

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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

School Name: INDIAN TRAILS MIDDLE SCHOOL

District Name: Flagler

Principal: Mr. Vernon Orndorff

SAC Chair: Ms. Heather Lo

Superintendent: Ms. Janet Valentine

Date of School Board Approval: October 9, 2012

Last Modified on: 10/5/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Vernon Orndorff	Bachelor of Science in Education, Master of Science in Education Certification(s) 6-12 Health Education, K-12 Physical Education, K-12 Educational Leadership Number of Years at Current School 1 Number of Years as an Administrator 8 Prior Performance Record (include prior School Grades, FCAT	3	10	Principal of Indian Trails Middle School 2011-2012 Grade A Reading Mastery 62%, Math Mastery 62%, Science Mastery 51%, Writing Mastery 83% 2010-2011 Grade A Reading Mastery 73%, Math Mastery 78%, Science Mastery 60%, Writing Mastery 89%. AYP: 74%, WHITE, HISPANIC, ECONOMICALLY DISADVANTAGED, STUDENTS WITH DISABILITIES students in this school need improvement in reading and math. The students met the writing criteria.

		(Proficiency, Learning Gains, Lowest 25%), and AYP information along with the associated school year) Matanzas High School 2009-10- B 2008-09- A 2007-08-D 2006-07 -C			Matanzas High School 2009-10- B 2008-09- A 2007-08-D 2006-07 -C
Assis Principal	Paul Peacock	B.A. in Speech/Communication Stetson University M.S. in Educational Leadership, Nova Southeastern University State of Florida certification in: Speech (6-12) Ed. Leadership (K-12)	3	13	Assistant Principal of Indian Trails Middle School 2011-2012 Grade A Reading Mastery 62%, Math Mastery 62%, Science Mastery 51%, Writing Mastery 83% Assistant Principal of Buddy Taylor MS in 2009-2010: Grade: A, Reading Mastery: 66%, Math Mastery: 73%, Science Mastery: 39%, Writing Mastery: 87%. AYP: 82%, White, Black, Economically Disadvantaged, and SWD did not make AYP in Reading. Black and SWD did not make AYP in Math. Assistant Principal of Matanzas HS in 2008-2009: Grade: B, Reading Mastery: 50%, Math Mastery: 77%, Science Mastery: 41%, Writing Mastery: 988%. AYP: 87%, White and Economically Disadvantaged did not make AYP in Reading. Economically Disadvantaged did not make AYP in Math. Assistant Principal of Flagler Palm Coast HS in 2007-2008: Grade: A, Reading Mastery: 48%, Math Mastery: 78%, Science Mastery: 47%, Writing Mastery: 92%. AYP: 72%, White, Black, Economically Disadvantaged and SWD did not make AYP in Reading. Black, Economically Disadvantaged, and SWD did not make AYP in Math. Assistant Principal of Flagler Palm Coast HS in 2006-2007: Grade: C Reading Mastery: 42%, Math Mastery: 74%, Science Mastery: 41%, Writing Mastery: 82%. AYP: 49%, White, Black, Hispanic, Economically Disadvantaged and SWD did not make AYP in Reading. Black, Hispanic, Economically Disadvantaged and SWD did not make AYP in Math. Assistant Principal of Flagler Palm Coast HS in 2005-2006: Grade: B, Reading Mastery: 46%, Math Mastery: 74%, Writing Mastery: 85%. AYP: 49%, Black, Economically Disadvantaged and SWD did not make AYP in Reading, Black, and SWD did not make AYP in Math.
Assis Principal	Kim Gridley	B.S in English Education; Minor in Linguistics SUNY College, Oneonta, NY M.A. in Political Science & Public Policy, Binghamton University, NY Ed.S. in Educational Leadership, Argosy University, Sarasota FL FL Certification in Language Arts	2	8	Assistant Principal of Indian Trails Middle School 2011-2012 Grade: A, Reading Mastery: 62%, Math Mastery: 62%, Science Mastery: 51%, Writing Mastery: 83%. Assistant Principal of Matanzas High School 2005-2011 Matanzas High School 2010-11-B 2009-10- B 2008-09- A 2007-08-D 2006-07 -C

(6-12)
Ed. Leadership
(K-12)
Principal
Certification (K-12)

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	Jawanda Dove	Ed. Leadership K-12 Elementary Education 1-6 Florida Reading Certification K-12 Language Arts 5-9	7	1	Reading Curriculum: Voyager 90 minute reading block for Reg Ed/Inclusion level 1 & 2 Language 90 minute reading block for SC ESE/ESOL level 1 & 2 Expert 21 level 2 Progress Monitoring Programs & Tools Florida Assessment in Reading(PMRN) 3 times per year PMP folders that track student success throughout the school using Support Programs Florida Reading Initiative(FRI) Learning Focus Data Analysis Identified students that are not meeting adequate yearly progress students are tracked and receive additional support through intensive reading classes. If progress is still not being made, then the student is referred to the MTSS team for reading intervention techniques and further evaluation of placement. Reading Leadership Team Meets once a month to discuss school wide initiative reading programs that support the FRI and Learning Focus objectives

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. Indian Trails will only hire highly qualified educators.	Principal/Assistant Principal	on going	
2	Assigning each new teacher a veteran teacher as mentor.	Assistant Principal	on going	
3	Periodic meetings with content area teachers and teams to discuss curriculum issues.	Principal, Assistant Principal, Literacy Coach	on going	
4	Quarterly academic team meetings to collobarate and progress monitor students in academic and social areas.	Principal, Assistant Principal, teachers	on going	
5				

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
Only one teacher is teaching out of field.	The teacher is being encouraged to obtain certification in an academic area.

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
51	3.9%(2)	3.9%(2)	47.1%(24)	45.1%(23)	35.3%(18)	86.3%(44)	17.6%(9)	7.8%(4)	5.9%(3)

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
Gloria Barton Katie Hansen	Connie Baylor	Both Ms. Barton and Ms. Hansen are rated as Highly Effective Science teachers and both are responsible for teaching 8th graders, consequently they are ideal for acquainting Ms. Baylor with the procedures and policies of our school.	Daily lunch meetings. Common planning times. Collaboration in professional development and lesson plans.
Wendy Hutcheson	Brittany Longway	Brittany is a new guidance counselor and Wendy is a veteran who will be able to instruct Brittany in the workings of middle school guidance.	Collaboration on all guidance activities.
Suzanne Haibon Sandra Oliva	Beth Conway	Both Ms. Haibon and Ms. Oliva have many years experience in self-contained classes. Although Ms. Conway has taught a self-contained class in another district she is unfamiliar with the ESE policies of	Common planning Support during IEP's Shared strategies for alternative assessments.

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.

Principal-Vernon Orndorff:

Leads the team in the school's vision that all students will be successful learners. Supports the process and ensures that the process is being implemented effectively.

Assistant Principal, Kim Gridley: Develops and evaluates content standards based on the SSS. Identifies intervention approaches. Works with district to identify appropriate intervention strategies; assists with data collection, progress monitoring, and data analysis.

Assistant Principal Paul Peacock: Works with discipline office at both the school and the county level to ensure smooth flow of procedures.

Guidance Counselors -Wendy Hutcheson, Brittany Longhway: Set up meetings for the process, collect data, keep documentation of the process, resource for the teachers regarding the process, ensure that steps are followed. Reading Coach-Jawanda Dove: Develops and evaluates reading

content standards based on the SSS. Identifies intervention approaches.

Works with teachers to identify appropriate intervention strategies; leads school data collection, progress monitoring, and data analysis process; offers training in reading strategies, models, coaches, performs needs

assessments. School Psychologist-Natascha Terry: Assesses, analyzes, and interprets data; facilitates development of intervention plan; provides

support for the implementation of the plan. ESE Teachers-Liz McIntyre,

Jill Kulwicki: supports and collaborates with general ed teachers by collecting and analyzing data to assess the needs of students in Tier 3 and

assists in the implementation of learning strategies. Math Resource

Teacher- Cheryl Martens: supports and collaborates with grade level and above grade level math teachers by collecting and analyzing data to assess the needs of students in Tier 3 and assists in the implementation of math strategies in the grade level math classes.

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 team has 2 functions: 1. To keep teachers informed and on track with the MTSS process and to offer trainings and support to the teachers in this process. The team will meet quarterly to address any issues that need to be addressed about the process, including state, district, or school initiatives. They will also collaborate and update students who are presently in the process. 2. To ensure that the MTSS process is being implemented for students who are in need through leadership, periodic monitoring, and facilitation of progress monitoring meetings on specified students. The team will meet with the teachers implementing the process on particular student(s) to review how the student is performing and to establish what adjustments might need to be made to the plan.

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 MTSS Leadership Team will continue to share with the School Advisory Council(SAC) the process of MTSS and the expectations for instruction(rigor, relevance, relationship)at the school. They will answer any questions regarding the process and assure SAC members that they are implementing the process to support the success of our students.

MTSS Implementation

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

Baseline Data: Progress Monitoring and Reporting Network(PMRN)Assessment and Information Management System which includes:

Florida Assessment for Instruction in Reading(FAIR), Math Baseline Assessment, Diagnostic Assessment for Reading(DAR), Test of Word Reading Efficiency(TOWRE),Program Based Assessments (Voyager,Language)Curriculum Based Measurements (CBM), Florida Comprehensive Assessment Test(FCAT) Midyear: Florida Assessments in Reading(FAIR),MATH Baseline Assessment,Program Based Assessments(Voyager/Language), and Curriculum Based Measurements(CBM) End of Year:Florida Assessments in Reading(FAIR)Math

Baseline Assessment, Program Based Assessments(Voyager/Language), and Curriculum Based Measurements(CBM)

Frequency of Data Days: As needed based on student needs assessments and each progress monitoring periods

Describe the plan to train staff on MTSS.

Professional development will be provided throughout the school year using district personnel and the school based MTSS team. This training will include refreshers on the MTSS process, modifications to the process, and strategies to support and evaluate how we are implementing the process and how to improve that process. We will also give the staff a needs assessment survey at the conclusion of any professional development to evaluate future professional development needs.

Describe the plan to support MTSS.

MTSS support will be given to the discipline and guidance offices by providing monthly meetings to determine which students are in need of either new or extended services.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

JaWanda Dove, Anna Faulconer, Cara Cronk, Sue Metcalf, Tane'sha Nelson, Amy Baker, and Monica Campana.

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

The school based literacy team will meet once a month to implement common school wide literacy strategies that can be utilized in all content areas.

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

The major initiative of the team is incorporating Reading Across the Curriculum using monthly targeted strategies and skills to increase academic rigor at Indian Trails Middle School.

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 have been trained in FRI (Florida Reading Initiative) and Max Thompson's Learning Focused strategies for learning and continuous improvement. Both of these programs emphasize the acquisition of literacy as the primary means of successful learning. These programs are supported in instruction throughout the school through frequent monitoring by administration and the school reading coach. Teachers and students also receive weekly school-wide instruction on thinking maps and other graphic organizers that support literacy. These lessons also support writing across the curriculum to demonstrate mastery. Teachers also attend periodic PLC meetings that emphasize strategies that support increased literacy 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:	In grades 7-8 our improvement needs for proficiency level 3 FCAT students are in the category of Information Text and Research and
2012 Current Level of Performance:	2013 Expected Level of Performance:
63% (256) in grade 7 61% (265) in grade 8	66% in grade 7 64% in grade 8

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are not always successful in implementing higher order thinking skills	Implementation of Quadrant D Learning Strategies through collegial conversations; professional development days and cooperative planning	Principal and Assistant Principals	Lesson Plans	Teacher evaluation process
2	Students do not always incorporate proper reading strategies in various subject areas.	Implementation of Literacy Teams across the curriculum. Common planning times and monthly literacy meetings.	Principal and Assistant Principals	Lesson Plans	Teacher evaluation process
3	Teaching strategies are sometimes diversified and not aligned across grade levels or departments.	Use of Learning Focused lesson plan template as well as electronic submission of lesson plans. Common planning and monthly department meetings.	Principal and Assistant Principals	Lesson Plans	Teacher evaluation process
4	Students sometimes receive mixed and inconsistent messages from staff members.	Implementation of "The Big Three: Do what's right; Do your best; Treat others the way you wish to be treated as the climate and culture guide for the school.	All Staff Members	Decrease in the number of referrals. Increase in the number of positive rewards given.	Mid year and end of year data collected on referrals and suspensions.
5	1.1. Students lacking academic vocabulary.	1.1. Effective implementation of academic vocabulary strategies and school-wide focus on the 12 Must-Know Words for Standardized Tests.	Literacy Coach Assistant Principal Principal	1.1. Monitoring for Essential Questions, Assessment Prompts, and research-based vocabulary strategies.	FAIR testing 3 times per year Classroom Vocabulary Assessments

6	1.2 Students are lacking the training in higher level thinking.	1.2. Teachers across content areas will use Learning-Focused Extended Thinking Strategies Model and research-based literacy strategies to teach higher level thinking strategies in their classrooms.	Literacy Coach Assistant Principal Principal	1.2. Classroom Walkthroughs and Collaboration with Literacy Coach.	Classroom and Baseline Assessments
7	1.3 Students lack of ability to read and comprehend informational text.	1.3 School-wide focus on Before, During, and After Reading Strategies.	Literacy Coach Assistant Principal Principal	1.3 Classroom Walkthroughs Professional Development Literacy Coach Model Lesson Educator Collaboration	Classroom Assessments and Progress Monitoring
8					
9					

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:	Students will continue to make learning gains despite the limitations of their disabilities.
2012 Current Level of Performance:	2013 Expected Level of Performance:
64%	65%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students with a variety of physical, mental and emotional challenges struggle to perform well on standardized tests.	Small group instruction in self-contained classes. IEP's that address the student's individual needs. Interventions from occupational, speech and physical therapists as needed. Use of paraprofessionals in the classroom for added support.	ESE teachers Principal and Assistant Principals	Annual IEP review with all stakeholders involved in the child's well being and academic development.	IEP annual goals. Florida 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:	In grades 7-8 our improvement needs for the above proficiency FCAT level 4 and 5 students are in Reading Application and Literary Analysis.
2012 Current Level of Performance:	2013 Expected Level of Performance:

Grade 7 36%(146) Grade 8 35% (151)		37% of grade 7 and 8 (308)			
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	2.1. Students lack of knowledge in the categories of Reading Applications and Literary Analysis.	2.1. Teachers across content areas will use Learning-Focused activities and research based strategies such as Bloom's Taxonomy, THIEVES, WIN, and Thinking maps to analyze text.	Reading Coach Assistant Principal Principal	2.1. Classroom Walkthroughs ,one on one teacher discussions , collaboration with the Literacy Coach, and collaborative department meetings.	Classroom Assessments and Baselines
2					
3					

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:	Not applicable
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The percentage of students making Learning Gains will increase in the area of Reading Application and Literary Analysis.
2012 Current Level of Performance:	2013 Expected Level of Performance:
63% in grade 7(253) 61% in grade 8 (261)	68% in grade 7 (274) 65% in grade 8 (278)

Problem-Solving Process to Increase Student Achievement				
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	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3.1 Students are lacking the training in higher level thinking and research based literacy strategies .	3.1 Teachers across content areas will use Learning-Focused activities and research based literacy strategies in their classrooms.	Literacy Coach Assistant Principal Principal	3.1 Classroom Walkthroughs ,one on one teacher discussions, and collaboration with the Literacy Coach.	Classroom Assessments and Baselines
2	3.2 Students lacking ability to read and comprehend informational texts.	3.2 School wide focus in all content areas on before,during and after reading strategies.	Literacy Coach Assistant Principal Principal	3.2 Professional development on research based strategies that can be used in all content areas. Literacy coach modeling lessons. Teacher collaboration. Use of Quadrant D lessons	Classroom Assessments and Baselines Fair Assessments Voyager Assessments
3	3.3. Students lacking vocabulary and background knowledge for comprehension.	3.3 Effective implementation of Academic Vocabulary strategies and Target Words .	Literacy Coach Assistant Principal Principal	3.3 Monitoring for Essential Questions, Assessment Prompts, research based vocabulary strategies, and use of Academic Vocabulary and Target Words in student writing/speaking.	FAIR testing 3 times per year Classroom assessments

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	The reading goal is to increase the number of students who make learning gains from 64% to 70%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
64%	70%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students face a myriad of intellectual, physical and emotional challenges.	Small group, self contained instruction to better suit their needs.	ESE Teachers	Annual review by the IEP team.	FAA and IEP

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

of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The percentage of students in the lowest quartile making learning gains will increase in the area of Reading Application.
2012 Current Level of Performance:	2013 Expected Level of Performance:
60% (108)	62%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	4.1. Students lacking academic vocabulary.	4.1. Focus on academic vocabulary and implement the best practices for vocabulary development.	Literacy Coach Assistant Principal	Classroom Walkthroughs Collaboration with Literacy Coach Professional Learning Communities	Classroom assessments Progress Monitoring Word Walls
2	4.2. Students lacking the ability to become critical thinkers.	4.2. Focus on higher order thinking skills and promote school-wide literacy through rigor, relevance, and relationships.	Literacy Coach Assistant Principal	Classroom Walkthroughs Collaboration with Literacy Coach Professional Learning Communities Quadrant D Lesson Plans	Classroom assessments Progress Monitoring
3	4.3. Students lacking the ability to read and comprehend informational text.	4.3. Effective implementation of monthly targeted literacy strategies and skills to increase students' active reading skills.	Literacy Coach Assistant Principal	Classroom Walkthroughs Collaboration with Literacy Coach Professional Learning Communities	Classroom assessments Progress Monitoring
4					
5					
6					

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 #					
	Over a six year time frame Indian Trails will reduce the achievement gap in reading by 50% from 64% to 80%					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	64%	67%	70%	73%	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.	Student subgroups not making Adequate Yearly Progress will focus on all areas of reading such as Literary Analysis, Vocabulary, Reading Application and Informational Text ,
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Reading Goal #5B:	Research Skills, to decrease the percentage of students not attaining AYP.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White 34% , Hispanic 39% Black 54% , Asian 38%, American Indian NA	White: 26% Hispanic 30% Black 45%, Asian 35%, American Indian NA

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5A.1 White - Background Knowledge, Vocabulary and Comprehension Hispanic- Background Knowledge, Vocabulary, and Comprehension Asian -Background Knowledge, Vocabulary, and Comprehension	5A.1. Effective implementation of research based reading strategies before, during and after reading a text. Effective implementation of Academic Vocabulary and Target Words in all content areas.	Literacy Coach Principal Asst. Principals	Monitoring for Essential Questions and Daily Objectives. Classroom walkthroughs Teacher /Literacy Coach collaboration Department collaboration	FAIR testing 3 times per year Department meeting notes Classroom walkthroughs
2	5A.2 White: Background Knowledge and Comprehension Hispanic: Background Knowledge and Comprehension Hispanic: N?A Asian: N/A American Indian: N/A	5A.2 Effective implementation of after school tutoring to reinforce research based reading and vocabulary presented in the classrooms.	5A.2 Literacy Coach Principal Assistant Principal	5A.2. Monitoring for Essential Questions, Assessment Prompts, Teaching Strategies, and Summary Point Writing. Classroom Walkthroughs and one on one teacher discussions	5A.2 FAIR testing 3 times per year. Classroom Walkthroughs and one on one teacher discussions

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

Problem-Solving Process to Increase Student Achievement

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	Students with Disabilities, not making Adequate Yearly Progress ,will focus on research based strategies in the areas of Vocabulary, Literary Analysis, , Reading Application and Informational Text, and Research in order to decrease the percentage not making AYP.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Total SWD students 237 40%(95)	Total SWD students 196 35% (69)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	SC.1 Students lacking academic vocabulary and background knowledge in order to comprehend informational text.	SC.1 Effective implementation of school wide research based literacy and vocabulary strategies before,during and after reading a text. Effective implementation of Target Words and Academic Vocabulary. Implementation of graphic organizers .	SC.1 Literacy Coach Principal Asst. Principals	SC.1 Monitoring for Essential Questions, Daily Objectives, research based vocabulary and literacy strategies.	SC.1. FAIR Assessments Classroom Assessments
2	5C.2 Students lacking vocabulary and background knowledge to analyze and comprehend all texts.	5C.2 Effective implementation of school wide research based literacy and vocabulary strategies before,during and after reading a text. Effective implementation of Target Words and Academic Vocabulary. Implementation of graphic organizers .	5C.2 Literacy Coach Principal Assistant Principal	5C.2 Monitoring for Essential Questions, Daily Objectives, research based vocabulary and literacy strategies.	5C.2 FAIR testing 3 times per year. Progress Monitoring Assessments (Voyager)
3	5C.3 Students lacking fluency skills.	5C.3 Effective implementation of research based strategies that focus on word accuracy, rate and prosody.	5C.3 Literacy Coach Principal Assistant Principal	5C.3 Classroom Walkthroughs Monitoring for fluency practice	5C.3 Baseline fluency passages Pogress Monitoring passages Maze Assessments 3 times per year

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	Economically Disadvantage students not making Adequate Yearly Progress will decrease this percentage by focusing on all areas of reading such as Literary Analysis, Vocabulary, Reading Application , Informational Text and Research.
2012 Current Level of Performance:	2013 Expected Level of Performance:
58% (486)	55% (462)

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	SD.1 Students lacking vocabulary, comprehension skills, and background knowledge prevents comprehension of texts.	SD.1 Effective implementation of research based strategies in vocabulary such as Academic Vocabulary and Target Words. Effective implementation of research based before, during and after reading strategies to increase comprehension.	SD.1 Principal Literacy Coach Assistant Principal	SD.1 Classroom Walkthroughs Monitoring for Essential Questions and Daily Objectives Collaborative meetings with the Literacy Coach and all departments.	SD.1 FAIR Assessments Classroom Assessments Department meeting notes
2	SD.2 Students lacking vocabulary, comprehension skills, and background knowledge prevents comprehension of texts.	SD.2 After school tutoring with Intensive Reading teachers to provide extra support and reinforcement of the research based strategies presented in class.	SD.2 Literacy Coach Principal Assistant Principal	SD. 2 Collaborative meetings with Literacy Coach Collaboration between Intensive Reading Teachers and classroom teachers	SD.2 FAIR Assessments Florida Ready Pre/Post Test Classroom Assessments
3					

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
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Literacy Teams using T.H.I.E.V.E.S. model of examining non-fiction reading materials.	School wide - grades 7 & 8	Jawanda Dove and all reading teachers	School wide participation	Monthly meetings	Teachers will take turns being recorders of the meeting's agenda, roster and accomplishments.	Principal and Assistant Principals
Quadrant D higher order thinking skills reflected in lesson plans	School wide-grades 7 & 8	Kim Gridley, assistant principal	School wide participation	Teachers will work together on the professional development days of 9/27/12 & 9/28/12 but will follow up during monthly department meetings.	Teachers will take turns being recorders of the meeting's agenda, roster and accomplishments. Teachers will submit a collaborative Quadrant D style lesson plan.	Kim Gridley

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Reading	Triumph Learning	School Budget	\$721.00
Reading	Voyager	School Budget	\$3,892.00
Reading	Curriculum Associates	School Budget	\$8,696.00
Reading	FSBD	School Budget	\$3,892.00
			Subtotal: \$17,201.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Language Arts	Successmaker	School Budget	\$1,235.00
			Subtotal: \$1,235.00
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: \$18,436.00

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:	At Indian Trails Middle School, 50% (3) of the ELL students will score proficient on the listening/speaking of the CELLA test in 2013.
2012 Current Percent of Students Proficient in listening/speaking:	
Currently at Indian Trails Middle School, 20% (2) of the ELL students scored proficient on the listening/speaking of	

the CELLA test in 2012.

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	Bi-Lingual Instruction	Thinking Maps Advanced Graphic Organizers Learning-Focused Strategies	Reading/Language Arts Teacher ELL School Coordinator	Teacher Model Whole Group Individual Student Activity Assessment	FAIR Toolkit Rosetta Stone IPT

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:

At Indian Trails Middle School, 50%(4) of the ELL students will score proficient in reading on the CELLA test in 2013.

2012 Current Percent of Students Proficient in reading:

Currently at Indian Trails Middle School, 16% (1)of the ELL students scored proficient in reading on the CELLA in 2012.

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	Bi-Lingual Instruction	Thinking Maps Advanced Graphic Organizers Learning-Focused Strategies	Reading/Language Arts Teacher ELL School Coordinator	Teacher Model Whole Group Individual Student Activity Assessment	Voyager Assessments FOCUS ACHIEVES IPT

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

3. Students scoring proficient in writing.

CELLA Goal #3:

At Indian Trails Middle School, 33% (2) of the ELL students will score proficient on the writing of CELLA in 2013.

2012 Current Percent of Students Proficient in writing:

Currently at Indian Trails Middle School, 20% (2)of the ELL students scored proficient on the writing portion of CELLA in 2012.

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	Bi-Lingual Instruction	Thinking Maps Advanced Graphic Organizers Learning-Focused Strategies	Reading/Language Arts Teacher ELL School Coordinator	Teacher Model Whole Group Individual Student Activity Assessment	My Access Writing Program Voyager Writing Response Student Portfolios

CELLA Budget:

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

End of CELLA Goals

Middle School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	65% of the combined 7th and 8th Grade Student population will meet high standards in Math on the 2013 FCAT mathematics test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
62% (506)	65% (543)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are not always successful in implementing higher order thinking skills	Implementation of Quadrant D Learning Strategies through collegial conversations; professional development days and cooperative planning	Principal and Assistant Principals	Lesson Plans	Teacher evaluation process
2	Students do not always incorporate proper reading strategies in various subject areas.	Implementation of Literacy Teams across the curriculum. Common planning times and monthly literacy meetings.	Principal and Assistant Principals	Lesson Plans	Teacher evaluation process
3	Teaching strategies are sometimes diversified and not aligned across grade levels or departments.	Use of Learning Focused lesson plan template as well as electronic submission of lesson plans. Common planning and monthly department meetings.	Principal and Assistant Principals	Lesson Plans	Teacher evaluation process
4	Students sometimes receive mixed and inconsistent messages from staff members.	Implementation of "The Big Three: Do what's right; Do your best; Treat others the way you wish to be treated as the climate and culture guide for the school.	All Staff Members	Decrease in the number of referrals. Increase in the number of positive rewards given.	Mid year and end of year data collected on referrals and suspensions.
5	1.1 Revised Sunshine State Standards implemented on the Mathematics FCAT test 2.0 require the previous year's content has been mastered.	1.1 One of the Strategies that the Math Department is adopting is to construct grade specific Quadrant D lessons which address the critical thinking/creative criteria of application lessons.	1.1 Principal, Assistant Principal	1.1. Attendance at Math Department meetings and liaison with District Curriculum Department to ensure compliance with new standards.	1.1 Progress Monitoring through Performance Matters Data Analysis Program
	1.2	1.2	1.2. Principal and	1.3	1.2

6	Reduced Class Day and Class Periods	Use of Online Textbooks Materials to ensure that students have access to Math Content Video Tutorials outside of class time.	Assistant principal	Attendance at academic team meetings, MTSS committee meetings, and Guidance Interventions	Quarterly Progress Report monitoring to address students falling behind in grade level classes.
7	1.3. The currently high rate of absenteeism resulting from the current distressed socio-economic situation in Flagler County.	1.3 Zero Tolerance for Zeros - After school homework club has been developed to insure that students have a positive environment to complete work.	1.3. Principal, Assistant Principals	1.3. Attendance at academic team meetings, MTSS committee meetings, and Guidance interventions.	1.3. Meeting follow-up documentation.

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:	Students will continue to make learning gains despite the limitations of their disabilities.
2012 Current Level of Performance:	2013 Expected Level of Performance:
64%	65%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students with a variety of physical, mental and emotional challenges struggle to perform well on standardized tests.	Small group instruction in self-contained classes. IEP's that address the student's individual needs. Interventions from occupational, speech and physical therapists as needed. Use of paraprofessionals in the classroom for added support.	ESE teachers Principal and Assistant Principals	Annual IEP review with all stakeholders involved in the child's well being and academic development.	IEP annual goals. Florida 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 mathematics. Mathematics Goal # 2a:	The percentage of students achieving above proficiency (FCAT levels 4 and 5) in Math will increase to 32%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (255)	32% (268)

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	2.1 Revised Sunshine State Standards implemented on the Mathematics FCAT 2.0 increased the rigor for math content.	2.1 One of the Strategies that the Math Department has adopted is to obtain a text series that has online remediation materials, thereby allowing students a way of improving basic and review skills outside of the classroom time allotted for grade level work.	2.1. Principal, Assistant Principal	2.1 Attendance at Math Department meetings and walk-through observations to ensure compliance with new standards.	2.1 Progress Monitoring through Performance Matters Data Analysis Program
2	2.2 Reduced Class Day and Class Periods	2.2 Use of Online Textbooks Materials to ensure that students have access to Math Content Video Tutorials outside of class time.	2.2. Principal, Assistant Principal	2.3 Attendance at academic team meetings, MTSS committee meetings, and Guidance Interventions	2.2 Periodic Baseline Testing. EOC Testing.
3	2.3 Providing differentiated learning opportunities to address the above proficiency abilities of students in both advanced and regular Math classes is an ongoing challenge.	2.3 Investigate and provide Professional Development Opportunities for Math Instructors in the area of Differentiated Learning Strategies.	2.3 Principal, Assistant Principal	2.3 Attendance at academic team meetings, MTSS committee meetings, and Guidance Interventions	2.3 Periodic Baseline Testing, quarterly, mid-year, and EOC assessments.

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	The percentage of students making Learning Gains in Math will increase by 3% to 72%
2012 Current Level of Performance:	2013 Expected Level of Performance:
69%(577)	72%(602)

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	3.1. Revised Sunshine State Standards implemented on the Mathematics FCAT 2.0 require the previous year's content has been mastered.	3.1 Each math student is placed in a time of day, gender specific and cohort aligned Math class to optimize achievement gains at all math levels.	3.1 Principal, Assistant Principal	3.1. Monitoring of classroom lessons, and one-on-one follow-up discussions, to ensure that class placement is allowing students to maximize achievement.	3.1. Principal and Assistant principal will create and use observation follow-up checklist to address and communicate lesson observation points for improvement. Periodic Baseline Testing to address compliance with standards.
2	3.2. Student Absenteeism	3.2 Recommendation for mandatory Homework Club to provide students with time to complete missing homework and after school tutoring to provide math instruction.	3.2. Principal, Assistant Principal	3.2. Attendance at Math Department meetings and liaison with District representatives fulfill the differentiated learning professional development needs of the Math Department to increase learning gains at all levels in Math	3.2. Quarterly Progress Report monitoring to address students falling behind in grade level classes. Progress Monitoring.
3	3.3. Providing differentiated learning opportunities to address the need for leaning gains in Level 4 & 5 students.	3.3. One of the strategies the math department is adopting is to construct grade specific Quadrant D lessons which address the critical thinking/creative criteria of application lessons.	3.3. Principal, Assistant Principal	3.3. Attendance at academic team meetings, assign math contact point to address PD opportunities, MTSS committee meetings, and Guidance Interventions	3.3. Meeting follow-up documentation.
4					

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	
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mathematics. Mathematics Goal #3b:	Students making learning gains in math will increase from 64% to 70%				
2012 Current Level of Performance:	2013 Expected Level of Performance:				
64%	70%				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students face a myriad of intellectual, physical and emotional challenges.	Small group, self contained instruction to better suit their needs. Use of visuals and math manipulatives.	ESE Teachers	Annual IEP review	FAA and IEP

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 goal is to have 65% of the Lowest 25% make Learning Gains in Math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
60% (502)	65% (543)

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	4.1. Revised Sunshine State Standards implemented on the Mathematics FCAT 2.0 required mastery of content of increased rigor by students in the lowest 25%.	4.1. Schedule students in the Lowest 25% in gender specific Math Classes in the morning to eliminate distractions.	4.1. Math Teachers	4.1. Teachers will use the self-scoring data available with the remediation programs and progress monitoring. Math Department will meet to share data and resources.	4.1. Progress Monitoring, Successmaker Reports
2	4.2. Inconsistent exposure to math content related to absenteeism, and other attendance issues.	4.2. Recommendation for mandatory homework club to provide students with time to complete missing homework and after school math tutoring to provide instruction.	4.2. Principal, Assistant Principal	4.2. Attendance at academic team meetings, MTSS committee meetings, and Guidance interventions.	4.2. Meeting follow-up documentation.
	4.3. Repeated enrollment in below grade level intensive math classes creates self-perpetuating	4.3. Intensive level math teachers must teach to the current grade level requirements to raise student achievement and	4.3. Teachers, Inclusion Teachers, ESE Teachers	4.3. Incorporate the use of online remediation programs, maintain the grade level curriculum, employ differentiated	4.3. Monthly Assessments as needed; progress monitoring.

3	lack of mastery and lack of confidence in math skills.	ensure math learning gains and increase student confidence.		math strategies.	
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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Middle School Mathematics Goal # In a six year period, Indian Trails will reduce the achievement gap by 50% from a score of 62% to a score of 75%.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	68%	71%	74%	77%	80%	

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 only student subgroup which did not make AYP in mathematics will increase AYP percentage as follows: Black students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White 24% Black 52% Hispanic 45% Asian 34% American Indian NA	All sub-groups will increase their level of performance by a minimum of 5%.

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	5A.1. Revised Sunshine State Standards implemented on the Mathematics FCAT 2.0 require the previous year's content has been mastered.	5A.1. One of the Strategies that the Math Department has adopted is to obtain a text series that has online remediation materials, thereby allowing students a way of improving basic and review skills outside of the classroom time allotted for grade level work.	5A.1. Principal, Assistant Principal	5A.1. Monitoring of classroom lessons, and one-on-one follow-up discussions, to ensure remediation needs of students are being met	5A.1. Progress Monitoring, Key Math Diagnostic Programs
2	5A.2. The current high rate of unemployment in Flagler County has resulted in living situations that are stressing the at home learning environment of many students at all	5A.2. Academic teams have been developed to continuously address student concerns on an individual student basis.	5A.2. Principal Assistant Principal	5A.2. Attendance at academic team meetings.	5A.2. Progress Monitoring, Key Math Diagnostic Programs

	achievement levels, including but not limited to a high number of absences.				
3	5.A.3. Repeated enrollment in below grade level intensive math classes creates self-perpetuating lack of mastery and lack of confidence in math skills.	5.A.3 Intensive level math teachers must teach to the current grade level requirements to raise student achievement and ensure math learning gains and increase student confidence.	5.A.3 Math Teachers, Inclusion Teachers, ESE Teachers	5.A.3 Incorporate the use of online remediation programs, maintain the grade level curriculum, employ differentiated math strategies.	5.A.3 Monthly assessments as needed, progress monitoring.

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	In grades 7-8, 74% of students with disabilities will meet high standards on the FCAT 2.0 mathematics test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
48%	51%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5C.1. Revised Sunshine State Standards implemented on the Mathematics FCAT 2.0 require the previous year's content has been mastered.	5C.1. One of the Strategies that the Math Department has adopted is to obtain a text series that has online remediation materials, thereby allowing students	5C.1. Math Teachers, ESE Teachers, Inclusion Teachers, Principal, Assistant Principa	5C.1. Monitoring of classroom lessons, and one-on-one follow-up discussions, to ensure remediation needs of students are being met	5.C.1 Progress Monitoring, Key Math Diagnostic Programs

		a way of improving basic and review skills outside of the classroom time allotted for grade level work.			
2	5C.2. Repeated enrollment in below grade level intensive math classes creates self-perpetuating lack of mastery and lack of confidence in math skills.	5C.2. Intensive level math teachers must teach to the current grade level requirements to raise student achievement and ensure math learning gains and increase student confidence.	5C.2. Math Teachers, ESE Teachers, Inclusion Teachers	5C.2. Incorporate the use of online remediation programs, maintain the grade level curriculum, employ differentiated math strategies.	5C.2. Monthly assessments as needed, progress monitoring.
3	5C.3. Providing differentiated learning opportunities to address the above proficiency abilities of students in both advanced and regular Math classes is an ongoing challenge.	5C.3. Provide Professional Development Opportunities for Math Instructors in the area of Differentiated Learning Strategies.	5C.3. Principal, Assistant Principal	5C.3. Attendance at academic team meetings, assign math contact point to address PD opportunities, and Guidance Interventions	5C.3. Monthly assessments as needed, progress monitoring.

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:	In grades 7-8, 55% of economically disadvantaged students with disabilities will meet high standards on the 2012 FCAT mathematics test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
48%	55%

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	5D.1 Revised Sunshine State Standards implemented on the Mathematics FCAT 2.0 require the previous year's content has been mastered.	5D.1 One of the Strategies that the Math Department has adopted is to obtain a text series that has online remediation materials, thereby allowing students a way of improving basic and review skills outside of the classroom time allotted for grade level work.	5D.1 Principal, Assistant Principal	5D.1 Monitoring of classroom lessons, and one-on-one follow-up discussions, to ensure remediation needs of students are being met	5D.1 Progress Monitoring, Key Math Diagnostic Programs
2	5D.2 Repeated enrollment in below grade level intensive math classes creates self-perpetuating lack of mastery and lack of confidence in math skills.	5D.2 Intensive level math teachers must teach to the current grade level requirements to raise student achievement and ensure math learning gains and increase	Principal, Assistant Principal	5D.2 Incorporate the use of online remediation programs, maintain the grade level curriculum, employ differentiated math strategies.	5D.2 Monthly assessments as needed, progress monitoring.

		student confidence.			
3	5D.3 The current high rate of unemployment in Flagler County has resulted in living situations that are causing a higher than normal level of absences.	Academic teams have been developed to continuously address student concerns on an individual basis.	Principal, Assistant Principal	5D.3 Attendance at academic team meetings.	Monthly assessments as needed, progress monitoring.

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:	Students will take and pass the EOC in Algebra by receiving a Level 3 or above.
2012 Current Level of Performance:	2013 Expected Level of Performance:
99% (127)	99%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are not always successful in implementing higher order thinking skills	Implementation of Quadrant D Learning Strategies through collegial conversations; professional development days and cooperative planning	Principal and Assistant Principals	Lesson Plans	Teacher evaluation process
2	Students do not always incorporate proper reading strategies in various subject areas.	Implementation of Literacy Teams across the curriculum. Common planning times and monthly literacy meetings.	Principal and Assistant Principals	Lesson Plans	Teacher evaluation process
3	Teaching strategies are sometimes diversified and not aligned across grade levels or departments.	Use of Learning Focused lesson plan template as well as electronic submission of lesson plans. Common planning and monthly department meetings.	Principal and Assistant Principals	Lesson Plans	Teacher evaluation process
4	Students sometimes receive mixed and inconsistent messages from staff members.	Implementation of "The Big Three: Do what's right; Do your best; Treat others the way you wish to be treated as the climate and culture guide for the school.	All Staff Members	Decrease in the number of referrals. Increase in the number of positive rewards given.	Mid year and end of year data collected on referrals and suspensions.
5	Reduced Class Day and Class Periods	Use of Online Textbooks Materials to ensure that students have access to Math Content Video Tutorials outside of class time.	Principal, Assistant Principals	Attendance at academic team meetings, MTSS committee meetings, and Guidance Interventions	Periodic Baseline Testing. EOC Testing.

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:	Students scoring at or above Achievement Level 4 in Algebra will increase by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
70% (90)	75%

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	Reduced Class Day and Class Periods	Use of Online Textbooks Materials to ensure that students have access to Math Content Video Tutorials outside of class time.	Principal, Assistant Principal	Attendance at academic team meetings, MTSS committee meetings, and Guidance Interventions	Periodic Baseline Testing, quarterly, mid-year, and EOC assessments.

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 # Not applicable due to the current achievement level of 99%					
3A :						
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. Algebra Goal #3B:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement

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

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:	Students will continue to perform proficiently on the Geometry End of Course Exam.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100%	100%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are not always successful in implementing higher order thinking skills	Implementation of Quadrant D Learning Strategies through collegial conversations; professional development days and cooperative planning	Principal and Assistant Principals	Lesson Plans	Teacher evaluation process
2	Students do not always incorporate proper reading strategies in various subject areas.	Implementation of Literacy Teams across the curriculum. Common planning times and monthly literacy meetings.	Principal and Assistant Principals	Lesson Plans	Teacher evaluation process
3	Teaching strategies are sometimes diversified and not aligned across grade levels or departments.	Use of Learning Focused lesson plan template as well as electronic submission of lesson plans. Common planning and monthly department meetings.	Principal and Assistant Principals	Lesson Plans	Teacher evaluation process
4	Students sometimes receive mixed and inconsistent messages from staff members.	Implementation of "The Big Three: Do what's right; Do your best; Treat others the way you wish to be treated as the climate and culture guide for the school.	All Staff Members	Decrease in the number of referrals. Increase in the number of positive rewards given.	Mid year and end of year data collected on referrals and suspensions.

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:	No data was provided regarding Level 4 and 5 by state.			
2012 Current Level of Performance:	2013 Expected Level of Performance:			
100%	100%			
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on 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 # There was no gap in Geometry. 100% of students passed the exam. 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:			N. A		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
0%			0%		
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:		NA		
2012 Current Level of Performance:		2013 Expected Level of Performance:		
NA		NA		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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:		NA		
2012 Current Level of Performance:		2013 Expected Level of Performance:		
NA		NA		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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:		NA		
2012 Current Level of Performance:		2013 Expected Level of Performance:		
NA		NA		
Problem-Solving Process to Increase Student Achievement				

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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
Literacy Teams using T.H.I.E.V.E.S. model of examining non-fiction reading materials that are specifically applicable to math.	School wide - grades 7 & 8	Jawanda Dove and all reading teachers	School wide participation	Monthly meetings	Teachers will take turns being recorders of the meeting's agenda, roster and accomplishments.	Principal and Assistant Principals
Quadrant D higher order thinking skills reflected in lesson plans	School wide - grades 7 & 8	Kim Gridley, assistant principal	School wide participation	Teachers will work together on the professional development days of 9/27/12 & 9/28/12 but will follow up during monthly department meetings.	Teachers will take turns being recorders of the meeting's agenda, roster and accomplishments. Teachers will submit a collaborative Quadrant D style lesson plan.	Kim Gridley, assistant principal

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Math	FSBD	School Budget	\$1,282.00
Math	Independent Stationers	School Budget	\$1,000.00
			Subtotal: \$2,282.00
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

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 goal is to increase the percentage of students who make a level 3 or above by 3 percentage points.			
2012 Current Level of Performance:			2013 Expected Level of Performance:		
51% (216)			54% (232)		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are not always successful in implementing higher order thinking skills	Implementation of Quadrant D Learning Strategies through collegial conversations; professional development days and cooperative planning	Principal and Assistant Principals	Lesson Plans	Teacher evaluation process
2	Students do not always incorporate proper reading strategies in various subject areas.	Implementation of Literacy Teams across the curriculum. Common planning times and monthly literacy meetings.	Principal and Assistant Principals	Lesson Plans	Teacher evaluation process
3	Teaching strategies are sometimes diversified and not aligned across grade levels or departments.	Use of Learning Focused lesson plan template as well as electronic submission of lesson plans. Common planning and monthly department meetings.	Principal and Assistant Principals	Lesson Plans	Teacher evaluation process
4	Students sometimes receive mixed and inconsistent messages from staff members.	Implementation of "The Big Three: Do what's right; Do your best; Treat others the way you wish to be treated as the climate and culture guide for the school.	All Staff Members	Decrease in the number of referrals. Increase in the number of positive rewards given.	Mid year and end of year data collected on referrals and suspensions.
5	Alignment of Science curriculum from grades 6 through 8 to allow periods of review from year to year.	Classroom based activities reviewing science materials. Curriculum Mapping. 8th grade teachers will utilize BuckleDown review books towards the latter half of the school year.	Teachers Principal Assistant Principal	Analyze data, provide differentiated instruction, Content review lessons, Summarizing activities, Continuous Progress Monitoring	Classroom assessments from teachers, Progress Monitoring
	Implementation of the Next Generation Sunshine Standards	Teachers will meet monthly and to discuss and monitor	Science Teachers	Teachers will implement progress monitoring benchmark	Progress Monitoring (SAM) assessments

6		implementation		tests. Teachers will use data to collaborate on ideas or lessons to help students increase knowledge base on those specific areas.	
7	Limited comprehension and understanding of science concepts.	Increase student comprehension by implementing a variety of strategies and techniques . Methods include FRI strategies, utilizing components of Learning Focused Lesson plans, and incorporate learning using the 5E model (engage, explore, explain, extend, evaluate) through Discovery Education.	Science Teachers	Classroom Peer Review, integrate curriculum and review essential questions.	FCAT , formal/informal assessments
8	Higher order thinking skills developed through classroom activities.	Presentation of literacy strategies, Quadrant D lesson plans	Science teachers, literacy coaches, administration	Modeling of strategies, Differentiated Instruction, Inquiry Instruction and Labs	Classroom assessments, student produced work

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:	Students will continue to make learning gains despite the limitations of their disabilities.
2012 Current Level of Performance:	2013 Expected Level of Performance:
83%	85%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students with a variety of physical, mental and emotional challenges struggle to perform well on standardized tests.	Small group instruction in self-contained classes. IEP's that address the student's individual needs. Interventions from occupational, speech and physical therapists as needed. Use of paraprofessionals in the classroom for added support.	ESE teachers Principal and Assistant Principals	Annual IEP review with all stakeholders involved in the child's well being and academic development.	IEP annual goals. Florida Alternate 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 science. Science Goal #2a:	The goal is to increase the level of 4's and 5's by 2 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:

17% (74)		19% (82)			
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	Integration of writing and reading in the science content	Teachers will meet monthly as a team to discuss effective ways of including writing and reading in the science classroom.	Teachers, Principal	Include summary point writing on a regular basis especially when learning a concept through a lab situation.	Writing Rubrics, Unit assessments that include summary point writing and writing to explain.
2	Weakness in higher order questioning and thinking	Use of scientific method through lab activities and science experiments	Teachers	Completion and discussion of lab activities, and student generated projects	Monthly assessments as needed, lab notebooks and reports, assignment grades and or rubrics from virtual labs through Discovery Education.
3	Providing engaging and Real World experiences	Inquiry based activities, Quadrant D lesson plans, Virtual labs	Science Teachers, literacy coaches, Administration	Inquiry Lesson Planning (Dr. Chew), Science Notebooks	Discovery Education, Classroom Assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Literacy Teams using T.H.I.E.V.E.S. model of examining non-fiction reading materials that are specifically applicable to science.	School-wide	Jawanda Dove and the reading teachers	School wide participation	Monthly meetings	Teachers will take turns being recorders of the meeting's agenda, roster and accomplishments.	Principal and Assistant Principals
Quadrant D higher order thinking skills reflected in lesson plans	School wide-grades 7 & 8	Kim Gridley, assistant principal	School wide participation	Teachers will work together on the professional development days of 9/27/12 & 9/28/12 but will follow up during monthly department meetings.	Teachers will take turns being recorders of the meeting's agenda, roster and accomplishments. Teachers will submit a collaborative Quadrant D style lesson plan.	Kim Gridley, assistant principal

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Science Supplies	Frey	School Budget	\$2,788.00
			Subtotal: \$2,788.00
			Grand Total: \$2,788.00

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 percentage of students who score a level 4.0 or higher on the writing test will increase by one percentage point.

2012 Current Level of Performance:	2013 Expected Level of Performance:
83% (445 tested)	85%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack knowledge/skills necessary to write using visual imagery, strong vocabulary and higher level organizational transitions.	Teachers will model writing techniques. Students will participate in syntactic imitation exercises. Large group, small group, and individual conferencing will take place.	Language Arts Teachers Principal, Assistant Principal	Periodic writing pieces that are assessed for skills taught by the language arts teachers.	Portfolio Assessments
2	Content and Development and Organization are the weakest areas of student writing.	Use of computer based program to assess areas of writing.	Language Arts Teachers	Students will respond to a prompt using My Access Program. One on one tutorials and classroom instruction will be used to address individual and group writing strategies needed to be successful writers.	My Access-computer-based program.
3	Content and Development and Organization are the weakest areas of student writing.	Writing across the curriculum will take place in all academic and elective content areas.	Principal Assistant Principal Language Arts Teachers	Periodic reviews of summary point writing and responding to a prompt in the content areas.	Use of the 6 point writing rubric.
4	Conventions are now being tested and have not previously been stressed.	Teachers are now incorporating grammar and mechanics into their lessons.	Language Arts Teachers Principal, Assistant Principal	Students will respond to a prompt using My Access Program. One on one tutorials and classroom instruction will be used to address individual and group writing strategies while incorporating conventions.	My Access-computer-based program.
5	Conventions are now being tested and have not previously been stressed.	Teachers are now incorporating grammar and mechanics into their lessons.	Language Arts Teachers Principal, Assistant Principal	Students will respond to a prompt using My Access Program. One on one tutorials and classroom instruction will be used to address individual and group writing strategies while incorporating conventions.	My Access-computer-based program.

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:	Students will continue to make learning gains despite the limitations of their disabilities.
2012 Current Level of Performance:	2013 Expected Level of Performance:
83.3%	85%

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students with a variety of physical, mental and emotional challenges struggle to perform well on standardized tests.	Small group instruction in self-contained classes. IEP's that address the student's individual needs. Interventions from occupational, speech and physical therapists as needed. Use of paraprofessionals in the classroom for added support.	ESE teachers Principal and Assistant Principals	Annual IEP review with all stakeholders involved in the child's well being and academic development.	IEP annual goals. Florida Alternative Assessment.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Literacy Teams using T.H.I.E.V.E.S. model of examining non-fiction reading materials.	School wide	Jawanda Dove and all reading teachers	School wide participation	Monthly meetings	Teachers will take turns being recorders of the meeting's agenda, roster and accomplishments.	Principal and Assistant Principals
Quadrant D higher order thinking skills reflected in lesson plans	School wide participation	Kim Gridley, assistant principal	School wide participation	Teachers will work together on the professional development days of 9/27/12 & 9/28/12 but will follow up during monthly department meetings.	Teachers will take turns being recorders of the meeting's agenda, roster and accomplishments. Teachers will submit a collaborative Quadrant D style lesson plan.	Kim Gridley, assistant principal

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Writing	Triumph Learning	School Budget	\$3,358.00
			Subtotal: \$3,358.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Writing	My Access	School Budget	\$8,500.00
			Subtotal: \$8,500.00
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
Writing Assessment Materials	Curriculum	School Budget	\$2,800.00
			Subtotal: \$2,800.00
			Grand Total: \$14,658.00

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:	Students will demonstrate proficiency on the field test for Civics in the 2012-2013 school year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Civics has not been taught before in Flagler County and therefore there is no data for 2012.	60% of our students will achieve a Level 3 or above in Civics.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are not always successful in implementing higher order thinking skills	Implementation of Quadrant D Learning Strategies through collegial conversations; professional development days and cooperative planning	Principal and Assistant Principals	Lesson Plans	Teacher evaluation process
2	Students do not always incorporate proper reading strategies in various subject areas.	Implementation of Literacy Teams across the curriculum. Common planning times and monthly literacy meetings.	Principal and Assistant Principals	Lesson Plans	Teacher evaluation process
3	Teaching strategies are sometimes diversified and not aligned across grade levels or departments.	Use of Learning Focused lesson plan template as well as electronic submission of lesson plans. Common planning and monthly department meetings.	Principal and Assistant Principals	Lesson Plans	Teacher evaluation process
4	Students sometimes receive mixed and inconsistent messages from staff members.	Implementation of "The Big Three: Do what's right; Do your best; Treat others the way you wish to be treated as the climate and culture guide for the school.	All Staff Members	Decrease in the number of referrals. Increase in the number of positive rewards given.	Mid year and end of year data collected on referrals and suspensions.

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
Civics	FSBD	School Budget	\$35,317.00
			Subtotal: \$35,317.00
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

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 goal will be to increase the attendance rate by 1 percentage point and to decrease the number of students with excessive absences by 9 percentage points.			
2012 Current Attendance Rate:		2013 Expected Attendance Rate:			
95% (867)		96%			
2012 Current Number of Students with Excessive Absences (10 or more)		2013 Expected Number of Students with Excessive Absences (10 or more)			
79		70			
2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
18		15			
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	<p>1.1. The major barrier will be the lack of parental cooperation and understanding of the impact that absence have on their student's academic success.</p> <p>Parents taking their child out of school for fall, winter and spring vacations during teacher/student contact time.</p>	<p>1.1. Implementation of the school wide expectation. Implementation of the school wide management program with expectations clearly stated to all students, parents, faculty, staff and all shareholders, along with school wide consequences.</p> <p>Communication to all parents and guardians of students absent from school through the Flagler County messaging system.</p> <p>Communication with parents and students with excessive tardies and immediate consequences taken for</p>	<p>1.1. Ms. Becky Bernhard Ms. Linda James Guidance: Ms. Wendy Hutcheson Ms. Brittany Longhway</p>	<p>1.1. Skyward program along with the daily monitoring from our attendance clerk of the number of tardies each day and the number of excused or unexcused absences.</p> <p>Daily monitoring from the Dean's office for repeated tardies and proactive approach before excessive tardies become a problem.</p>	<p>1.1. Self-Assessment by attendance clerk as well as the desegregation of data to determine the trend.</p>

		tardies. Incentive for attendance and students meeting expectations for school start times and class times. Big "3" Celebration Certificates of Recognition			
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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
No Data Submitted						

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Tardy System	TimeSaver	School Budget	\$885.00
			Subtotal: \$885.00
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: \$885.00

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:	Indian Trails goal is to be proactive, educate not eliminate, communicate the school wide expectations on a daily basis, share rewards and communicate consequences. We will maintain communication with parent meetings and phone calls. Positive reinforcement will be implemented for all students from week to week. 1. Goal: Establish a climate and culture that fosters a desire to continue to be an active positive place in the classroom. 2. Goal: Provide interventions to address students' behavior. Behavior is addressed, corrected ad the student is placed back into the classroom.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
229	206
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
137	123
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
332	299
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
178	160

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. New standards, expectations and enforcement of such standards and expectations have been established for the 2012-2013 school year. Enforcement of the school wide expectations which set the standard of school wide safety and providing and environment conducive to learning.	1.1. Implementation of the RtI/PBS philosophy along with the Mustang Culture and Climate philosophy. All shareholders have a school wide expectation, sharing one common language. School wide presentation to all students during the first five days of school of the school wide expectations. School wide message shared daily in all areas of school wide expectation of the Big "3" Do what is right, Do your best and Treat others the way you want to be treated.	1.1. Mr. Vernon Orndorff Mr. Paul Peacock Ms Kim Gridley Mr. Justin Cronk Ms. Sue Agostino	1.1. Daily monitoring from all shareholders within the school system. Daily input of data into the Skyward Discipline and desegregated data on areas of concern. Monthly meetings and review of data from RtI/PBS team.	1.1. Desegregation of data from the Skyward data program. Assessment with monthly meetings from our MTSS/PBS Indian Trails Team.

		<p>Continues reward system to reinforce positive behavior. Being proactive and not reactive.</p> <p>Reinforcement of positive rapport with students, communication among parents and guardian.</p> <p>Involvement of the SAC committee with the PBS system for positive reinforcement of expectations.</p> <p>The school wide expectation is to establish a culture and climate for all students to have the opportunity to experience a successful 21st century academic experience.</p>			
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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
MTSS meetings to monitor student behavior	School wide	Mr. Orndorff, Principal	Leadership Team	Monthly progress meetings	MTSS reports on selected students	Discipline office

Suspension Budget:

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

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Parent Involvement					
Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>		We will increase existing parent involvement in students' academic performance.			
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
25%		35%			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Parents unavailable during the school day.	1. Evening meetings including: beginning of the year curriculum night mid year electives night/book fair spring FCAT information night	Principal Assistant Principal	Number of participating families at these events	Parent sign in sheets
2	1. Parents unavailable during the school day.	SAC meetings held in the evenings PTO-Parents and Teachers Online	SAC Chair PTO Coordinator	Participation at SAC meetings Participation in PTO sponsored activities	SAC attendance sheet PTO roster and volunteer hours log
3	3. Students of this age are not always forthcoming about the day's events and notes sent home.	Increase communication through email, teacher websites, school website, district website, periodic phone master calls to home, teacher generated "good" phone calls	Principal Assistant Principal Teachers District and School Technology Personnel	Distribute communication survey near the end of the year through a variety of channels-email, web page, hard copy sent with students	Tally of survey results and number of surveys returned.
4		An Evening with Administration: Question/Answer Session			

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
Student Planners	Pride Enterprises	School Budget	\$2,127.00
			Subtotal: \$2,127.00
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: \$2,127.00

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:		Not applicable. We do not have a STEM class at this time.		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

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

STEM Budget:

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. CTE CTE Goal #1:			The goal of the CTE class is to increase enrollment in order to better prepare students for college and careers.		
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 number of electives	Students can take courses online.	Guidance Counselors	Determination if enrollment numbers increase.	Exit surveys at semester's end as well as overall enrollment numbers.

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

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

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

CTE Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Spanish	FSBD	School Budget	\$1,333.00
Speech	Linguistic Systems	School Budget	\$1,043.00
Business	BE Publishing	School Budget	\$2,588.00
			Subtotal: \$4,964.00
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: \$4,964.00

End of CTE Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Reading	Triumph Learning	School Budget	\$721.00
Reading	Reading	Voyager	School Budget	\$3,892.00
Reading	Reading	Curriculum Associates	School Budget	\$8,696.00
Reading	Reading	FSBD	School Budget	\$3,892.00
Mathematics	Math	FSBD	School Budget	\$1,282.00
Mathematics	Math	Independent Stationers	School Budget	\$1,000.00
Writing	Writing	Triumph Learning	School Budget	\$3,358.00
Civics	Civics	FSBD	School Budget	\$35,317.00
Parent Involvement	Student Planners	Pride Enterprises	School Budget	\$2,127.00
CTE	Spanish	FSBD	School Budget	\$1,333.00
CTE	Speech	Linguistic Systems	School Budget	\$1,043.00
CTE	Business	BE Publishing	School Budget	\$2,588.00
				Subtotal: \$65,249.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Language Arts	Successmaker	School Budget	\$1,235.00
Writing	Writing	My Access	School Budget	\$8,500.00
Attendance	Tardy System	TimeSaver	School Budget	\$885.00
				Subtotal: \$10,620.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Science	Science Supplies	Frey	School Budget	\$2,788.00
Writing	Writing Assessment Materials	Curriculum	School Budget	\$2,800.00
				Subtotal: \$5,588.00
				Grand Total: \$81,457.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

No Attachment (Uploaded on 10/4/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately

balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.

✓ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Fund balance from the previous year is \$9,140. We project that we will receive approximately \$675.00 from the allocation approved from the A+ money. These funds will be used for various teacher requests/proposals. Each request will be assessed and voted on by the committee on an individual basis.	\$2,000.00

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

The primary function of the SAC Council is to advise the principal on decisions that will support the education and well being of the students. This group also communicates the needs of students, parents, and teachers to the administration. It is an avenue where everyone's voice can be heard. This includes students, teachers, parents, and community members. Finally, the SAC council supports the education of the students.

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

Flagler School District INDIAN TRAILS MIDDLE SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	73%	78%	89%	60%	300	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	62%	77%			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?	69% (YES)	76% (YES)			145	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					584	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Flagler School District INDIAN TRAILS MIDDLE SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	72%	76%	93%	57%	298	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	65%	84%			149	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	71% (YES)	86% (YES)			157	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					604	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested