

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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

Dr. Mike Grego, Chancellor
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Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

School Name: NARCOOSSEE MIDDLE SCHOOL

District Name: Osceola

Principal: Mr. Michael Allen

SAC Chair: Dr. Bob Hicks

Superintendent: Ms. Melba Luciano

Date of School Board Approval: October 10, 2012

Last Modified on: 9/7/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Assis Principal	Megan Dierickx	Bachelor degree in Elementary Education Masters in Educational Leadership	2	2	Narcoossee Middle School 2011/12 A % Students Making Learning Gains: 69 (Rdg.) 68(Math) % Lowest Quartile Making Learning Gains: 65(Rdg.) 60(Math)
		Elementary Education ESOL Educational Leadership K-12			Narcoossee Middle School 2010/11 A 79% AYP
		Bachelor degree in Social Science Education Masters in Educational Leadership			Narcoossee Middle School 2011/12 A % Students Making Learning Gains: 69 (Rdg.) 68(Math) % Lowest Quartile Making Learning Gains: 65(Rdg.) 60(Math) Narcoossee Middle School 2010/11 A 79% AYP

Principal	Michael Allen	Social Science 5-9 Principalship K-12 Reading Endorsement	3	11	Narcoossee Middle School 2009/10 A 82% AYP Horizon Middle School 2008/09 A 85% AYP 2007/08 B 77% AYP 2006/07 B 87% AYP 2005/06 A 75% AYP
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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 Coach	Nancy Bogaenko	Masters Degree in Educational Leadership, Bachelor Degree Elementary Education, Bachelor Degree in Special Education, Reading and ESOL endorsed	2		New to Reading Coach position - Start date 11/2011 Narcoossee Middle School 2011/12 A % Students Making Learning Gains: 69 (Rdg.) 68(Math) % Lowest Quartile Making Learning Gains: 65(Rdg.) 60(Math)
Dean of Students/Math Coach	Marcia Clevenger	Social Science 5-9 Middle Grades Integrated Curriculum Grades 5-9 Mathematics Grades 5-9 Elementary Education Principalship K-12	2	2	Narcoossee Middle School 2011/12 A % Students Making Learning Gains: 69 (Rdg.) 68(Math) % Lowest Quartile Making Learning Gains: 65(Rdg.) 60(Math) 2010/11 A 79% AYP

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. Rigorous recruiting standards	School Administration	On-going	
2	3. Emphasis on staff culture and professional development	Entire Staff	On-going	
3	4. Mentor Program for first year teachers and new teachers to Osecola County School District	Kent King	On-going	

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
Narcoossee Middle School currently has eight	

members of its instructional staff teaching out-of-field.

Not applicable

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
71	5.6%(4)	32.4%(23)	42.3%(30)	19.7%(14)	40.8%(29)	100.0%(71)	19.7%(14)	1.4%(1)	39.4%(28)

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
Elizabeth Mc Henry Kent King	Jade Corbett	Subject Area Experience	Ongoing Mentor/Mentee PLC
Kristy Parras Theresa Maiden	Sloane Davis	Subject Area Experience	Ongoing Mentor/Mentee PLC
Frank Parras Hank Knapp	Stephanie Jackson	Subject Area Experience	Ongoing Mentor/Mentee PLC
Teresa Yancey Susan Lear	Crystal Nori-Gross	Subject Area Experience	Ongoing Mentor/Mentee PLC
Ali Dennis Jackie Shares	Annette Kalloo	Subject Area Experience	Ongoing Mentor/Mentee PLC

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

- Michael Allen, Principal
- Megan Dierickx, Assistant Principal
- Marcia Clevenger, Dean of Students/Math Coach
- Matthew Fontes, Guidance Counselor
- Kremsa Susla, School Psychologist
- Sandra Davenport, Dean of Students
- Nancy Bogaenko, Reading Coach
- Cindy Gibbs, ESE Teacher
- Michelle Thompson, 6th Grade Teacher
- Tamara Sheppard, 7th Grade Teacher
- Thomas Dunham, 8th Grade Teacher
- Mandy White, Elective Teacher
- Devyn Kandle, Speech Therapist
- Teresa Yancey, VE Teacher

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

The RTI team is composed of a variety of members including administration, resource teachers, and a representative from each grade level. The team meets on a monthly basis and reports back to their constituents during meetings and Professional Learning Communities.

The purpose of the RTI team in our school is to provide high quality instruction/intervention matched with student needs and using performance and learning rate over time to make important education decisions to guide instruction. The RTI team functions to address the progress of low performing students, help meet AYP and help students stay in a regular education setting and improve long term outcomes. The team uses a problem solving model and all decisions are made after reviewing relevant data.

The RTI team will serve as the main leadership team of the school We will meet monthly to:

1. Use the RtI problem solving model
2. Oversee a multi-tiered model of service delivery(Core/Tier 1, Tier 2 Tier 3)
3. Determine scheduling needs, curriculum and intervention resources
4. Review/interpret student data (Academic and Behavior)
5. Organize and support systematic data collection
6. Strengthen the Tier 1 (core curriculum) instruction through the implementation of PLCs and identify professional development needs and resources
7. Plan, implement and oversee the supplemental and intensive interventions for student progression in Tier 2 and Tier 3.
8. Monitor interventions and data assessment in Tier 2 and Tier 3.
9. Coordinate/collaborate with other working committees such as the Reading Leadership Team.
10. Assist in the implementation and monitoring of the Differentiated Accountability Model

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

The RTI Team takes an active role in generating the SIP. School data, concerns, informal assessments/observations will be discussed and major issues will be examined utilizing the problem solving process.

MTSS Implementation

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

ODMS
FAIR Reports, Teen Biz Reports, Formative Assessments, FCAT Information

Describe the plan to train staff on MTSS.

The RtI process is reviewed with faculty and staff during the preplanning session and is continually reviewed throughout the school year.

Describe the plan to support MTSS.

Specific time for the team to meet and discuss school concerns is made a priority. Supporting the multi-teared system is an everyday ongoing endeavor at NCMS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Michael Allen, Principal
Nancy Bogaenko, Reading Coach
Brian Joseph, Media Specialist
Megan Dierickx, Assistant Principal
Amiee Scott-Medina, Science Teacher
Beth McHenry, Reading Teacher
Michelle Thompson, Reading Teacher
Lisa Kemp, Parent representee
Elizabeth Hall, LA Teacher
Laura Scott, Paraprofessional
Susan Lear, ESE Teacher

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

Nancy Bogaenko, Literacy Coach, presides over their meetings held on the Third Thursday of each month. The goal is to promote literacy among students, staff, and the community and to also over see the implementation of the reading plan.

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

School-wide Word of the Week
Battle of the Books
Promotion of Sunshine State Books
Increase in Media Center collection
Young Authors and Poets Night
Author Visit

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

All teachers will participate in on-going, school-based professional development (CRISS, book studies, content area vocabulary and other best reading practices) and integrate reading strategies into the curriculum. All teachers are trained and encouraged to include extended non-fiction reading passages as activity on a regular basis. In addition, posters of "What is Mr./Ms. _____ Reading?" are posted outside adults classrooms and offices around campus to model life-long reading for our students.

*High Schools Only

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

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

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

Postsecondary Transition

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

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The percent of all students scoring level 3 on the FCAT Sunshine State Standards reading component will increase from 64%(661)at least five percentage points to 69% (729) or higher.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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In 2012, 64% (661) of all students scored 3 or higher.	In 2013, 69% (729) of all students will score a 3.
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Money, Attendance, Resources	BAM-Bears Achieving More	Reading Coach	Attendance, Student Survey, Test Results	Formative Assessments, Teen Biz Reports, FCAT Results
2	Time	Common Planning period for grade level teachers. Teachers will continuously meet/share/collaborate lessons/common assessments and discuss best practices	Grade Level Chairs/Department leaders	PLC notes and informal observations	FCAT Results
3	Class Size Requirements, Budget	All students, regardless of reading level, will be scheduled into a section of Language Arts and Reading.	Principal, Assistant Principal, and Reading Coach	Master Schedule	2013 FCAT Reading Test
4	Equitable participation among teachers	The implementation of a school wide Word of the Week to help enhance students' vocabulary reinforced on morning announcements, in classrooms, word walls, and conversations with students.	Principal, Reading Coach	Ongoing formal and informal assessments.	2013 FCAT Reading Test
5	Funding, Number of Computers	A computer lab will be dedicated for TeenBiz. Each reading teacher will be assigned a weekly time for all students levels 2-5 to participate.	Principal/Reading Coach	Teen Biz reports, Ongoing formal and informal assessments	2013 FCAT Reading Test
6	Time for training	Reading strategies will be utilized in all content area classes. All teachers will be encouraged to be trained in C.R.I.S.S. reading strategies.	Administrative Team	Ongoing formal and informal assessments, Lesson Plans	2013 FCAT Reading Test
	Time for process	Sharing of best practices (TOOTs & Lesson Study). Teachers will engage in at least one thirty minute	Principal	Reflection Logs	PLC discussions, 2013 FCAT Test Results

7		observation of another teacher per nine weeks and submit a "TOOT reflection log" to administration. One "Lesson Study must be accomplished once a semester. (Lesson Study = plan a lesson, observe one teacher teach it, reflect on strengths and weaknesses of the lesson).			
8	Funding	Increase and update the media center collection.	Media Specialist, Principal	Collection Totals	Analysis of collection

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:	The percentage of Florida Alternate Assessment students scoring a 4, 5, or 6 will increase from at least five percentage points to or higher. From 22%(5) to 27%(4)
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 22%(5) of students scored a level 4, 5, or 6 on the Florida Alternate Assessment.	In 2013, at least 27%(4) of Florida Alternate Assessment students will score a 4,5, or 6.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Money, Attendance, Resources	Extended School Year Opportunities ESE	Faculty and Staff	Attendance and Test Results	Behavior charting and Florida Alternative Assessment Scores
2	Class Size Requirements and Budget	Smaller teacher student ratio	Principal, Assistant Principal, Resource Compliance Specialist	Master Schedule and classroom walkthroughs and observations	2013 Alternative Assessment Scores; Data charts
3	Scheduling	To decrease transition time and increase on task behaviors	ESE Faculty and Staff	Master Schedule and classroom walkthroughs and observations	2013 Alternative Assessment Scores; Data Charts
4	Facility availability	Restructuring of classroom environment to increase independence and productivity	Principal, Assistant Principal, Resource Compliance Specialist, ESE Faculty and Staff	Classroom Walkthroughs and observations, Data Charting	2013 Alternative Assessment Scores; Data Charts
5	Class Size Requirements, Budget	All students, regardless of reading level, will be scheduled into a section of Language Arts and Reading.	Principal, Assistant Principal, and Reading Coach	Master Schedule	2013 Alternative Assessment
6	Equitable participation among teachers	The implementation of a school wide Word of the Week to help enhance students' vocabulary reinforced on morning announcements, in classrooms, word walls, and conversations with students.	Principal, Reading Coach .	Ongoing formal and informal assessments.	2013 Alternative 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:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The percent of all students scoring levels 4 & 5 on the 2012 FCAT Sunshine State Standards reading component will increase at least five percentage points from 30%(314) to 35%(369) or greater.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 30%(314) of all students scored a level 4 or 5.	In 2013, the percentage of all students scoring level 4 & 5 will be at least 35%(369) or greater.

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	Attendance	Students will be encouraged to attend after school enrichment program "Bears Achieving More".	Principal, Reading Coach	Program Attendance	2013 FCAT Reading Test
2	Effective implementation of Costa's Levels of Inquiry	Utilization of higher level questioning.	Administrative Team	Formal and informal observations	2013 FCAT Reading Test
3	Number of available books	Students will be encouraged to participate in the "Have You Read Three" Sunshine State Books initiative.	Media Specialist	Amount of Books Read, Battle of Books, Book Assessments	2013 FCAT Reading Test
4	Time available	Students will be encouraged to participate in a morning book study	Reading Coach	informal observation and participation	2013 FCAT Reading Test

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	The percentage of Florida Alternate Assessment students scoring a 7 will increase at least five percentage points from 45%(10) to 50%(7) or greater.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012 45%(10) of students scored an achievement level of 7 in reading.	In 2013, the percentage of all students scoring level 7 will be at least 50%(7) or greater.

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	Money, Attendance, Resources	Extended School Year Opportunities	ESE Faculty and Staff	Attendance and Test Results	Behavior charting and Florida Alternative Assessment Scores
2	Class Size Requirements and Budget	Smaller teacher student ratio	Principal, Assistant Principal, Resource Compliance Specialist	Master Schedule and classroom walkthroughs and observations	2013 Alternative Assessment Scores; Data charts
	Scheduling	To decrease transition	ESE Faculty and	Master Schedule and	2013 Alternative

3		time and increase on task behaviors	Staff	classroom walkthroughs and observations	Assessment Scores; Data Charts
4	Facility availability	Restructuring of classroom environment to increase independence and productivity	Principal, Assistant Principal, Resource Compliance Specialist, ESE Faculty and Staff	Classroom Walkthroughs and observations, Data Charting	2013 Alternative Assessment Scores; Data Charts
5	Class Size Requirements, Budget	All students, regardless of reading level, will be scheduled into a section of Language Arts and Reading.	Principal, Assistant Principal, and Reading Coach	Master Schedule	2013 Alternative Assessment
6	Equitable participation among teachers	The implementation of a school wide Word of the Week to help enhance students' vocabulary reinforced on morning announcements, in classrooms, word walls, and conversations with students.	Principal, Reading Coach .	Ongoing formal and informal assessments.	2013 Alternative 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:

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	In 2012, the percentage of all students making learning gains on the FCAT Sunshine State Standards reading component increased 5% from 64% to 69%. The percentage will increase at least five additional percentage points from 69%(713)to 74%(782) or greater.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012,69%(713) of all students made learning gains in reading.	In 2013, at least 74%(782) of all students will make learning gains.

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	Continous operation of data management system	All teachers will be trained in data analysis and how to determine learning gains. Teachers will identify students strengths and weaknesses.	Administrative Team	Data Binders, Classroom Walkthroughs, Formal Observations	2013 FCAT Reading Test
2	Class size requirements, Budget	All students, regardless of reading level, will be scheduled into a section of Language Arts and Reading.	Principal, Assistant Principal, and Reading Coach	Master Schedule	2013 FCAT Reading Test

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	There was no data from 2011 to compare the percentage of students making learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:

There was no data from 2011 to compare the percentage of students making learning gains.	In 2013 80%(10)will make learning gains in reading.
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Money, Attendance, Resources	Extended School Year Opportunities	ESE Faculty and Staff	Attendance and Test Results Behavior charting and Florida	Alternative Assessment Scores
2	Class Size Requirments and Budget	Smaller teacher student ratio	Principal, Assistant Principal, Resource Compliance Specialist	Master Schedule and classroom walkthroughs and observations	2013 Alternative Assessment Scores; Data charts
3	Scheduling	To decrease transition time and increase on task behaviors	ESE Faculty and Staff	Master Schedule and classroom walkthroughs and observations	2013 Alternative Assessment Scores; Data Charts
4	Facility availability	Restructuring of classroom environment to increase independence and productivity	Principal, Assistant Principal, Resource Compliance Specialist, ESE Facutly and Staff	Classroom Walkthroughs and observations, Data Charting	2013 Alternative Assessment Scores; Data Charts

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:	In 2012 the percentage of the lowest 25% of students making learning gains on the FCAT Sunshine State Standards reading component increased 1% from 64% to 65%. The percentage will increase at least five percentage additional points from 65%(167) to 70%(184) or greater.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012,65%(167)of the lowest 25% of students made learning gains in reading.	In 2013, at least 70%(184) of the lowest 25% students will make learning gains in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Smooth operation of technology	Schedule all level 1 students into a double block of intensive reading utilizing Read 180 (Research-based literacy program).	Principal, Assistant Principal, Reading Coach	Read 180 Reports, Ongoing formal and informal Observations	2013 FCAT Reading Test
2	Time	Provide mentors for identified students	Mentoring PLC	Formative Assessments, Ongoing informal observations	2013 FCAT Reading Test
3	Smooth operation of technology	Schedule all level 1 students into an intensive reading utilizing Voyager and Bridges literacy programs.	Reading Coach, Principal, Assistant Principal	Formal and informal observations.	2013 FCAT Reading Test
4	Scheduling	All students with a level 1 or 2 will be FAIR tested.	Reading Coach, Principal, Assistant Principal	FAIR Testing results	2013 FCAT Reading Test
5	Funding	"Snore to Roar" before school remedial program design to target level 1 and 2 students.	Principal, Assistant Principal	2012 FCAT reading Test	2013 FCAT Reading Test

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 # Students performing at proficiency level will increase 3% annually. 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	65%	68%	71%	74%	77%	

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 percentage of White students not making satisfactory progress in reading will decrease from 32% to at least 27% or lower and the percentage of Hispanic students will decrease from 43% to at least 38% or lower.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, the percentage of White students not making satisfactory progress in reading was 32%% and the percent of Hispanic students not making satisfactory progress in reading was 43%.	In 2013, at least 70% of students of all ethnicities will make satisfactory progress in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time	Students from the subgroups not making learning gains will be identified and targeted. Facets of students' school day will be individualized (schedule, teachers, extended learning opportunities, etc.).	Administrative Team, RtI Team	Administrative PLC, IAT Meetings	2013 FCAT Reading Test
2	Time	Provide mentors for identified students	Mentoring PLC	Formative Assessments, Ongoing informal observations	2013 FCAT Reading Test

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	The percentage of ELL students not making satisfactory progress in reading will be at least less than 20%
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, there were not enough ELL students at NCMS to be counted as not making satisfactory progress in reading.	In 2013, at least 80% of ELL students will make satisfactory progress in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool
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			Monitoring	Strategy	
1	Schoolwide Implementation	All teachers will be trained and will appropriately implement effective accommodations and modifications to ELL students.	Administrative Team	Formal and informal observations, Lesson Plans	2013 FCAT Data

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	The percentage of SWD students not making satisfactory progress in reading will be at least 20% or lower.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, there were not enough SWD students to be counted as not making satisfactory progress in reading.	In 2013, at least 80% of SWD students will make satisfactory progress in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Budget	Hire a VE teacher to assist with support facilitation and other endeavors for the academic advancement of Students With Disabilities	Resource Compliance Specialist, Principal	Formal and informal observations	2013 FCAT Data

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The percentage of Economically Disadvantaged students not making satisfactory progress in reading will decrease from 37% to at least 20% or lower.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, the percentage of Economically Disadvantaged students not making satisfactory progress in reading was 37%.	In 2013, at least 80% of Economically Disadvantaged students will make satisfactory progress in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time, resources	Mentorship of low economically disadvantaged students.	Principal	Informal/formal observations	2013 FCAT Reading Data

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
Grade Level/Subject Area small PLC	Grades 6-8/Reading and Language Arts	Team Leader	All Reading and LA teachers	Weekly	Informal and formal observations	Administrators, Grade Level Chair
CRISS Strategies	Grades 6-8, All subjects	Sandra Davenport	School-wide	TBA	Informal and formal observations	Administrators
CCSS	Grades 6-8, All subjects	Nancy Bogaenko and Marcia Clevenger	School-wide	TBA	Informal and formal observations	Administrators
Department PLC	All Language Arts and Reading Teachers	Nancy Bogaenko, Reading Coach	All Reading and LA teachers	Monthly	Informal and formal observations	Administrators and Department Chair

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
increased technology	75 used/new computers	donations	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
CRISS	Teachers will attend CRISS professional development	School Discretionary Budget	\$300.00
			Subtotal: \$300.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
BAM	Saturday FCAT remedial/enrichment camp	SAI-Supplemental Academics	\$5,000.00
Language Arts Magazine promoting CCSS.	Scholastic Scope	SAC Budget	\$260.00
			Subtotal: \$5,260.00
			Grand Total: \$5,560.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.

1. Students scoring proficient in listening/speaking. CELLA Goal # 1:	In 2013 the percent of students scoring proficient in listening/speaking will increase from 59%(34)to 64% or higher.
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2012 Current Percent of Students Proficient in listening/speaking:

In 2012 59%(34) of students scored proficient in listening/speaking.

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	Budget; Adequate staff	An ESOL Assistant will be made available to assist the ELL students	ESOL Compliance Specialist, ESOL Assistants	Ongoing formal and informal assessments	2013 CELLA results
2	Time	Planning time for teachers of ELL students to collaborate and discuss specific student needs.	Grade level teachers, ESOL Compliance Specialist, ESOL Assistants	PLC notes and informal observations	2013 CELLA results
3	Equitable participation among teachers	The implementation of a school wide Word of the Week to help enhance students' vocabulary reinforced on morning announcements, in classrooms, word walls, and conversations with students.	Principal, Reading Coach, Teachers	Ongoing informal and formal assessments	2013 CELLA results

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:

In 2013 the percent of students scoring proficient in reading will increase from 35%(20) to 40% or higher.

2012 Current Percent of Students Proficient in reading:

In 2012 35%(20)of students scored proficient in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Money, Attendance, Resources	BAM - Bears Achieving More	Reading Coach	Attendance, Student Survey, Test Results	Formative Assessments, Teen Biz Reports, 2013 CELLA Results, 2013 FCAT Results
2	Budget; Adequate staff	An ESOL Assistant will be made available to assist the ELL students	ESOL Compliance Specialist, ESOL Assistants	Ongoing formal and informal assessments	2013 CELLA Results, 2013 FCAT Results
3	Time	Planning time for teachers of ELL students to collaborate and discuss specific student needs.	Grade level teachers, ESOL Compliance Specialist, ESOL Assistants	PLC notes and informal observations	2013 CELLA Results, 2013 FCAT Results
	Equitable participation among teachers	The implementation of a school wide Word of the Week to help enhance students'	Principal, Reading Coach, Teachers	Ongoing informal and formal assessments	2013 CELLA Results, 2013 FCAT Results

4	vocabulary reinforced on morning announcements, in classrooms, word walls, and conversations with students.		
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Students write in English at grade level in a manner similar to non-ELL students.

3. Students scoring proficient in writing. CELLA Goal #3:	In 2013 the percent of students scoring proficient in writing will increase from 28%(16) to 33% or higher.
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2012 Current Percent of Students Proficient in writing:

In 2012 28%(16) of students scored proficient in writing.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Scheduling	All eighth grade students will take part in writing workshop in January and February. This activity will take place for four weeks prior to FCAT Writes, students will attend "breakout sessions" to assist with different components of writing.	Reading Coach	Practice Writing Tests	FCAT Writing Test
2	Training for all Faculty	Essay writing is reinforced, modeled, and practiced in all subject areas.	Administrative Team	Classroom Walkthroughs, Formal and Informal observations	FCAT Writing Test
3	Time for process Sharing of best practices (TOOTs & Lesson Study).	Teachers will engage in at least one thirty minute observation of another teacher per nine weeks and submit a "TOOT reflection log" to administration. One "Lesson Study must be accomplished once a semester. (Lesson Study = plan a lesson, observe one teacher teach it, reflect on strengths and weaknesses of the lesson).	Principal	Reflection Logs PLC discussions	2013 FCAT Test Results
4	Funding, Organization	Sixth and Seventh grade students take a mock FCAT writing test on the day of the exam—essays are scored, feedback is given, and the results are forwarded to the next grade level teachers for baseline data.	Administrative Team	Tests Results 2013, 2014, & 2015 FCAT Writing Test	Tests Results 2013, 2014, & 2015 FCAT Writing Test
	Funding, Organization	Sixth and Seventh grade students take a mock FCAT writing test on the day of the	Administrative Team	Tests Results 2013, 2014, & 2015 FCAT Writing Test	Tests Results 2013, 2014, & 2015 FCAT Writing Test

5	exam—essays are scored, feedback is given, and the results are forwarded to the next grade level teachers for baseline data.			
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CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
PDA writing	on site training	school discretionary funds	\$1,000.00
			Subtotal: \$1,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,000.00

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 percent of all students scoring level 3 and above on the FCAT Sunshine State Standards math component will increase at least five percentage points from 54%(558)to 59%(623)or greater.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012,54%(558)of all students scored 3 or above.	In 2013, at least 59%(623) of all students will score a level 3 or higher.

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	Money, Attendance, Resources	BAM-Bears Achieving More	Reading Coach	Attendance, Student Survey,Test Results	Formative Assessments, Teen Biz Reports, FCAT Results
2	Time	Common Planning period for grade level teachers. Teachers will continuously meet/share/collaborate lessons/common assessments and discuss best practices	Grade Level Chairs/Department leaders	PLC notes and informal observations	FCAT Results
3	Funding	Continue to employ a Dean of Students with strong math background to serve as a "part time Math Coach."	Principal	Ongoing Formal and Informal Observations	2013 FCAT Math Results
4	Time	Provide students in higher level math courses review of FCAT tested material during and after the school day.	Principal, Math Coach	Lesson Plans, Formal and Informal Assessments	2013 FCAT Math Results
5	Funding,Number of Computers	Use of PLATO computer resource for remediation and enrichment.	Principal, Math Coach	Formative assessment data	2013 FCAT Math Results
6	Number of Computers,Time	Use of FCAT explorer for math skills in all grade levels	Principal, Math Coach	Formative assessment data	2013 FCAT Math Results
7	Time for process	Sharing of best practices (TOOTs & Lesson Study). Teachers will engage in at least one thirty minute observation of another teacher per nine weeks and submit a "TOOT reflection log" to administration. One "Lesson Study must be accomplished once a semester. (Lesson Study = plan a lesson, observe one teacher teach it, reflect on strengths and weaknesses of the lesson).	Principal	Reflection Logs	PLC discussions,2013 FCAT Test Results

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:	The percentage of Florida Alternate Assessment students scoring a 4, 5, or 6 will increase at least five percentage points to or higher. From 33%(5) to 38%(4)
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 33%(5) of students scored a level 4, 5, or 6 on the Florida Alternate Assessment.	In 2013, at least 38%(4) of Florida Alternate Assessment students will score a 4,5, or 6.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Money, Attendance, Resources	Extended School Year Opportunities ESE	Faculty and Staff	Attendance and Test Results	Behavior charting and Florida Alternative Assessment Scores
2	Class Size Requirments and Budget	Smaller teacher student ratio	Principal, Assistant Principal, Resource Compliance Specialist	Master Schedule and classroom walkthroughs and observations	2013 Alternative Assessment Scores; Data charts
3	Scheduling	To decrease transition time and increase on task behaviors	ESE Faculty and Staff	Master Schedule and classroom walkthroughs and observations	2013 Alternative Assessment Scores; Data Charts
4	Facility availability	Restructuring of classroom environment to increase independence and productivity	Principal, Assistant Principal, Resource Compliance Specialist, ESE Faculty and Staff	Classroom Walkthroughs and observations, Data Charting	2013 Alternative Assessment Scores; Data Charts

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:	The percent of all students scoring levels 4 & 5 on the 2012 FCAT Sunshine State Standards math component will increase at least five percentage points from 24%(250) to 29% (306) or greater.
2012 Current Level of Performance:	2013 Expected Level of Performance:
2012, 24%(250) of all students scored a level 4 or 5.	In 2013, the percentage of all students scoring level 4 & 5 will increase at least five percentage points to 29% (306) or greater.

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	Attendance, Funding	Students will be encouraged to attend after school enrichment program "Bears Achieving More".	Principal, Reading Coach	Program Attendance	2013 FCAT Math Test
2	Effective implementation of Costa's Levels of Inquiry	Utilization of higher level questioning.	Administrative Team	Formal and informal observations	2013 FCAT Math Test
	Time	Students will be	Math Department	Attendance	2013 FCAT Math

3		encouraged to participate in the Math Club Competition to help reinforce math skills and concepts, and to foster critical thinking skills.	Chair		Test
4	Amount of computers	Eighth graders with level 4 and 5 math FCAT scores will be enrolled in Algebra 1 honors course.	Principal, Math Coach	Algebra 1 EOC Assessment	2013 FCAT Math Test

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	The percentage of Florida Alternate Assessment students scoring a 7 will increase at least five percentage points from 26%(6)to 31%(7)or greater.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012 26%(6) of students scored an achievement level of 7 in math.	In 2013, the percentage of all students scoring level 7 will be at least 31%(7)or greater.

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	Money, Attendance, Resources	Extended School Year Opportunities	ESE Faculty and Staff	Attendance and Test Results	Behavior charting and Florida Alternative Assessment Scores
2	Class Size Requirments and Budget	Smaller teacher student ratio	Principal, Assistant Principal, Resource Compliance Specialist	Master Schedule and classroom walkthroughs and observations	2013 Alternative Assessment Scores; Data charts
3	Scheduling	To decrease transition time and increase on task behaviors	ESE Faculty and Staff	Master Schedule and classroom walkthroughs and observations	2013 Alternative Assessment Scores; Data Charts
4	Facility availability	Restructuring of classroom environment to increase independence and productivity	Principal, Assistant Principal, Resource Compliance Specialist, ESE Facutly and Staff	Classroom Walkthroughs and observations, Data Charting	2013 Alternative Assessment Scores; Data Charts

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 percent of all students making learning gains on the FCAT Sunshine State Standards math component will increase at least five percentage points from 68%(703) to 73%(771) or greater.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012,68%(703)of all students made learning gains in math.	In 2013 at least 73% (771) of all students will make learning gains math.

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Continuous operation of data management system	All teachers will be trained in data analysis and how to determine learning gains. Teachers will identify students strengths and weaknesses.	Administrative Team	Data Binders, Classroom Walkthroughs, Formal Observations	2013 FCAT Math Test

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	There was no data from 2011 to compare the percentage of students making learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
There was no data from 2011 to compare the percentage of students making learning gains.	In 2013 80%(10)will make learning gains in math.

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	Money, Attendance, Resources	Extended School Year Opportunities	ESE Faculty and Staff	Attendance and Test Results Behavior charting and Florida	Alternative Assessment Scores
2	Class Size Requirments and Budget	Smaller teacher student ratio	Principal, Assistant Principal, Resource Compliance Specialist	Master Schedule and classroom walkthroughs and observations	2013 Alternative Assessment Scores; Data charts
3	Scheduling	To decrease transition time and increase on task behaviors	ESE Faculty and Staff	Master Schedule and classroom walkthroughs and observations	2013 Alternative Assessment Scores; Data Charts
4	Facility availability	Restructuring of classroom environment to increase independence and productivity	Principal, Assistant Principal, Resource Compliance Specialist, ESE Facutly and Staff	Classroom Walkthroughs and observations, Data Charting	2013 Alternative Assessment Scores; Data Charts

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:	The amount of the lowest 25% of students making learning gains on the FCAT Sunshine State Standards math component will increase at least five percentage points from 60%(154)to 65%(171)or greater,or meet state average.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012,60%(154)of the lowest 25% of students made learning gains in math.	In 2013, at least 65%(171) of the lowest 25% students will make learning gains in math.

Problem-Solving Process to Increase Student Achievement

	Person or	Process Used to
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Time	Provide mentors for identified students.	Mentoring PLC	Formative Assessments, Ongoing informal observations	2013 FCAT Math Test
2	Funding	Provide additional math class for students scoring level 1 or 2 in Math. Supplemental activities will include hands on and technology based.	Principal, Assistant Principal	Master Schedule, Formal and Informal Observations	2013 FCAT Math Test
3	Funding	"Snore to Roar" before school remedial program design to target level 1 and 2 students	Principal, Assistant Principal	2012 FCAT Math Test	2013 FCAT Math Test

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 # Students performing at proficiency level will increase 6% annually.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	60%	66%	72%	78%	84%	

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 percentage of White students not making satisfactory progress in mathematics will decrease from 35% to at least 20% or less and the number of Hispanic students will decrease from 45% to at least 20% or lower.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, the percentage of White students not making satisfactory progress in mathematics was 35% and the percent of Hispanic students not making satisfactory progress in mathematics was 45%.	In 2013, at least 80% of students of all ethnicities will make satisfactory progress in mathematics .

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time	Students from the subgroups not making satisfactory progress will be identified and targeted. Facets of students' school day will be individualized (schedule, teachers, extended learning opportunities, etc.).	Administrative Team, RtI Team	Administrative PLC, IAT Meetings	2013 FCAT Math Test
2	Time	Provide mentors for identified students	Mentoring PLC	Formal and informal observations, PLC Notes	2013 FCAT Math Test

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

5C. English Language Learners (ELL) not making	
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satisfactory progress in mathematics. Mathematics Goal #5C:	The percentage of ELL students not making satisfactory progress in mathematics will decrease from 31% to 20% or less.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 31% of ELL students at NCMS did not make satisfactory progress in mathematics .	In 2013, at least 80% of ELL students will make satisfactory progress in mathematics .

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	Schoolwide Implementation	All teachers will be trained and will appropriately implement effective accomodations and modifications to ELL students.	Administrative Team	Formal and informal observations, Lesson Plans	2013 FCAT Data

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	The percentage of SWD students not making satisfactory progress in mathematics will decrease from 47% to at least 20% or less.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012,47% of SWD students at NCMS did not make satisfactory progress in mathematics .	In 2013, at least 80% of SWD students will make satisfactory progress in mathematics.

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	Budget	Hire a VE Teacher to assist with support facilitation and other endeavors for the academic advancement of Students With Disabilities.	Resource Compliance Specialist, Principal	Formal and informal observations	2013 FCAT Data

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	The percentage of Economically Disadvantaged students not making satisfactory progress in mathematics will decrease from 36% to at least 20% or less.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012,36% of Economically Disadvantaged students at NCMS did not make satisfactory progress in mathematics .	In 2013, at least 80% of Economically Disadvantaged students will make satisfactory progress in mathematics.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time,resources	Mentorship of low economically disadvantaged students.	Principal	Informal/formal observations	2013 FCAT Reading Data

End of Middle School Mathematics Goals

Algebra End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	The percent of all students scoring level 3 and above on the Algebra EOC will increase at least five percentage points from 77%(128)to 82% or greater.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012,77%(128)of all students taking the Algebra EOC scored 3 or above.	In 2013, at least 82% of all students taking the Algebra EOC will score a level 3 or higher.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time, Resources	Students will attend lunch time help sessions when needed.	Algebra Teacher	Monitoring of student grades	Algebra EOC
2	Time, Resources	Students will attend an after school tutoring session when needed.	Algebra Teacher, SPIRIT Staff	Monitoring of student grades	Algebra EOC
3	Time, Technology resources	Students will utilize a computer based review program	Math Coach, Algebra Teacher	Monitoring of student progress on computer program	Algebra EOC

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

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	The percent of all students scoring levels 4 & 5 on the 2012 Algebra EOC will increase at least five percentage points from 28%(48) to 33%(46)or greater.
2012 Current Level of Performance:	2013 Expected Level of Performance:
2012,28%(48) of all students taking the Algebra EOC scored a level 4 or 5.	In 2013, the percentage of all students scoring level 4 & 5 will increase at least five percentage points to 33% (46)or greater.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time, Resources	Students will attend lunch time help sessions	Algebra Teacher	Monitoring of student grades	Algebra EOC

		when needed.			
2	Time, Resources	Students will attend an after school tutoring session when needed.	Algebra Teacher, SPIRIT Staff	Monitoring of student grades	Algebra EOC
3	Time, Technology resources	Students will utilize a computer based review program	Math Coach, Algebra Teacher	Monitoring of student progress on computer program	Algebra EOC

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Algebra Goal # Students performing at proficiency level will increase 2% annually.				
3A :						
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	77%	79%	81%	83%	85%	

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. Algebra Goal #3B:	The percentage of White students not making satisfactory progress in Algebra will decrease from 17% to 12%, the percentage of Black students not making satisfactory progress in Algebra will decrease from 33% to 28%, and the number of Hispanic students will decrease from 30% to at least 25% or lower.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, the percentage of White students not making satisfactory progress in Algebra was 17%(22), the percentage of Black students not making satisfactory progress in Algebra was 33%(3) and the percent of Hispanic students not making satisfactory progress in Algebra was 30%(10).	In 2013, at least 80% of students of all ethnicities will make satisfactory progress in Algebra.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time, Resources	Students will attend lunch time help sessions when needed.	Algebra Teacher	Monitoring of student grades	Algebra EOC
2	Time, Resources	Students will attend an after school tutoring session when needed.	Algebra Teacher, SPIRIT Staff	Monitoring of student grades	Algebra EOC
3	Time, Technology resources	Students will utilize a computer based review program	Math Coach, Algebra Teacher	Monitoring of student progress on computer program	Algebra EOC

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

3C. English Language Learners (ELL) not making satisfactory progress in Algebra. Algebra Goal #3C:	The percentage of ELL students not making satisfactory progress in algebra will decrease from 100% to 20% or less.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 100%(2) of ELL students at NCMS did not make satisfactory progress in algebra.	In 2013, at least 80% of ELL students will make satisfactory progress in algebra .

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time, Resources	Students will attend lunch time help sessions when needed.	Algebra Teacher	Monitoring of student grades	Algebra EOC
2	Time, Resources	Students will attend an after school tutoring session when needed.	Algebra Teacher, SPIRIT Staff	Monitoring of student grades	Algebra EOC
3	Time, Technology resources	Students will utilize a computer based review program	Math Coach, Algebra Teacher	Monitoring of student progress on computer program	Algebra EOC

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra. Algebra Goal #3D:	The percentage of SWD students not making satisfactory progress in algebra will decrease from 50% to at least 20% or less.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 50% of SWD students at NCMS did not make satisfactory progress in algebra .	In 2013, at least 80% of SWD students will make satisfactory progress in algebra.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time, Technology resources	Students will utilize a computer based review program	Math Coach, Algebra Teacher	Monitoring of student progress on computer program	Algebra EOC
2	Time, Resources	Students will attend lunch time help sessions when needed.	Algebra Teacher	Monitoring of student grades	Algebra EOC
3	Time, Resources	Students will attend an after school tutoring session when needed.	Algebra Teacher, SPIRIT Staff	Monitoring of student grades	Algebra EOC

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

3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:	The percentage of Economically Disadvantaged students not making satisfactory progress in algebra will be 20% or less.
2012 Current Level of Performance:	2013 Expected Level of Performance:
No data available.	In 2013, at least 80% of Economically Disadvantaged students will make satisfactory progress in algebra.

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

1	Time, Resources	Students will attend an after school tutoring session when needed.	Algebra Teacher, SPIRIT Staff	Monitoring of student grades	Algebra EOC
2	Time, Resources	Students will attend lunch time help sessions when needed.	Algebra Teacher	Monitoring of student grades	Algebra EOC
3	Time, Technology Resources	Students will utilize a computer based review program	Math Coach, Algebra Teacher	Monitoring of student progress on computer program	Algebra EOC

End of Algebra EOC Goals

Geometry End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Geometry.

Geometry Goal #1:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.

Geometry Goal #2:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

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

Geometry Goal #

3A :

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

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

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

Geometry Goal #3B:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

3C. English Language Learners (ELL) not making satisfactory progress in Geometry.

Geometry Goal #3C:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

in need of improvement for the following subgroup:				
3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry. Geometry Goal #3D:				
2012 Current Level of Performance:	2013 Expected Level of Performance:			
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:				
3E. Economically Disadvantaged students not making satisfactory progress in Geometry. Geometry Goal #3E:				
2012 Current Level of Performance:	2013 Expected Level of Performance:			
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

End of Geometry EOC Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Grade Level/Subject Area small PLC	Grades 6-8/Math	Team Leader	All Math Teachers	Weekly	Informal and formal observations	Administrators, Grade Level Chair

CRISS Strategies	Grades 6-8, All subjects	Sandra Davenport	School-wide	TBA	Informal and formal observations	Administrators
CCSS	Grades 6-8, Math	Marcia Clevenger, Math Coach	School-wide	TBA	Informal and formal observations	Administrators
Subject Area PLC	Grades 6-8, Math	Marcia Clevenger, Math Coach	All Math Teachers	Monthly	Informal and formal observations	Principal, Grade Level Administrator

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
BAM	Saturday FCAT remedial/enrichment camp	SAI - Supplemental Academics	\$5,000.00
			Subtotal: \$5,000.00
			Grand Total: \$5,000.00

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 percent of all students scoring level 3 and above on the FCAT Sunshine State Standards science component will increase at least five percentage points from 59%(195)to 64%(225) or greater.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
In 2012,59%(195)of all students scored 3 or above.		In 2013,at least 64%(225) of all students will score a level 3 or higher.			
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
	Time	Common Planning period for grade level	Grade Level Chairs/Department	PLC notes and informal observations	FCAT Results

1		teachers. Teachers will continuously meet/share/collaborate lessons/common assessments and discuss best practices	leaders		
2	Materials, Funding	Provide hands on and inquiry based activities in the classroom.	Administrative Team	Classroom Walkthroughs, Formal and Informal Observations, Professional Learning Communities	2013 FCAT Science Test
3	Funding, Organization	Sixth and Seventh grade students take a mock FCAT Science test on the day of the exam—essays are scored, feedback is given, and the results are forwarded to the next grade level teachers for baseline data.	Administrative Team	Results	2013, 2014, & 2015 FCAT Science Test
4	Attendance	Implement an after school remedial/enrichment hands on FCAT science program for eighth grade students before five weeks before test.	Administrative Team	Attendance	2013 FCAT Science Test
5	Time for process	Sharing of best practices (TOOTs & Lesson Study). Teachers will engage in at least one thirty minute observation of another teacher per nine weeks and submit a "TOOT reflection log" to administration. One "Lesson Study must be accomplished once a semester. (Lesson Study = plan a lesson, observe one teacher teach it, reflect on strengths and weaknesses of the lesson).	Principal	Reflection Logs	PLC discussions, 2012 FCAT Test Results

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:	The percentage of Florida Alternate Assessment students scoring a 4, 5, or 6 will increase at least five percentage points to or higher. From 33%(1) to 38%(1)
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 33%(1) of students scored a level 4, 5, or 6 on the Florida Alternate Assessment.	In 2013, at least 38%(1) of Florida Alternate Assessment students will score a 4, 5, or 6.

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Money, Attendance,	Extended School Year	Faculty and Staff	Attendance and Test	Behavior charting

1	Resources	Opportunities ESE		Results	and Florida Alternative Assessment Scores
2	Class Size Requirments and Budget	Smaller teacher student ratio	Principal, Assistant Principal, Resource Compliance Specialist	Master Schedule and classroom walkthroughs and observations	2013 Alternative Assessment Scores; Data charts
3	Scheduling	To decrease transition time and increase on task behaviors	ESE Faculty and Staff	Master Schedule and classroom walkthroughs and observations	2013 Alternative Assessment Scores; Data Charts
4	Facility availability	Restructuring of classroom environment to increase independence and productivity	Principal, Assistant Principal, Resource Compliance Specialist, ESE Faculty and Staff	Classroom Walkthroughs and observations, Data Charting	2013 Alternative Assessment Scores; Data Charts
5	616!	616!	616!	616!	we scored 616!

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	The percent of all students scoring levels 4 & 5 on the FCAT Sunshine State Standards science component will increase at least five percentage points from 12%(42) to 17%(59)or greater.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012,12% (42) of all students scored a level 4 or 5.	In 2013, the percentage of all students scoring level 4 & 5 will increase at least five percentage points to 17% (59) or greater.

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	Effective implementation of Costa's Levels of Inquiry	Utilization of higher level questioning.	Administrative Team	Formal and informal observations	2013 FCAT Science Test
2	Student participation	Students will participate in Science Olympiad and Science Smackdown competitions to promote higher level thinking and hands on science concepts.	Science Chair	Attendance	2013 FCAT ScienceTest

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	The percentage of Florida Alternate Assessment students scoring a 7 will increase at least five percentage points from 66%(2)to 71%(2)or greater.
2012 Current Level of Performance:	2013 Expected Level of Performance:

In 2012 66%(2) of students scored an achievement level of 7 in Science.	In 2013, the percentage of all students scoring level 7 will be at least 71%(2) or greater.
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Money, Attendance, Resources	Extended School Year Opportunities	ESE Faculty and Staff	Attendance and Test Results	Behavior charting and Florida Alternative Assessment Scores
2	Class Size Requirments and Budget	Smaller teacher student ratio	Principal, Assistant Principal, Resource Compliance Specialist	Master Schedule and classroom walkthroughs and observations	2013 Alternative Assessment Scores; Data charts
3	Scheduling	To decrease transition time and increase on task behaviors	ESE Faculty and Staff	Master Schedule and classroom walkthroughs and observations	2013 Alternative Assessment Scores; Data Charts
4	Facility availability	Restructuring of classroom environment to increase independence and productivity	Principal, Assistant Principal, Resource Compliance Specialist, ESE Faculty and Staff	Classroom Walkthroughs and observations, Data Charting	2013 Alternative Assessment Scores; Data Charts

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
CRISS Strategies	Grades 6-8, All subjects	Sandra Davenport	School-wide	TBA	Informal and formal observations	Administrators
CCSS	Grades 6-8, All subjects	Nancy Bogaenko and Marcia Clevenger	School-wide	TBA	Informal and formal observations	Administrators
Grade Level/Subject Area small PLC	Grades 6-8/Science teachers	Team Leader	All Science teachers	Weekly	Informal and formal observations	Administrators, Grade Level Chair
Department PLC	All Science Teachers	Department-head	All Science teachers	Monthly	Informal and formal observations	Administrators and Department Chair

Science Budget:

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

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
CRISS	Teachers will attend CRISS professional development	School Discretionary Budget	\$300.00
			Subtotal: \$300.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Providing up to date supplies and equipment	Lab supplies	Discretionary Budget	\$1,000.00
SLAM - Science Learners Achieving More	Students will participate in enrichment/remedial activities.	21st Century Grant	\$600.00
			Subtotal: \$1,600.00
			Grand Total: \$1,900.00

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 percent of all students scoring level 4 and above on the FCAT Sunshine State Standards writing component will increase five percentage points to 90% (320).
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, the number of student who scored a level 4 and above in writing was 90% (297).	In 2013 the percent of all students scoring level 4 and above will increase to least 90% (320).

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Scheduling	All eighth grade students will take part in writing workshop in January and February. This activity will take place for four weeks prior to FCAT Writes, students will attend "breakout sessions" to assist with different components of writing.	Reading Coach	Practice Writing Tests	FCAT Writing Test
2	Training for all Faculty	Essay writing is reinforced, modeled, and practiced in all subject areas.	Administrative Team	Classroom Walkthroughs, Formal and Informal observations	FCAT Writing Test
3	Funding	Eighth grade students will engage in three practice writes prior to the FCAT Writing Test. All students scoring a	Principal, Reading Coach	Practice Essay Results, Feedback from students	FCAT Writing Test

		four or higher will be called to the Principal's office and given an incentive.			
4	Time	Common Planning period for grade level teachers. Teachers will continuously meet/share/collaborate lessons/common assessments and discuss best practices	Grade Level Chairs/Department leaders	PLC notes and informal observations	FCAT Results
5	Time for process	Sharing of best practices (TOOTs & Lesson Study). Teachers will engage in at least one thirty minute observation of another teacher per nine weeks and submit a "TOOT reflection log" to administration. One "Lesson Study must be accomplished once a semester. (Lesson Study = plan a lesson, observe one teacher teach it, reflect on strengths and weaknesses of the lesson).	Principal	Reflection Logs	PLC discussions, 2013 FCAT Test Results
6	Funding, Organization	Sixth and Seventh grade students take a mock FCAT writing test on the day of the exam—essays are scored, feedback is given, and the results are forwarded to the next grade level teachers for baseline data.	Administrative Team	Tests Results	2013, 2014, & 2015 FCAT Writing Test

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	The percentage of Florida Alternate Assessment students scoring a 4, or higher will strive to maintain 100%(4)
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 100%(3)of students scored a level 4,or higher on the Florida Alternate Assessment.	In 2013, at least 100%(4)of Florida Alternate Assessment students will score a 4,or higher.

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	Money, Attendance, Resources	Extended School Year Opportunities	ESE Faculty and Staff	Attendance and Test Results	Behavior charting and Florida Alternative Assessment Scores
	Class Size Requirments and Budget	Smaller teacher student ratio	Principal, Assistant	Master Schedule and classroom walkthroughs	2013 Alternative Assessment

2			Principal, Resource Compliance Specialist	and observations	Scores; Data charts
3	Scheduling	To decrease transition time and increase on task behaviors	ESE Faculty and Staff	Master Schedule and classroom walkthroughs and observations	2013 Alternative Assessment Scores; Data Charts
4	Facility availability	Restructuring of classroom environment to increase independence and productivity	Principal, Assistant Principal, Resource Compliance Specialist, ESE Faculty and Staff	Classroom Walkthroughs and observations, Data Charting	2013 Alternative Assessment Scores; Data Charts

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
PDA	All Language Arts Teachers	Chris Lewis	All Language Arts Teachers	TBA	Informal and formal observations	Administrators
CRISS	Grades 6-8, All subjects	Sandra Davenport	School-wide	TBA	Informal and formal observations	Administrators
Grade Level/Subject Area small PLC	Grades 6-8/Reading and Language Arts	Team Leader	All Reading and LA teachers	Weekly	Informal and formal observations	Administrators, Grade Level Chair
Department PLC	All Language Arts and Reading Teachers	Nancy Bogaenko, Reading Coach	All Reading and LA teachers	Monthly	Informal and formal observations	Administrators and Department Chair
CCSS	Grades 6-8, All subjects	Nancy Bogaenko and Marcia Clevenger	School-wide	TBA	Informal and formal observations	Administrators

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
PDA	District adopted writing program	Discretionary Budget	\$1,000.00
			Subtotal: \$1,000.00
Other			

Strategy	Description of Resources	Funding Source	Available Amount
Writer's Workshops	Teachers will be provided substitutes in order to meet individually with students and attend to specific writing needs.	Discretionary Budget	\$800.00
			Subtotal: \$800.00
			Grand Total: \$1,800.00

End of Writing Goals

Civics End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:				
1. Students scoring at Achievement Level 3 in Civics.				
Civics Goal #1:		75% of 7th grade students will score at Level 3 or above on the Civics EOC 2013		
2012 Current Level of Performance:		2013 Expected Level of Performance:		
No previous performance data available.		75% of 7th grade students will score at Level 3 or above on the Civics EOC in 2013.		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

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

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

Civics Budget:

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

End of Civics Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal # 1:	The school-wide attendance rate will increase from 95% to 98%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
In 2012, school-wide attendance rate was 95%(982).	In 2013, school-wide attendance will increase to 98%.
2012 Current Number of Students with Excessive	2013 Expected Number of Students with Excessive

Absences (10 or more)	Absences (10 or more)
In 2012, 18%(193) students accumulated 10 or more absences.	In 2013, no more than 13%(137) students will accumulate 10 or more absences.
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
In 2012, 10%(106) students accumulated 10 or more tardies to school.	In 2013, no more than 5%(52) students will accumulate 10 or more tardies to school.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Funding	Students will be recognized and rewarded for good attendance and arriving to school on time.	Dean of Students	Attendance Rates	2013 Attendance Rates
2	Funding	Students with perfect attendance the first semester will be eligible to win one of two bicycles.	Dean of Students	Informal Observations, Attendance Rates	2013 Attendance Rates
3	Motivation	Creating a positive environment where students want to come to school.	Administrative Team	Monitor attendance reports	ODMS

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
Impact of attendance	All	Principal	School Advisory Council	November	Monitor monthly attendance reports	Principal

Attendance Budget:

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

No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Reward incentives for perfect attendance	Incentives	Internal Accounts	\$200.00
			Subtotal: \$200.00
			Grand Total: \$200.00

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:	In 2013, suspension rates will be reduced by 5%.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
In 2012, the total number of In-School Suspensions was 33% (351).	In 2013, the total number of In-School Suspensions will be no more than 28%(295) .
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
In 2012, the total number of students suspended In-School was 17%(184).	In 2013, the total number of students suspended In-School will be no more than 12%(126).
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
In 2012, the total number of Out-of-School Suspensions was 40%(417).	In 2013, the total number of Out of-School Suspensions will be no more than 35%(369).
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
In 2012, the number of students suspended out of school was 16%(167).	In 2013, the total number of students suspended out of school will be no more than 11%(116).

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Funding	All staff will utilize Positive Behavior Support to promote on task behaviors.	Dean of Students	Monthly Reports, RtI meetings	Discipline Reports, Informal Observations
2	School-wide Consistency in procedures and expectations	Staff will utilize many common procedures and routines for the smooth operation of the school. Students will be supervised at all times.	Entire Staff	Monthly Reports, RtI meetings	Discipline Reports, Informal Observations

3	Funding	PBS reward evants hosted	PBS Facilitator	Monthly Reports	Discipline Reports
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PBS Training	6-8	PBS Facilitator	School-Wide	on-going	Discipline Reports	Deans

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:

1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	In 2013, Narcoossee Middle School will continue to increase volunteer hours.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:

In 2012, Narcoossee Middle School recorded 3,748 OASIS Volunteer Hours .		In 2013, Narcoossee Middle School will record at least 4,000 OASIS Volunteer Hours.			
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	Participation	Have tables for SAC, Academic Boosters, OASIS, and various school clubs at Open House to disseminate information to parents.	SAC & PTO Chairs, Billie Gregaitis, Parent Liaison	Ongoing Monitoring and Observation	Summation of Volunteer Hours/FCAT and AYP Results
2	Participation	Monthly PTO and SAC meetings will be held.	SAC & PTO Chairs, Billie Gregaitis, Parent Liaison	Ongoing Monitoring and Observation	Summation of Volunteer Hours/FCAT and AYP Results
3	Time Management	Dedicate one staff member as "Parent/Community Liaison"	Michael Allen, Principal	Ongoing Monitoring and Observation	Summation of Volunteer Hours/FCAT and AYP Results
4	Time	Appreciation for Volunteers luncheon	Michael Allen-Principal, Billie Gregaitis	Volunteers return each year and recruit additional volunteers due to the success of our program.	N/A

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
Volunteer Appreciation Luncheon		Internal funds	\$200.00
			Subtotal: \$200.00
			Grand Total: \$200.00

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:			Narcoossee Middle School will increase the integration of technology in math and science classes school-wide.		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited Technology	Increase use of technology programs in math and science. (V-Math Live, PLATO, Brain Pop, Discovery Education, etc.)	Administrators, Math Coach, Math and Science Teachers	Formal and informal observations	iObservation data

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
"How To" for Brain Pop, V-Math Live, PLATO, and Discovery Education	Grades 6-8, all curriculum areas	Technology Lead	All teachers	TBD	Informal and formal observations	Administrators

STEM Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
Brain Pop	Instructional based video clips and lessons	21st Century Funds	\$1,000.00
V Math Live	Math focused Technology program	21st Century Funds	\$1,500.00
			Subtotal: \$2,500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$2,500.00

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:		80% of students enrolled in CTE courses will be technology proficient as measured by a teacher made pre and post test.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time and teacher resources	Implement a multimedia research project	CTE Instructors	observations, assessments,	pre and post test

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

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

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

CTE Budget:

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

End of CTE Goal(s)

Additional Goal(s)

AVID Program. Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. AVID Program. Goal AVID Program. Goal #1:			Increase college awareness and readiness by successful initial implementation of the AVID program.		
2012 Current level:			2013 Expected level:		
No data available.			At least 50% of outgoing 8th grade students will have intentions of attending college.		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of Knowledge, First generation college-goer, Low socioeconomic status	Increase college promotion campus-wide Provide college-entry data Provide and discuss financial aid and scholarship opportunities.	Administration AVID program coordinators Guidance Counselor	Survey students to determine college intentions Analyze data of AVID elective class students	AVID program student reports Surveys
2	Effective implementation of Costa's Levels of Inquiry	Utilization of higher level questioning.	Administrative	Team Formal and informal observations	2013 FCAT Reading Test
3	Amount of computers	Eighth graders with level 4 and 5 math FCAT scores will be enrolled in Algebra 1 honors course.	Principal, Math Coach	Algebra 1 EOC Assessment	2013 FCAT Math Test

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
Cornell Notes, Collaborative Learning, Binder Use	Grades 6-8, all curriculum areas	AVID Site Team	School-Wide	August 2012, and January 2013	Lesson plan, formal and informal observations	AVID Site Team

Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
AVID PATHS Professional Development (November, 2012), AVID Summer Institute (July, 2013)		School Advisory Council, Academic Boosters, Discretionary funds	\$3,000.00
			Subtotal: \$3,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$3,000.00

End of AVID Program. Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	increased technology	75 used/new computers	donations	\$0.00
STEM	Brain Pop	Instructional based video clips and lessons	21st Century Funds	\$1,000.00
STEM	V Math Live	Math focused Technology program	21st Century Funds	\$1,500.00
				Subtotal: \$2,500.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	CRISS	Teachers will attend CRISS professional development	School Discretionary Budget	\$300.00
CELLA	PDA writing	on site training	school discretionary funds	\$1,000.00
Science	CRISS	Teachers will attend CRISS professional development	School Discretionary Budget	\$300.00
Writing	PDA	District adopted writing program	Discretionary Budget	\$1,000.00
AVID Program.	AVID PATHS Professional Development (November, 2012), AVID Summer Institute (July, 2013)		School Advisory Council, Academic Boosters, Discretionary funds	\$3,000.00
				Subtotal: \$5,600.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	BAM	Saturday FCAT remedial/enrichment camp	SAI-Supplemental Academics	\$5,000.00
Reading	Language Arts Magazine promoting CCSS.	Scholastic Scope	SAC Budget	\$260.00
Mathematics	BAM	Saturday FCAT remedial/enrichment camp	SAI - Supplemental Academics	\$5,000.00
Science	Providing up to date supplies and equipment	Lab supplies	Discretionary Budget	\$1,000.00
Science	SLAM - Science Learners Achieving More	Students will participate in enrichment/remedial activities.	21st Century Grant	\$600.00
Writing	Writer's Workshops	Teachers will be provided substitutes in order to meet individually with students and attend to specific writing needs.	Discretionary Budget	\$800.00
Attendance	Reward incentives for perfect attendance	Incentives	Internal Accounts	\$200.00
Parent Involvement	Volunteer Appreciation Luncheon		Internal funds	\$200.00
				Subtotal: \$13,060.00
				Grand Total: \$21,160.00

School-level Differentiated Accountability Compliance

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

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

No Attachment (Uploaded on 9/7/2012)

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.



No. Disagree with the above statement.

If NO, describe the measures being taken to Comply with SAC Requirement

Projected use of SAC Funds	Amount
	\$0.00

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

The School Advisory Council supports the School Improvement plan with all of its endeavors. It monitors the school's progress towards the SIP goals while providing financial support for activities that are academically focused. The SAC meets on the first Thursday of each month and offers family/parent workshops in addition to showcasing special groups from the school. SAC continues to strive to increase parental involvement and attract additional members.

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Osceola School District NARCOOSSEE MIDDLE SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	78%	66%	87%	50%	281	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%	69%			139	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	73% (YES)	66% (YES)			139	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					559	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Osceola School District NARCOOSSEE MIDDLE SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	75%	71%	97%	58%	301	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	64%	72%			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?	64% (YES)	63% (YES)			127	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					564	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested