	All Subject Area Teachers	August 16, 2012- May 24, 2013	Lesson Plans / Observations	Administration, Reading Coach and Department Chairpersons.
CRISS	6-8 All Subject teachers.	Garcia/Foster/ Welsh/Clarke	All Subject Area Teachers	August 16, 2012- May 24, 2013	Leadership Literacy Team monitors the implementation of the CRISS strategies through classroom walkthroughs.	Administration, Reading Coach and Department Chairpersons.

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

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

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

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
Common Core Standards for Civics	6-8	Raquel Rylands	Social Studies Department	August 16, 2012- May 24, 2013	Leadership Literacy Team monitors the implementation through classroom walkthroughs.	Administration, Literacy Team and Department Chairperson

Civics Budget:

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

End of Civics Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	The results of the attendance rate for the 2012 academic year reflects that we had a 96.9% (1880) average daily attendance rate. Hialeah Gardens Middle School's goal for the 2012-2013 school year is to increase the average daily attendance rate by 0.5 percentage

			points.

2012 Current Attendance Rate:	2013 Expected Attendance Rate:
96.9% (1880)	97.4% (1890)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
271	257
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
174	165

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 indicate that the attendance rate at Hialeah Gardens Middle School has consistently ranked high 96.9%. The school needs to maintain its present strategies with fidelity inorder to increase its standing for the 2013 academic year. Students need additional support with excessive tardies.	Identify and refer students with 5 or more absences/tardies in a nine-week grading period to the Truancy Intervention Team for intervention services. In addition, provide quarterly incentives and awards for perfect attendance.	The Administrative Team Department Chairperson will monitor implementation of the identified strategies.	The Administrative Team Department Chairperson and the TCST (Truancy Child Study Team for intervention Services) will monitor implementation of the identified strategies.	Formative: Daily Attendance Bulletin and TCST logs and COGNOS. Summative: Results from the 2013 Yearly Average Daily Attendance Rate

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Electronic Gradebook	6 – 8 All Subject teachers	Cruz/Rylands/ Navarro	All Subject Area Teachers	August 16, 2012- May 24, 2013	RtI Leadership Team Meetings, alignment and implementation of strategies.	Administration, Attendance Clerk, SCSI Instructor and Gradebook Managers

Attendance Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
			Subtotal: $0.00

Technology

Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
			Subtotal: $0.00

Professional Development

Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
			Subtotal: $0.00

Other

Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$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:	The results of the suspension rate for the 2012 academic year reflects that we had a 78 In-School Suspensions, 64 students Suspended In-School, 197 Out-Of-School Suspensions and 145 students Suspended Out-Of-School. Hialeah Gardens Middle School's goal for the 2012-2013 school year is to decrease the suspensions by 10 percentage points.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
78	70
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
64	58
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
197	177
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School

145	131

	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 inadequate knowledge of the Student Code of Conduct leads to indoor and outdoor suspensions.	Utilize Alternate to Suspension Program, Character Development and the Do the Right Thing initiative to increase positive behavior and decrease negative behaviors.	The Administrative Team Department Chairperson will monitor implementation of the identified strategies.	Monthly review of COGNOS reports on suspension rates, Alternate to Suspension reports.	Formative: Alternate to Suspension participation logs and COGNOS reports. Summative: Results from the 2013 Total Number of In-School Suspensions, Total Number of Students Suspended In-School, Total Number of Out-Of-School Suspensions and Total Number of Students Suspended Out-Of-School.

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
Character and Student Development	6 – 8 All Subject teachers	Jackie Garcia/ Carlos Marrero	All Subject Area Teachers	August 16, 2012- May 24, 2013	RtI Leadership Team Meetings, alignment and implementation of strategies.	Administration, Attendance Clerk, SCSI Instructor and Gradebook Facilitators.

Suspension Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
			Subtotal: $0.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	See PIP
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
See PIP	See PIP

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	See PIP				

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 the opportunities for STEM applied learning by increasing the opportunities for students to participate in CTSO career and technical skills competitions.

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	1.1. Teachers not trained as CTSO advisors to provide technical and leadership support required tor CTSO student achievement. 1.2. Teachers not trained in Project Based Learning instructional Frameworks. 1.3. Teachers not trained in adding rigorous problem-solving activities to lesson.	1.1. Utilize Career Technical Student Organization (CTSO) Career Development Events and related curriculum aligned to appropriate CTE program to increase rigor, relevance, and opportunities for STEM activities. 1.2. Representatives from the Middle and High School will meet every semester to discuss Articulation related to STEM.	STEM teachers and administration.	Monitor the implementation of the guidelines and timeline for teacher training. Monitor the effective implementation of lessons and timely instruction in the STEM classrooms through walkthroughs, review of test data including baseline, and practice and readiness tests.	1.1. Enrollment of student in STEM courses. Master Schedule reflecting course offerings

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
Project Based Learning	6-8	PLC Leader	6-8 Career and Technical teachers	December 13, 2012	Implementation of Project Based Module	Assistant Principal, Science Department Chair
Relevance, Rigor, Resources	6-8	PLC Leader	6-8 Career and Technical teachers	February 1, 2013	Departmental Data Chats	Principal, Assistant Principal, Department Chair

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$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:	The goal is to enable 70% of our participating students to pass the CTE exam.
Problem-Solving Process to Increase Student Achievement	

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

| 1 | Students not prepared for certification exam in a timely manner. | CTE teachers implement baseline, practice and/or readiness exams or activities throughout instruction to measure progress.

CTE Teachers will promote posting of certification information and timelines in classrooms and disseminate information to parents.
Promote student development of certification goals and student awareness of industry certification timelines.

Promote the use of Discovery Education resources for background information of STEM scientific principles of CTE content.
Include CTE instruction within the school instructional | 1.
CTE Teachers and Administration | CTE Teachers and Administrators will monitor the effective implementation of lessons and timely instruction in the CTE classrooms by reviewing test data including baseline, practice and/or readiness test. | Formative:
Mini Assessments

Summative:
Results of CTE 2013 |

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
Articulation Training	6-8-Math/Science/Elective	PLC Leader	6-8 Math/Science/Elective Teachers	January 18, 2013	Student Schedules-Intermediate and Advance Courses	Assistant Principal, Science Mathematics Department and EI

CTE Budget:

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

NA	NA	NA	$0.00
			Subtotal: $0.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of CTE Goal(s)

Additional Goal(s)

N/A Goal:

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

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

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

Budget:

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

End of N/A Goal(s)

FINAL BUDGET

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

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Voyager/ Journeys Vocabulary Readiness	Student Kits Consumable	EESAC	$4,500.00
CELLA	NA	NA	NA	$0.00
Mathematics	NA	NA	NA	$0.00
Science	NA	NA	NA	$0.00
Civics	NA	NA	NA	$0.00
Attendance	NA	NA	NA	$0.00
Suspension	NA	NA	NA	$0.00
STEM	NA	NA	NA	$0.00
CTE	NA	NA	NA	$0.00
				Subtotal: $4,500.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	NA	NA	NA	$0.00
CELLA	NA	NA	NA	$0.00
Mathematics	NA	NA	NA	$0.00
Science	Scientific and mathematics problem solving using technology.	Robotics	EESAC	$2,000.00
Civics	NA	NA	NA	$0.00
Attendance	NA	NA	NA	$0.00
Suspension	NA	NA	NA	$0.00
STEM	NA	NA	NA	$0.00
CTE	NA	NA	NA	$0.00
				Subtotal: $2,000.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	NA	NA	NA	$0.00
CELLA	NA	NA	NA	$0.00
Mathematics	NA	NA	NA	$0.00
Science	NA	NA	NA	$0.00
Civics	NA	NA	NA	$0.00
Attendance	NA	NA	NA	$0.00
Suspension	NA	NA	NA	$0.00
STEM	NA	NA	NA	$0.00
CTE	NA	NA	NA	$0.00
				Subtotal: $0.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	NA	NA	NA	$0.00
CELLA	NA	NA	NA	$0.00
Mathematics	NA	NA	NA	$0.00
Science	NA	NA	NA	$0.00
Civics	NA	NA	NA	$0.00
Attendance	NA	NA	NA	$0.00
Suspension	NA	NA	NA	$0.00
STEM	NA	NA	NA	$0.00
CTE	NA	NA	NA	$0.00
				Subtotal: $0.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

| ᶨᵐ Priority | ᶨᵐ Focus | ᶨᵐ Prevent | ᶨᵐ NA |

Are you a reward school: ᶨᵐ Yes ᶨᵐ No

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

No Attachment (Uploaded on 10/15/2012)

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
The School Advisory Council will continue to support the student achievement efforts delineated in the School Improvement Plan. Presently, the School Advisory Council has some specific projected use of the SAC funds. As needs arise proper protocols and procedures will be adhered to.	$8,900.00

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

The School Advisory Council meets the third Tuesday of each month which amounts to 10 meetings throughout the school year. The School Advisory Council (SAC) makes recommendations and assists in the preparation and implementation of the School Improvement Plan and is the sole governing decision-making body for this plan. The SAC discusses issues and concerns brought forth by the stakeholders.

The School Improvement Plan (SIP) will be discussed at all SAC meetings. Stakeholders will have the opportunity to evaluate whether or not the components are being implemented. Data from both formal and informal assessments will be shared in order to determine if the components of the SIP are being effective or if changes are needed. Student growth will be monitored via monthly and quarterly assessments. The Literacy Leadership Team and the RtI Leadership Team willmeet regularly to discuss instructional strategies and to ensure that the student's needs are being addressed.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Dade School District
HIALEAH GARDENS MIDDLE SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	71%	64%	84%	39%	258	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	70%	66%			136	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?	77% (YES)	63% (YES)			140	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					534	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Dade School District
HIALEAH GARDENS MIDDLE SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	70%	65%	91%	38%	264	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	69%	71%			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?	71% (YES)	77% (YES)			148	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					552	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested