FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: NORLAND MIDDLE SCHOOL

District Name: Dade

Principal: Ronald Redmon

SAC Chair: Dudley Parker

Superintendent: Alberto M. Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/15/2012

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	Ronald Redmon	Political Science MG Social Science Educational Leadership	1	7	'12 '11 '10 '09 '08 School Grade C A C B D High Standards Rdg 42 56 41 38 49 High Standards Math 41 84 77 74 46 Lrng Gains-Rdg 66 56 48 59 52 Lrng Gains-Math 60 83 76 83 65 Gains-Rdg-25% 76 55 71 65 53 Gains-Math-25% 64 76 71 84 63
Assis Principal	John Nathan	Math Educational Leadership	9	21	'12 '11 '10 '09 '08 School Grade C C C C C High Standards Rdg 42 51 50 47 50 High Standards Math 41 52 46 41 43 Lrng Gains-Rdg 66 59 63 61 57 Lrng Gains-Math 60 62 67 63 63 Gains-Rdg-25% 76 68 69 77 66 Gains-Math-25% 64 70 70 72 62
Assis Principal	Eliut Villalba	ESOL K-12 Administration Supervision Educational Leadership	1	1	'12 '11 '10 '09 '08 School Grade C C D B B High Standards Rdg 42 54 43 50 45 High Standards Math 41 80 51 60 63 Lrng Gains-Rdg 66 50 53 64 60 Lrng Gains-Math 60 79 61 72 80 Gains-Rdg-25% 76 46 59 72 64

					Gains-Math-25% 64 69 67 75 66

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	Kim Martinetti	Elementary Education Reading MG English	1	12	'12 '11 '10 '09 '08 School Grade C C C A C High Standards Rdg 42 19 16 76 60 High Standards Math 41 51 48 80 43 Lrng Gains-Rdg 66 41 33 71 57 Lrng Gains-Math 60 60 39 64 63 Gains-Rdg-25% 76 55 46 61 66 Gains-Math-25% 64 69 55 58 62

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. Professional Development Workshop	Principal	ongoing	
2	2. Interns	Assistant Principals	ongoing	

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
0% (0)	

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
46	0.0%(0)	13.0%(6)	43.5%(20)	43.5%(20)	60.9%(28)	71.7%(33)	8.7%(4)	4.3%(2)	8.7%(4)

Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
No data submitted			

ADDITIONAL REQUIREMENTS

Coordination and Integration

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

Title I, Part A

Title I, Part A
Services are provided to ensure students requiring additional remediation are assisted through after- school programs, Saturday Academy, or summer school. Staff professional development needs are required. The Reading Coach develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. She identifies systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk"; assists in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school wide program include an extensive Parental Program; Supplemental Educational Services; and special support services to special needs populations such as neglected and delinquent students. ST2 schools are provided with the support from a Professional Development Curriculum Support Specialist which is funded from Title I, part A funds. ST2 is a state approved MTSS/RtI model for middle schools.

Title I, Part C- Migrant

N/A

Title I, Part D

Title I, Part D
Services are provided to ensure students requiring additional remediation are assisted through after-school programs or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to secondary students. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school wide program include an extensive Parental Program; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students. In addition to training to certify qualified mentors for the New Teacher (MINT) Program, training for add on endorsement programs, such as Reading, Gifted, ESOL, training and substitute release time for Professional Development Liaisons (PDL) at each school, focusing on Professional Learning Communities (PLC) development and facilitation, as well as Lesson Study Group, implementation and protocols.

Title II

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

Title III

Title III
Norland Middle School will utilize services that are provided through the district for education materials and ELL district support services to improve the quality of education of immigrant and English Language Learners.

Title X- Homeless

Norland Middle School will utilize the District Homeless Social Worker to ensure resources (clothing, school supplies, social services referrals) are provided for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

Supplemental Academic Instruction (SAI)
This school will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.
Norland Middle School will utilize SAI funds will be coordinated with Title I funds to provide summer school for Level 1 readers.
SAI funds will be utilized to provide Saturday Academy for Levels 1 and 2 students.

Violence Prevention Programs

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

Nutrition Programs

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

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

Career and Technical Education
Norland Middle School promotes Career Pathways and Programs of Study students will become academy program completers and have a better understanding and appreciation of the post-secondary opportunities available and a plan for how to acquire the skills necessary to take advance of those opportunities. Articulation agreements allow students to earn college and post-secondary technical credits in high school provides more opportunities for students to complete 2 and 4 year post-secondary degrees. Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and Industry certifications. Readiness for post-secondary will strengthen with the integration of academic and career technical components and a coherent sequence of courses. With the utilization of a college curriculum, students are given opportunities to contemplate post-secondary opportunities, exposed to the various post-secondary settings, visit local colleges, and partake in lectures offered by college-level guest speakers.
Norland Middle School's Fine Arts Magnet Program concentrates on careers and offers a post-secondary curriculum in the chosen discipline in order to recruit and maintain excellent students. In addition, Norland Middle thru the vocational courses offered, prepares the students to participate in the Future Business Leaders of America State Leadership Competitions.

Job Training

Parental
Involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services. Increase parental engagement/involvement through developing (with on-going parental input) our Title I School-Parent Compact (for each student); our school's Title I Parental Involvement Policy; scheduling the Title I Orientation Meeting (Open House); and other documents/activities necessary in order to comply with dissemination and reporting requirements. Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedule as part of our goal to empower parents and build their capacity for involvement. Complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities.

Report (FM-6913 03-07), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118. Confidential "as-needed services" will be provided to any students in the school in "homeless situations" as applicable. Additional academic and support services will be provided to students and families of the Migrant population as applicable.

Health Connect in Our Schools
• Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds.
• HCiOS services will reduce or eliminate barriers to care, connect eligible students with health insurance and a medical home, and provide care for students who are not eligible for other services.
• HCiOS will deliver coordinated social work and mental/behavioral health interventions in a timely manner.
• HCiOS will enhance the health education activities provided by the schools and by the health department. HCiOS will assure all students receive health education.

HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

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

1. MTSS/RtI leadership is vital, therefore, the following are members of the MTSS/RtI team:
• Administrators (Principal, Assistant Principals) who will ensure commitment and allocate resources;
• Department Chairs (Reading, Language Arts, Mathematics, Science, Social Studies, Fine Arts and Vocational) and Reading Coach who share the common goal of improving instruction for all students; and
• Team members (Professional Development Liaison, Counselor, Trust Counselor and UTD Stewart) who will work to build staff support, internal capacity, and sustainability over time.

2. The school's MTSS/RtI Leadership Team will include additional personnel as resources to the team, based on specific problems or concerns as warranted, such as:
• School reading, math, science, and behavior specialists
• Special education personnel
• School guidance counselor
• School psychologist
• School social worker
• Member of advisory group
• Community stakeholders

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

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

The MTSS/RtI Leadership Team will:
1. Monitor academic and behavior data evaluating progress by addressing the following important questions:
• What will all students learn? (curriculum based on standards)
• How will we determine if the students have learned? (common assessments)
• How will we respond when students have not learned? (Response to Intervention problem-solving process and monitoring progress of interventions)
• How will we respond when students have learned or already know? (enrichment opportunities).

2. Gather and analyze data to determine professional development for faculty as indicated by student intervention and achievement needs.

3. Hold regular team meetings.

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

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

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

7. Assist with monitoring and responding to the needs of subgroups within the expectations for adequate yearly progress.

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?

1. The MTSS/RtI Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis.
2. The MTSS/RtI Leadership Team will monitor the fidelity of the delivery of instruction and intervention.
3. The MTSS/RtI Leadership Team will provide levels of support and interventions to students based on data.

MTSS Implementation

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

1. Data will be used to guide instructional decisions and system procedures for all
students to:
• adjust the delivery of curriculum and instruction to meet the specific needs of students
• adjust the delivery of behavior management system by; implementing school-wide behavioral policies, expectations and processes, using data to design, implement and monitor behavioral interventions, increase academic engagement and motivation to learn and create a safe and positive school climate.
• adjust the allocation of school-based resources
• drive decisions regarding targeted professional development
• create student growth trajectories in order to identify and develop interventions

2. Managed data will include:
Academic
• FAIR assessment through PMRN
• Baseline and Interim assessments through Edusoft
• State/Local Math and Science assessments
• FCAT 2.0
• Student grades
• School site specific assessments
Behavior
• Student At Risk Profile Report (T-0515P71-01)
• Student Case Management (SCM) Reports
• Detentions
• Suspensions/Expulsions Reports
• Referrals by student behavior, staff behavior, and administrative context
• Truancy Reports
• School Climate Survey
• Course Failures
• Conduct Grades
• Team climate surveys
• Attendance Reports

Referrals to special education programs

Describe the plan to train staff on MTSS.

The district professional development and support will include:
1. training for all administrators in the RtI problem solving, data analysis process;
2. providing support for school staff to understand basic RtI principles and procedures; and
3. providing a network of ongoing support for RtI organized through feeder patterns.

Describe the plan to support MTSS.

The Plan to support the implementation of MTSS will include:
1. Modeling a problem-solving process: understands the 4-step process and uses the process to guide staff problem solving.
2. Communicating and reinforcing the expectation for data-based decision-making: guiding the school staff to frame their decisions within the context of student or other relevant data.
3. Communicating and reinforcing the expectation that all Tier 2/3 services will integrate Tier 1 standards for performance, instructional materials and practices to facilitate the transfer of student performance from Tiers 2/3 to Tier 1.
4. Schedules "Data Chats" throughout the year to ensure that instruction/interventions are informed by student data.
5. Facilitate the development of instructional schedules based upon student needs.
6. Ensure that instructional/intervention support is provided to all staff.
7. Ensure that instruction/intervention "sufficiency" and the documentation of that sufficiency occur for all students receiving Tiers 2/3 support.
8. Establish a system of communicating student outcomes across the professional staff and with students and their parents (Data Chats).
9. Create frequent opportunities to celebrate and communicate success.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Principal – Robert Redmon
Assistant Principal of Curriculum – John Nathan
Assistant Principal – Eliut Villalba
Reading Coach – Kim Martinetti
Language Arts Department Chair – Georvonia Robinson-Bailey
Social Studies Department Chair – Sasha Jabouin
Math Department Chair – Dudley Parker
Science Department Chair – Alfonso Livingston
Special Education Department – Trecia Rolle
Fine Arts Department Chair – Maribel Trujillo-Fruitstone
Electives Department Chair – Merline Shields
Student Services Department Chair – Chandra Stephens

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

The LLT will monitor collection and utilization of assessment data, including progress monitoring data (FAIR Assessments), District interim assessment data, observational data, and in-program assessment data. Progress monitoring and interim data will be collected a minimum of three times per year. Observational data is collected daily via principal classroom walkthroughs. In-program assessments will be administered as the program dictates (weekly or monthly). This data will be used to determine intervention and support needs of students by:
• participating in the Data Analysis Team meetings after each FAIR assessment period;
• analyzing the progress monitoring data with reading coach;
• directing the reading coach to meet with grade level/departments to review their progress monitoring (FAIR) data
• monitoring that the reading coach uses the data to differentiate teachers support as evidenced by the coach's log and classroom visitations; and
• monitoring the teacher's use of data driven instruction during classroom visitations

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

The LLT will cultivate the vision for increased school-wide literacy across all content areas by being active participants in all LLT meetings and activities. The LLT will provide necessary resources to the instructional staff. The coach will share his/her

expertise in reading instruction, and assessment and observational data to assist the team in making instructional and programmatic decisions. In addition, the LLT will provide motivation and promote a spirit of collaboration within the departments to create a school-wide focus on literacy and reading achievement. Establishing model classrooms; conferencing with teachers and administrators; and providing professional development will guarantee fidelity of implementation of the K-12 CRRP.

Public School Choice

Supplemental Educational Services (SES) Notification
View uploaded file (Uploaded on 10/15/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

NA

*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.

Grade level teachers will meet weekly during team and department meetings to determine the areas of students' strengths and weaknesses as demonstrated by class work assignments and assessment results. Lesson plans will be created for differentiated instruction, which provides lessons for all levels of students, below mastery, at mastery, and above mastery. Teachers will also meet monthly during Professional Learning Communities to share best practice and resources. The results of the interim assessments will also allow for collaboration of lesson plans and instructional delivery which will be aligned across grade levels and subject areas. Focus lessons will be provided by the instructional coaches and department chairpersons for each subject area based on a review of previous state, district, and school produced assessments where students were struggling. The 5 to 10 minute focus lessons will be taught at the beginning of each class period. The focus lessons will be aligned to the Benchmarks and standards for each subject area and cover those Benchmarks that are annually assessed on the FCAT. Reading, math, and science teachers will teach the focus lesson that correlates with their subject area. Elective and social studies teachers will also teach focus lessons adopting the tested discipline(s) that is relative to their subject.

*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?

NA

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?

NA

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

NA

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The results of the 2012 FCAT 2.0 Reading Test indicate that 27% of the students scored Level 3. Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency from 27% percentage points to 33% percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (198)	33% (242)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 FCAT 2.0 Reading Test was Informational Text/Research Process. Students need additional support in Reading Application.	During reading activities, the instructional strategies (reciprocal teaching, opinion-proofs, question-and-answer relationships, and summarization skills) will be implemented to help students build stronger arguments to support their answers by locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions.	The Literacy Leadership team along with MTSS/RtI team will be responsible for the monitoring of the implementation of the identified strategies.	Ongoing classroom assessments focusing on students' knowledge of assessing, organizing, synthesizing, and evaluating the validity and reliability of information in text.	Formative Mini-assessments, District assessments, Reading Plus, Accelerated Reader, and Reports from EduSoft, FCAT Explorer, Riverdeep, Compass Learning Odyssey, and Discovery Education Summative 2013 FCAT 2.0 Reading Assessment

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

Problem-Solving Process to Increase Student Achievement	

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The results of the 2012 FCAT 2.0 Reading Test indicate that 15% of our students scored a Level 4 or 5. Our goal for the 2012-2013 school year is to maintain achievement above proficiency and provide enrichment opportunities to increase the percentage of students scoring above proficiency from 15% percentage points to 17% percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
15% (107)	17% (125)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area which showed substantial levels of proficiency and would require students to maintain or improve performance as noted on the 2012 administration of the FCAT 2.0 Reading Test Reporting Category Informational Text/Research Process.	2a.1. Enhance classroom instruction with the utilization of technology–based programs such as Reading Plus, Accelerated Reader and FCAT Explorer in accordance with District pacing guide.	2a.1. The Literacy Leadership team along with MTSS/RtI team will be responsible for the monitoring of the implementation of the identified strategies.	2a.1. Ongoing classroom assessments/observations focusing on student's ability to complete assignments as teacher become facilitator guiding students to become independent learners. Reports from technology-based programs will be reviewed and modifications made as necessary. Principal to teacher data chats will be conducted followed by teacher to student data chats.	2a.1. Formative Mini-assessments, District assessments and Reports from Reading Plus, Accelerated Reader, Edusoft, FCAT Explorer, Compass Learning Odyssey, and Discovery Education Summative 2013 FCAT 2.0 Reading Assessment Summative 2012 FCAT 2.0 Reading Assessment

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

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The results of the 2012 FCAT 2.0 Reading Test indicate that 66% of our students made overall gains. Our goal for the 2012-2013 school year is to maintain achievement above proficiency and provide enrichment opportunities to increase the percentage of students scoring above proficiency from 5% percentage points to 71% percentage points
2012 Current Level of Performance:	2013 Expected Level of Performance:
66% (441)	71% (475)

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	3a.1. The 2012 FCAT 2.0 Reading Test identified Literary Analysis: Fiction/Non-Fiction as the weakest area.	3a.1. During reading activities, the instructional strategies (reciprocal teaching, opinion-proofs, question-and-answer relationships, and summarization skills) will be implemented to help students build stronger arguments to support their answers by locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions. Implementation of Reading Plus program to reinforce skills in accordance with District pacing guide.	3a.1. The Literacy Leadership team along with MTSS/RtI team will be responsible for the monitoring of the implementation of the identified strategies.	Review Reading Plus reports to ensure students are making adequate progress.	3a.1. Formative Mini-assessments, District assessments and Reports from FAIR, FCAT Explorer, Reading Plus, Voyager, Compass Learning Odyssey, and Discovery Education Summative 2013 FCAT 2.0 Reading Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

	Problem-Solving Process to Increase Student Achievement			

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The results of the 2012 FCAT 2.0 Reading Test indicate that 76% of our students made Learning Gains. Our goal for the 2012-2013 school year is to provide appropriate interventions, remediation and enrichment opportunities to increase the number of students making learning gains from 76% percentage points to 81% percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
76% (133)	81% (142)

	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	4a.1. The area of deficiency as noted on the 2012 FCAT 2.0 Reading Test was Informational Text/Research Process. Students need additional support in Reading Application. Tutoring opportunities were limited to Saturday Academy only.	4a.1. During reading activities, the instructional strategies (reciprocal teaching, opinion-proofs, question-and-answer relationships, and summarization skills) will be implemented to help students build stronger arguments to support their answers by locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions. Tutoring after school 4 times per week utilizing Research-Based supplemental material in accordance with District pacing guide.	4a.1. The Literacy Leadership Team along with MTSS/RtI team will be responsible for the monitoring of the implementation of the identified strategies.	4a.1. Ongoing classroom assessments focusing on students' knowledge of assessing, organizing, synthesizing, and evaluating the validity and reliability of information in text. Review formative assessment data reports to ensure progress is being made and adjust as needed. The Department Chair, Reading Coach, Literacy Team will assist teachers with ongoing data chats with students.	4.1. Formative Mini-assessments, District assessments and Reports from EduSoft, FAIR, FCAT Explorer, Reading Plus, Riverdeep, Voyager, Compass Learning Odyssey, and Discovery Education Summative 2013 FCAT 2.0 Reading Assessment

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

Reading Goal #

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	5A :	The results of the 2012 FCAT 2.0 Reading Test indicate that 42% of the students scored Level 3 or above. Our goal is to reduce the achievement gap by 50% within six school years.

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	49	58	62	66	70	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	The results of the 2012 FCAT 2.0 Reading Test indicates that 42% of our Black subgroup and 55% of our Hispanic subgroup made satisfactory progress. Our goal for the 2012-2013 school year is to provide appropriate interventions and remediation to increase the percent of students in the Black and Hispanic subgroups making learning gains
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black: 42% (295) Hispanic: 55% (13)	Black: 50% (352) Hispanic: 60% (14)

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 FCAT 2.0 Reading Test was Informational Text/Research Process. Students need additional support in Reading Application. Students need additional support in assessing, organizing, synthesizing, and evaluating the validity and reliability of information in text. Tutoring opportunities were limited to Saturday Academy only.	Identify Level 2 and 3 students, place in appropriate interventions, and monitor student progress using data. During reading activities, the instructional strategies (reciprocal teaching, opinion-proofs, question-and-answer relationships, and summarization skills) will be implemented to help students build stronger arguments to support their answers by locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions.	The Literacy Leadership team along with MTSS/RtI team will be responsible for the monitoring of the implementation of the identified strategies.	MTSS/RtI Leadership Team will meet monthly to monitor student progress and the effectiveness of program delivery using data and via student work. Ongoing classroom assessments focusing on students' knowledge of assessing, organizing, synthesizing, and evaluating the validity and reliability of information in text. Review formative assessment data reports to ensure progress is being made and adjust as needed. The Department Chair, Reading Coach, Literacy Team will assist teachers with ongoing data chats with students.	Formative District assessments and Reports from EduSoft, Reading Plus, FAIR, FCAT Explorer, Riverdeep, Voyager, Compass Learning Odyssey, and Discovery Education Mini-assessments Summative 2013 FCAT 2.0 Reading Assessment

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	The results of the 2012 FCAT 2.0 Reading Test indicates that 16% of our ELL subgroup made satisfactory progress. Our goal for the 2012-2013 school year is to provide appropriate interventions and remediation to increase the percent of students in the ELL subgroup making learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:

	16% (4)		24% (6)		

		Problem-Solving Process to Increase Student Achievement			

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 FCAT 2.0 Reading Test was Informational Text/Research Process. Students need additional support in Reading Application. Tutoring opportunities were limited to Saturday Academy only.	During reading activities, the instructional strategies (reciprocal teaching, opinion-proofs, question-and-answer relationships, and summarization skills) will be implemented to help students build stronger arguments to support their answers by locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions. Tutoring after school 4 times per week utilizing Research-Based supplemental material in accordance with District pacing guide.	The Literacy Leadership team along with MTSS/RtI team will be responsible for the monitoring of the implementation of the identified strategies.	Ongoing classroom assessments focusing on students' knowledge of assessing, organizing, synthesizing, and evaluating the validity and reliability of information in text. Review formative assessment data reports to ensure progress is being made and adjust as needed. The Department Chair, Reading Coach, Literacy Team will assist teachers with ongoing data chats with students.	Formative Mini-assessments, District assessments and Reports from EduSoft, FAIR, FCAT Explorer, Reading Plus, Riverdeep, Voyager, Compass Learning Odyssey, and Discovery Education Summative 2013 FCAT 2.0 Reading Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

		Problem-Solving Process to Increase Student Achievement			

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 FCAT 2.0 Reading Test was Informational Text/Research Process. Students need additional support in Reading Application. Students need additional support in assessing, organizing, synthesizing, and evaluating the validity and reliability of information in text. Tutoring opportunities	Identify Level 2 and 3 students, place in appropriate interventions, and monitor student progress using data. During reading activities, the instructional strategies (reciprocal teaching, opinion-proofs, question-and-answer relationships, and summarization skills) will be implemented to help students build stronger arguments to support their answers by locating	The Literacy Leadership team along with MTSS/RtI team will be responsible for the monitoring of the implementation of the identified strategies.	MTSS/RtI Leadership Team will meet monthly to monitor student progress and the effectiveness of program delivery using data and via student work. Ongoing classroom assessments focusing on students' knowledge of assessing, organizing, synthesizing, and evaluating the validity and reliability of information in text.	Formative Mini-assessments, District assessments and Reports from EduSoft, Reading Plus, FAIR, FCAT Explorer, Riverdeep, Voyager, Compass Learning Odyssey, and Discovery Education Summative

					2013 FCAT 2.0 Reading Assessment
	were limited to Saturday Academy only.	and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions.			

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The results of the 2012 FCAT 2.0 Reading Test indicates that 41% of our ED subgroup made satisfactory progress. Our goal for the 2012-2013 school year is to provide appropriate interventions and remediations to increase the percent of students in the ELL subgroup making learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
41% (267)	49% (319)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 FCAT 2.0 in Reading Application. Students need additional support in assessing, organizing, synthesizing, and evaluating the validity and reliability of information in text.	Identify Tier 2 and 3 students, place in appropriate interventions, and monitor student progress using data. During reading activities, the instructional strategies (reciprocal teaching, opinion-proofs, question-and-answer relationships, and summarization skills) will be implemented to help students build stronger arguments to support their answers by locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions. Tutoring after school 4 times per week utilizing Research-Based supplemental material in accordance with District pacing guide.	The Literacy Leadership team along with MTSS/RtI team will be responsible for the monitoring of the implementation of the identified strategies.	MTSS/RtI Leadership Team will meet monthly to monitor student progress and the effectiveness of program delivery using data and via student work. Ongoing classroom assessments focusing on students' knowledge of assessing, organizing, synthesizing, and evaluating the validity and reliability of information in text.	Formative Mini-assessments, District assessments and Reports from EduSoft, Reading Plus, FAIR, FCAT Explorer, Riverdeep, Voyager, Compass Learning Odyssey, and Discovery Education Summative 2013 FCAT 2.0 Reading 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

Reading Plus	6-8	Company Facilitator	Core subject teachers	August 12, 2012 (Teacher Planning Day)	Mini-assessments	MTSS/RtI and Literacy Leadership Team
QZAB Houghton Miffin Harcourt Destination Series	6-8	Company Faciliatator	Language Arts/Reading Teachers	October 26, 2012 (Teacher Planning Day)and October 29, 2012 (In-class modeling)	Mini-assessments	MTSS/RtI and Literacy Leadership Team
FCAT 2.0 Item Specs	6-8	Reading Coach	Language Arts/Reading Teachers	October 25, 2012 (Early Release Day)	Mini-assessments and student folders	MTSS/RtI and Literacy Team

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
1.1, 2.1, 3.1, 4.1, 5B.1, 5E.1	Supplies	Title 1	$4,200.00
			Subtotal: $4,200.00
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
1.1 and 2.1	FCAT incentives for students	EESAC	$500.00
			Subtotal: $500.00
			Grand Total: $4,700.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	The results of the 2012 CELLA indicate that 58% of the students are proficient in Listening/Speaking. Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency.
2012 Current Percent of Students Proficient in listening/speaking:	
58% (15)	
Problem-Solving Process to Increase Student Achievement	

| | | | Person or | Process Used to | |

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	There is a need for a variation of ESOL strategies being effectively implemented.	1.1. During reading activities, the following ESOL Strategies will be implemented; thinking aloud, audiobooks, video/cd's, Heritage Language/English dictionary, summarizing/retelling and use of illustrations/diagrams to help students build stronger verbal communication and develop listening skills. In addition, technology will be infused into the students' curriculum utilizing the Imagine Learning Middle Grades and Achieve 3000 District programs.	1.1. The Literacy Leadership team along with MTSS/RtI team will be responsible for the monitoring of the implementation of the identified strategies.	Ongoing classroom assessments focusing on students' ability to communicate and articulate information in the English language. MTSS/RtI Leadership Team will meet monthly to monitor student progress and the effectiveness of program delivery using data reports and via student work.	.1. Formative Interim District assessments and Reports from EduSoft, Reading Plus, and weekly Achieve 3000 and Imagine Learning Middle Grades. Summative 2013 CELLA

Students read in English at grade level text in a manner similar to non-ELL students.	
2. Students scoring proficient in reading. CELLA Goal #2:	The results of the 2012 CELLA indicate that 58% of the students are proficient in Reading. Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency.

2012 Current Percent of Students Proficient in reading:
19% (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	A variation of ESOL strategies being effectively implemented during reading instruction is needed.	Utilize the Districts McDougal Interactive Reader and Writer with individual students for hands –on skill development. During reading activities, the following ESOL strategies will be implemented; using vocabulary with context clues, interactive word walls, use of task cards, visual organizers (charts/pictures/graphs), modeling, use of audio books/cd's, predications, and vary the complexity of assignments {differentiated instruction (DI)}will be implemented to help students build stronger reading comprehension skills while acquire the	The Literacy Leadership team along with MTSS/RtI team will be responsible for the monitoring of the implementation of the identified strategies.	Ongoing classroom assessments focusing on students' ability to communicate and apply reading comprehension skills being implemented. MTSS/RtI Leadership Team will meet monthly to monitor student progress and the effectiveness of program delivery using data reports and via student work.	Formative Interim District assessments and Reports from EduSoft, Reading Plus, and weekly Achieve 3000 and Imagine Learning Middle Grades. Summative 2013 CELLA

| | | English language. McDougal Interactive Reader.

In addition, technology will be infused into the students' curriculum utilizing the Imagine Learning Middle Grades and Achieve 3000 District programs. | | | |

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

| 3. Students scoring proficient in writing.

CELLA Goal #3: | The results of the 2012 CELLA indicate that 11% of the students are proficient in Writing. Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency. |

2012 Current Percent of Students Proficient in writing:

11% (3)

| 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	A variation of ESOL strategies being effectively implemented during the writing process is needed specifically in conventions and focus/support.	Utilize the Districts McDougal Interactive Reader and Writer with individual students for hands –on skill development. During writing activities the following ESOL Strategies will be implemented to develop students writing skills; word banks/vocabulary notebooks, note-taking/outlining notes, modeling, retelling and visual organizers. Writing rubrics will be utilized as a guide during writing instruction when students use a graphic organizer/plan to write a draft organized with a logical sequence of beginning, middle, and end while focusing on key vocabulary and proper sentence structure.	The Literacy Leadership team along with MTSS/RtI team will be responsible for the monitoring of the implementation of the identified strategies.	Administer and score students' bi-weekly writing prompts/exercises to monitor students' progress and address a specific writing element	Formative Interim District assessments and Reports from EduSoft, Reading Plus, and weeklyAchieve 3000 and Imagine Learning Middle Grades. Summative 2013 CELLA

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:	The results of the 2012 FCAT 2.0Mathematics Test indicate that 27% of our students scored Level 3. Our goal for the 2012-2013 school year is to increase the percentage of students achieving at or above proficiency by 7 percentage points to 34 %.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (202)	34% (250)

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	According to the results of the 2012 FCAT 2.0 Mathematics assessment, the area of greatest difficulty for students in Grade 6 was Reporting Category Geometry and Measurement.	1a.1. Increase the use of manipulatives and hands-on activities to reinforce math concepts and the use of SMART Board technology to provide students with a variety of measurement activities and interactive lessons. Utilize Computer Assisted Programs (CAP), including FCAT Explorer, Riverdeep, GIZMO and Compass Learning Odyssey during small group independent practice and in whole class math lab in accordance with District pacing guide.	Administration, Department Chairperson, and MTSS/RTI Team	Following the FCIM during department meetings results of biweekly assessments will be reviewed by teachers to ensure progress and adjust curriculum focus as needed. District Interim Data reports will be reviewed by EESAC at monthly meetings and adjustments to strategies made as needed.	Formative Bi-weekly assessments, District Interim Data Reports and CAP reports generated from FCAT Explorer, Riverdeep, Compass Learning Odyssey, GIZMO Summative 2013 FCAT 2.0 Mathematics Assessment
2	According to the results of the 2012 FCAT 2.0 Mathematics assessment, the area of greatest difficulty for students in Grade 7 was Reporting Category Geometry and Measurement.	1a.2. Increase the use of manipulatives and hands-on activities to reinforce math concepts and the use of SMART Board technology to provide students with a variety of measurement activities and interactive lessons. Utilize Computer Assisted Programs (CAP), including FCAT Explorer, Riverdeep, GIZMO and Compass Learning Odyssey during small group independent practice and in whole class math lab in accordance with District pacing guide.	Administration, Department Chairperson, and MTSS/RTI Team	Following the FCIM during department meetings results of biweekly assessments will be reviewed by teachers to ensure progress and adjust curriculum focus as needed. District Interim Data reports will be reviewed by EESAC at monthly meetings and adjustments to strategies made as needed.	Formative Bi-weekly assessments, District Interim Data Reports and CAP reports generated from FCAT Explorer, Riverdeep, Compass Learning Odyssey, GIZMO Summative 2013 FCAT 2.0 Mathematics Assessment
	1a.3. According to the results of the 2012 FCAT 2.0 Mathematics assessment, the area of greatest difficulty for students in	1a.3. Increase the use of manipulatives and hands-on activities to reinforce math concepts and the use of SMART Board technology to provide	Administration, Department Chairperson, and MTSS/RTI Team	Following the FCIM during department meetings results of biweekly assessments will be reviewed by teachers to ensure progress and	Formative Bi-weekly assessments, District Interim Data Reports and CAP reports

3	Grade 8 was Reporting Category Geometry and Measurement.	students with a variety of measurement activities and interactive lessons. Utilize Computer Assisted Programs (CAP), including FCAT Explorer, Riverdeep, GIZMO and Compass Learning Odyssey during small group independent practice and in whole class math lab in accordance with District pacing guide.		adjust curriculum focus as needed. District Interim Data reports will be reviewed by EESAC at monthly meetings and adjustments to strategies made as needed.	generated from FCAT Explorer, Riverdeep, Compass Learning Odyssey, GIZMO Summative 2013 FCAT 2.0 Mathematics Assessment

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

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

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

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	The results of the 2012 FCAT 2.0 Mathematics Test indicate that 12% of our students scored Level 4 or 5. Our goal for the 2012-2013 school year is to maintain achievement above proficiency and provide enrichment opportunities to increase the percentage of students scoring above proficiency by 3 percentage point to 15%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
12% (88)	15% (110)

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	The Level 4 & 5 students showed an area of deficiency as noted on the 2012 administration of the FCAT in the Reporting Category of Expressions, Equations	Students need practice with specifically translating verbal phrases into algebraic expressions (word problems). Continued use of Focus	Administration, Department Head, and MTSS/RTI Team	Following the FCIM during department meetings results of biweekly assessments will be reviewed by teachers to ensure progress and adjust curriculum focus	Formative Bi-weekly assessments, District Interim Data Reports and CAP reports generated from

| | 1 | and Functions.

Limited usage of technology-based software available to enhance instruction. | Achieves Assessment Resources and Inquiry-based lessons to promote authentic and rigorous student engagement.

Enhance the utilization of Computer Assisted Programs (CAP), including FCAT Explorer, Riverdeep, GIZMO and Compass Learning Odyssey during small group independent practice in accordance with District pacing guide.

Saturday Academy and after-school tutoring will also be offered for enrichment along with District wide Mathematics competitions such as Math Counts. | | as needed.
Review of student work folders.

District Interim Data reports will be reviewed by EESAC at monthly meetings and adjustments to strategies made as needed. | FCAT Explorer, Riverdeep, Compass Learning Odyssey, GIZMO

Summative 2013 FCAT 2.0 Mathematics Assessment |

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	The results of the 2012 FCAT 2.0 Mathematics Test indicate that 60% of our students made Learning Gains. Our goal for the 2012-2013 school year is to provide appropriate interventions, remediation and enrichment opportunities to increase the number of students making learning gains by 10 percentage points to 70%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
60% (398)	70% (465)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The lowest scoring area for Grades 6, 7 and 8 was in the Reporting Category of Geometry and Measurement. Limited access to manipulatives and limited usage of technology-based software available.	Opportunities to increase understanding of skills through hands-on experiences with grade-level appropriate number concepts, differentiated and tired activities, and the utilization of the computer lab time for students to ensure the usage of Computer Assisted Programs (CAP).	Administration, Department Head, and MTSS/RTI Team	Following the FCIM during department meetings results of biweekly assessments will be reviewed by teachers to ensure progress and adjust curriculum focus as needed. Review of student work folders. District Interim Data reports will be reviewed by EESAC at monthly meetings and adjustments to strategies made as needed.	Following the FCIM during department meetings results of biweekly assessments will be reviewed by teachers to ensure progress and adjust curriculum focus as needed. Review of student work folders. District Interim Data reports will be reviewed by EESAC at monthly meetings and adjustments to strategies made as needed.

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

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	The results of the 2012 FCAT 2.0 Mathematics Test indicate that 64% of the lowest 25% made Learning Gains. Our goal for the 2012-2013 school year is to provide appropriate interventions and remediation to increase the percent of students in the lowest 25% making learning gains by 5 percentage points to 69%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
64% (115)	69% (124)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The lowest scoring area for Grades 6, 7 and 8 was in the Reporting Category of Geometry and Measurement. Tutoring opportunities were limited to Saturday Academy and SES Providers.	Identify the lowest performing students and align the after school tutoring instruction to meet their needs 4 times per week utilizing researched -based supplemental materials and textbook resources. Provide meaning development through word problems solving strategies in real world context. Implement cooperative group learning as well as push-in tutoring	Administration, Department Head, and MTSS/RTI Team	Following the FCIM during department meetings results of biweekly assessments will be reviewed by teachers to ensure progress and adjust curriculum focus as needed. Review of student work folders. District Interim Data reports will be reviewed by EESAC at monthly meetings and adjustments to strategies made as needed.	Formative Bi-weekly assessments, District Interim Data Reports and CAP reports generated from FCAT Explorer, Riverdeep, Compass Learning Odyssey, GIZMO Summative 2013 FCAT 2.0 Mathematics Assessment

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Middle School Mathematics Goal # The results of the 2012 FCAT 2.0 Mathematics Test indicate that 39% of the students scored Level 3 or above. 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	49	58	62	66	70	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	The results of the 2012 FCAT 2.0 Mathematics Test indicate that 40% of the Black subgroup and 55% of our Hispanic subgroup made satisfactory progress. Our goal for the 2012-2013 school year is to provide appropriate interventions and remediation to increase the percent of making learning gains in the Black subgroup from 40 to 50 percentage points and the Hispanic subgroup from 55 to 60 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black: 40% (282) Hispanic: 55% (13)	Black: 50% (353) Hispanic: 60% (14)

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
	Black and Hispanic: The lowest scoring area for Grades 6, 7, 8 was in the Reporting Category of Geometry and Measurement. Appropriate and timely placement of students in interventions has been	5B.1. Identify lowest 35%, place in appropriate interventions (pull-out, push-in and computer lab) that tailor instruction based on mini-assessments and hands-on practice for students	Administration, Department Head, and MTSS/RTI Team	Following the FCIM during department meetings results of mini assessments will be reviewed by teachers to ensure progress and adjust curriculum focus as needed. Review of student work folders.	Formative mini assessments, District Interim Data Reports and CAP reports generated from FCAT Explorer, Riverdeep, Compass Learning Odyssey, GIZMO

1	an obstacle. Due to budgetary constraints pull-out programs started later in the year. Tutoring opportunities were limited to Saturday Academy and SES Providers.	utilizing technology and manipulatives, and monitor student progress using data. Provide teachers with training incorporating Compass Learning Odyssey resources into the instructional process to aid in differentiated instruction based on students' areas of weakness. Provide Saturday Academy as well as before and/or after-school tutorials.		District Interim Data reports will be reviewed by EESAC at monthly meetings and adjustments to strategies made as needed.	Summative 2013 FCAT 2.0 Mathematics Assessment

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	Formative mini assessments, District Interim Data Reports and CAP reports generated from FCAT Explorer, Riverdeep, Compass Learning Odyssey, GIZMO Summative 2013 FCAT 2.0 Mathematics Assessment
2012 Current Level of Performance:	2013 Expected Level of Performance:
16% (4)	39% (11)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The lowest scoring area for Grades 6, 7, 8 was in the Reporting Category of Geometry and Measurement. Appropriate and timely placement of students in interventions has been an obstacle. Due to budgetary constraints pull-out programs started later in the year. Tutoring opportunities were limited to Saturday Academy and SES Providers.	Identify lowest 35%, place in appropriate interventions (pull-out, push-in and computer lab) that tailor instruction based on mini-assessments and hands-on practice for students utilizing technology and manipulatives, and monitor student progress using data. Provide teachers with training incorporating Compass Learning Odyssey resources into the instructional process to aid in differentiated instruction based on students' areas of weakness. Provide Saturday Academy as well as before and/or after-school tutorials.	Administration, Department Head, and MTSS/RTI Team	Following the FCIM during department meetings results of mini assessments will be reviewed by teachers to ensure progress and adjust curriculum focus as needed. Review of student work folders. District Interim Data reports will be reviewed by EESAC at monthly meetings and adjustments to strategies made as needed.	Formative mini assessments, District Interim Data Reports and CAP reports generated from FCAT Explorer, Riverdeep, Compass Learning Odyssey, GIZMO Summative 2013 FCAT 2.0 Mathematics Assessment

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

	5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	The results of the 2012 FCAT 2.0 Mathematics Test indicate that 12% of the SWD subgroup and made satisfactory progress. Our goal for the 2012-2013 school year is to provide appropriate interventions and remediation to increase the percent of students in the ELL subgroup making learning gains by 12 percentage points to 38%.
	2012 Current Level of Performance:	2013 Expected Level of Performance:
	12% (6)	38% (19)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The lowest scoring area for Grades 6, 7, 8 was in the Reporting Category of Geometry and Measurement. Appropriate and timely placement of students in interventions has been an obstacle. Due to budgetary constraints pull-out programs started later in the year. Tutoring opportunities were limited to Saturday Academy and SES Providers.	Identify lowest 35%, place in appropriate interventions (pull-out, push-in and computer lab) that tailor instruction based on mini-assessments and hands-on practice for students utilizing technology and manipulatives, and monitor student progress using data. Provide teachers with training incorporating Compass Learning Odyssey resources into the instructional process to aid in differentiated instruction based on students' areas of weakness. Provide Saturday Academy as well as before and/or after-school tutorials.	Administration, Department Head, and MTSS/RTI Team	Following the FCIM during department meetings results of mini assessments will be reviewed by teachers to ensure progress and adjust curriculum focus as needed. Review of student work folders. District Interim Data reports will be reviewed by EESAC at monthly meetings and adjustments to strategies made as needed.	Formative mini assessments, District Interim Data Reports and CAP reports generated from FCAT Explorer, Riverdeep, Compass Learning Odyssey, GIZMO Summative 2013 FCAT 2.0 Mathematics Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	The results of the 2012 FCAT 2.0 Mathematics Test indicate that 40% of our Economically Disadvantaged subgroup made adequate yearly progress. Our goal for the 2012-2013 school year is to provide appropriate interventions and remediation to increase the percent of students in the Economically Disadvantaged subgroup making learning gains by 40 percentage points to 49%
2012 Current Level of Performance:	2013 Expected Level of Performance:
40% (261)	49% (319)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	The lowest scoring area	Identify lowest 35%,	Administration,	Following the FCIM during	Formative mini

| 1 | for Grade 6, 7, 8 was in the Reporting Category of Geometry and Measurement.

Appropriate and timely placement of students in interventions has been an obstacle.

Due to budgetary constraints pull-out programs started later in the year. Tutoring opportunities were limited to Saturday Academy and SES Providers. | place in appropriate interventions that tailor instruction based on mini-assessments and hands-on practice for students utilizing technology and manipulatives, and monitor student progress using data. | Department Head, and MTSS/RTI Team | department meetings results of mini assessments will be reviewed by teachers to ensure progress and adjust curriculum focus as needed.
Review of student work folders.

District Interim Data reports will be reviewed by EESAC at monthly meetings and adjustments to strategies made as needed. | assessments, District Interim Data Reports and CAP reports generated from FCAT Explorer, Riverdeep, Compass Learning Odyssey, GIZMO

Summative 2013 FCAT 2.0 Mathematics Assessment |

Algebra End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	The results of the 2012 Algebra 1 EOC indicate that 56% of our students scored Level 3 satisfactory progress. Our goal for the 2012-2013 school year is to maintain the percentage of students achieving at or above proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
56% (15)	56% (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	According to the results of the 2012 Algebra EOC assessments, the area of greatest difficulty for students was polynomials, rational expressions and equations.	Provide all students opportunities to explore and apply polynomials in the real-world. Provide additional practice in solving and graphing quadratic equations, both with and without technology, that involve real world applications. Utilize learning notebooks designed to increase student achievement.	Administration, Department Head, and MTSS/RTI Team	During department meetings results of biweekly assessments will be reviewed by teachers to ensure progress and adjust curriculum focus as needed. District Interim Data reports will be reviewed by EESAC at monthly meetings and adjustments to strategies made as needed.	Formative: Biweekly assessments and District Interim Data reports Summative: 2013 Algebra EOC 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:	
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	The results of the 2012 Algebra1 EOC indicate 41% of our students scored Level 4 or 5 satisfactory progress. Our goal for the 2012-2013 school year is to maintain the percentage of students achieving at or above proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:

41% (11)		41% (11)		

	Problem-Solving Process to Increase Student Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	According to the results of the 2012 Algebra EOC assessments, the area of greatest difficulty for Level 4 and 5 students was polynomials.	Provide all students opportunities to explore and apply polynomials in the real-world. Utilize learning notebooks designed to increase student achievement. Provide enrichment activities that include discovery learning activities using manipulatives.	Administration, Department Head, MTSS/RTI Team	Following the FCIM during department meetings results of biweekly assessments will be reviewed by teachers to ensure progress and adjust curriculum focus as needed. District Interim Data reports will be reviewed by EESAC at monthly meetings and adjustments to strategies made as needed.	Formative: Biweekly assessments and District Interim Data reports Summative: 2013 Algebra EOC assessment

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 # The results of the 2012 Algebra EOC indicate that 97% of our students scored Level 3 or above satisfactory progress. Our goal for the 2012-2013 school year is to maintain the percentage of students achieving at or above proficiency. 3A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	NA	97	97	97	97	

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. Algebra Goal #3B:	The results of the 2012 Algebra1 EOC indicate 40% of our Black subgroup made satisfactory progress. Our goal for the 2012-2013 school year is to provide appropriate interventions and remediation to increase the percent of students in the Black subgroup making learning gains by 40 percentage points to 49%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black: 40% (10)	Black: 50% (13)

	Problem-Solving Process to Increase Student Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	According to the results of the 2012 Algebra EOC assessments, the area of greatest difficulty for students was polynomials, rational expressions and	Provide all students opportunities to explore and apply polynomials in the real-world. Provide additional practice in solving and	Administration, Department Head, and MTSS/RTI Team	During department meetings results of biweekly assessments will be reviewed by teachers to ensure progress and adjust curriculum focus as needed.	Formative: Biweekly assessments and District Interim Data reports Summative: 2013

| 1 | equations. | graphing quadratic equations, both with and without technology, that involve real world applications.

Utilize learning notebooks designed to increase student achievement. | | District Interim Data reports will be reviewed by EESAC at monthly meetings and adjustments to strategies made as needed. | Algebra EOC assessment |

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:	

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

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

Geometry End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:	

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	

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

Problem-Solving Process to Increase Student Achievement

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

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

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

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

Problem-Solving Process to Increase Student Achievement

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

End of Geometry EOC Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Moving the Lowest 35%	6-8	Mathematics/ Science Dept. Chairs	Mathematics/Science	August 16, 2012 (Teacher Planning Day)	Mini-assessments and student work folders	Administration and Department Heads
FCAT 2.0 Item Specifications	6-8	Mathematics Dept. Chair	Mathematics	September 17, 2012 (Teacher Planning Day)	Mini-assessments and student work folders	Administration and Department Heads
Gizmo	6-8	Company Facilitator	Mathematics/Science	December 13, 2012 (Early Release)	Mini-assessments	Administration and Department Heads

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
1.1, 2.1, 3.1, 4.1, 5B.1, 5E.1	Supplies	Title I	$4,500.00
			Subtotal: $4,500.00
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
1.1 and 2.1	FCAT incentives for students	EESAC	$500.00
			Subtotal: $500.00
			Grand Total: $5,000.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	The results of the 2012 FCAT 2.0 Science Test indicate that 23% of our students scored Level 3.Our goal for the 2012-2013school year is to increase the percentage of students achieving at or above proficiency in science from 23% to 28%
2012 Current Level of Performance:	2013 Expected Level of Performance:
23% (59)	28% (73)

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Science Test was in the Reporting Category of nature of Science. The students need additional interventions in critical thinking and the opportunity to investigate and explain the interrelationships of humans and Earth's systems.	The lessons and instructional delivery methods are aligned across grade-levels. However, given that the students need additional instruction in critical thinking and scientific investigation, lessons will be broken into simpler forms to enhance student comprehension of science benchmarks in accordance with the focus calendar.	Administration, Department Head, and MTSS/RTI Team	The results of school-site assessment data and bi-weekly hands-on lab activities with science journal entries will be utilized to monitor students' progress.	Formative Mini-assessments; pre and post chapter tests; bi-weekly hands-on lab activities; and CAP generated reports from Edusoft, GIZMO, Discovery Education; and Quarterly Science Benchmark Assessments. Summative 2013 FCAT 2.0 Science Assessment

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

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

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	The results of the 2012 FCAT 2.0 Science Test indicate that 3% of our students scored Levels 4 or 5. Our goal is to increase the availability of enrichment opportunities in order to increase the number of students scoring at Levels 4 or 5.
2012 Current Level of Performance:	2013 Expected Level of Performance:
3% (9)	6% (15)

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Science Test was in the Reporting Category of Nature of Science. The students need additional interventions in critical thinking and the opportunity to investigate and explain the interrelationships of humans and Earth's systems. There are minimal classroom opportunities to accommodate enrichment activities in this area.	Identify students with FCAT Level 4 or 5 in Reading and Mathematics. Provide enrichment activities for these students to aid them in the design and development of projects that increase scientific thinking (Fairchild, MAST Weather Bus, Science Fair and SECME). Provide opportunities for inquiry- based activities, utilizing Explore Learning, FCAT Explorer, Discover Learning, Compass Learning-Odyssey and GIZMO that allow for the testing of hypotheses, data analysis, explanation of variables and experimental design, especially in the area of Earth and Space Science.	Administration, Department Head, and MTSS/RTI Team	Projects will be reviewed using a school-site developed rubric.	Formative Mini-assessments; pre and post chapter tests; bi-weekly hands-on lab activities; and CAP generated reports from Edusoft, GIZMO, Discovery Education; and Quarterly Science Benchmark Assessments. Summative 2013 FCAT 2.0 Science Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	
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
FCAT 2.0 Item Specifications	6-8	Science Dept. Chair	Science	September 17, 2012 (Teacher Planning Day)	Mini-assessmensts and student work folders	Administration and Department Head
Gizmo	6-8	Company Facilitator	Science/Mathematics	December 13, 2012 (Early Release)	Mini-assessments	Administration and Department Heads
Moving the Lowest 35%	6-8	Science/Mathematics Dept. Chairs	Science/Mathematics	August 16, 2012 (Teacher Planning Day)	Mini-assessments and student work folder	Administration and Department Heads

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
1.1 and 2.1	Supplies	Title 1	$4,500.00
			Subtotal: $4,500.00
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
1.1 and 2.1	FCAT Incentives for students	EESAC	$500.00
			Subtotal: $500.00
			Grand Total: $5,000.00

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	The results of the 2012 FCAT 2.0 Writing Test indicate that 65% of our students scored Level 3.0 and higher. Our goal is to increase the school goal of 65% percentage points to 69%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
65% (173)	69% (182)
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Writing Test was focus and elaboration in the area of informational/expository essays that contain at least three paragraphs and include a topic sentence, supporting details, and relevant information.	Writing rubrics will be utilized as a guide during writing instruction when students use a graphic organizer/plan to write a draft organized with a logical sequence of beginning, middle, and end, using supporting details, or providing facts and or opinions through (concrete examples, statistics, comparisons, real life examples, anecdotes, and amazing facts) to develop focus and elaboration. In addition, Write Wednesday a school wide initiative will be implemented weekly over live TV broadcast for all grade levels to improve writing skills. Also, Operation Write Now writing camp will be implemented for two weeks for all 8th graders before the 2013 FCAT 2.0 Writing assessment.	Administration, Reading Coach/ Language Arts Department Head	Administer and score students' monthly writing prompts to monitor students' progress and address a specific writing element.	Formative Students' scores on monthly writing assessments; District writing Pretest and Mid-Year; Writing FOLIO Assessments Summative 2013 FCAT 2.0 Writing Assessment

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

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

Professional Development (PD) aligned with Strategies through Professional Learning Community

(PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Writing Workshop/Writing Process	6-8	Reading Coach/L.A. Dept. Head	Language Arts/Reading	October 25, 2012 (Early Release)	Mini-assessments and student work folders	Administration and Department Head
Writing Workshop/Calibration/Exemplar Samples/Rubrics	6-8	L.A. Dept. Head	Language Arts	October 26, 2012 (Teacher Planning)	Student Writing Samples	Administration and Department Head
Writing Workshop	6-8	Language Arts	Language Arts	November 6, 2012 (Teacher Planning Day)	Mini-assessments and student work folders	Administration and Department Head

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
1.1	Supplies	Title 1	$4,500.00
			Subtotal: $4,500.00
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
1.1	FCAT incentives for students	EESAC	$500.00
			Subtotal: $500.00
			Grand Total: $5,000.00

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:	Our goal for the 2012-2013 school year is to establish the percentage of students achieving proficiency to match the Districts expected level of performance.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	10% (23)

	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	An anticipated barrier is the on-going common planning sessions for Civics teachers to ensure that the Civics curriculum is taught with fidelity and is paced so as to address all State and District Benchmarks and curricular requirements.	Institute regular on going planning sessions in the master schedule so teachers can more effectively utilize District-published lesson plans with assessments aligned to tested End of Course Exam Benchmarks to maximize opportunities for students to master tested content.

In addition, continued implementation of technology utilizing the Reading Plus and Exam View to enhance student achievement. | Administration, Reading Coach and Department Head | Following the FCIM during department meetings results of monthly targeted benchmark assessments (EduSoft Reports) develop from Exam View will be reviewed by Department and adjustments to strategies made as needed.

Reading Plus reports will be reviewed to continue to target individual student improvement | Formative: Monthly assessments (Exam View), Chapter/unit assessments, Reading Plus and Edusoft Reports

Summative: 2013 Civic End of Course 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:	
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

Project Citizen	7th grade Civics	District	7th grade Civics teachers	September 17, 2012	Department meeting to collaborate on implementation	Administration and Department Head
REading Plus	6-8	Companu Facilitator	Core subject teachers	August 16, 2012 (Teacher Planning Day)	Mini-assessments	MTSS/RtI and Literacy Leadership Team

Civics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
1.1 and 2.1	Reading Plus awards - Student incentives	Title 1	$300.00
			Subtotal: $300.00
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: $300.00

End of Civics Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	Our goal for the 2012-2013 school year is to increase attendance from 95.29% to 95.79% by minimizing absences due to illnesses and truancy, and to create a climate in our school where parents, students and faculty feel welcomed and appreciated. In addition, our goal for this year is to decrease the number of students with excessive absences (10 or more), and excessive tardiness (10 or more) by .5%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
95.29 (735)	95.79 (739)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
161	153

	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
	183	174

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	Truancy – limited increased by 0.35% due to incomplete student contact information and lack of parental support. 2012: 95.29% 2011: 95.64% 2010: 95.32%	1.1. Identify and refer students who may be developing pattern of non-attendance to the Truancy Child Study Team (TCST) for intervention services and update emergency contact cards.	1.1. Assistant Principal and Student Services Department	1.1. Weekly updates to administration by the TSCT and to entire faculty during faculty meetings..	1.1. TCST logs and attendance rosters
2	1.2 Students' illnesses have affected excused absences and tardiness; Excessive absences' = 161 students and Excessive Tardiness = 183 students.	1.2. Maintain a clean environment throughout the school. Teach and model healthy choices and prevention strategies.	1.2. Assistant Principal and Student Services Department	Weekly updates to administration by the TSCT and to entire faculty during faculty meetings.	TCST logs and attendance rosters

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

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

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

Attendance Budget:

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

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

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	Our goal for the 2012-2013 school year is to decrease the number of overall suspensions from 567 to 511.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
303	273
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
166	149
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
264	238
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
131	118

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The total number of indoor and outdoor suspensions decreased from 325 in 2009-2010 school year to 261 in 2010-2011 school year; a decrease of 64 incidents. The total number of indoor suspensions decreased from 570 in 2009-2010 school year to 366 in 2010-2011	Utilize the Student Code of Conduct by providing incentives for compliance through the use of Elementary & Secondary SPOT Success Recognition Program.	Administrative Team	Monitor Spot Success report by grade level and monitor COGNOS report on student outdoor suspension rate.	Participation log for students who are recognized for complying with the Student Code of Conduct along with the monthly COGNOS suspension report

	school year; a decrease of 204 incidents. There are not enough opportunities to recognize students for positive behavior.			
2	Parents lack of knowledge of Student Code of Conduct and conflict resolution strategies.	The school's administrator and counselor will contact parents of students who have been placed on indoor /outdoor suspensions. Parents will be provided with training on understanding the Student Code of Conduct and conflict resolution strategies	Administration and Counselor	Monitor Parent Contact log for evidence of communication with parents of students who have been placed on indoor/outdoor suspension.	Parent Communication Log. Parent Sign in-log for conferences.

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
The Student Code of Conduct/Character Education	6-8	Trust Counselor	School-wide	Twice a wekk beginning September 4, 2012 through May 31, 2013	Utilize classroom walkthrough to monitor teachers' enforcement Student Code of Conduct. Via school broadcast implement Character Education initiatives.	Administration

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

Parent Involvement Goal(s)

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

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

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

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

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

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

Parent Involvement Budget:

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

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

End of Parent Involvement Goal(s)

Science, Technology, Engineering, and Mathematics (STEM) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	Norland Middle engages our students in various programs that prepare them to participate in STEM courses when they transition to high school. These programs include; Advance Courses, Honor Courses, SECME, and Science Fair. Our goal for the 2012-2013 school year is to increase the enrollment in our Advanced and Honors courses and participation in the SECME, STEM and Science Fair programs.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The anticipated barrier is the low percentage of students meeting high standards in mathematics and science.	Utilizing FCAT 2.0 Mathematics and Science scores to identify students that will improve their achievement levels by participating in tutoring and Saturday Academy. Raised achievement levels will allow students to be recommended for advanced and honor courses	Administration and Math and Science Department Heads	Following the FCIM during math and science department meetings results of monthly assessments will be reviewed by teachers to ensure progress and adjust curriculum focus as needed.	Formative: mini assessments, District Interim Assessments and Edusoft reports. Summative: FCAT 2.0 Mathematics and FCAT 2.0 Science
2	The anticipated barrier is building awareness of school and district programs to enhance participation in Science Fair and SECME and STEM competitions through more effective communication to all stakeholders.	SECME Team Leaders and members will communicate via multiple media sources (Connect Ed, TV Broadcast, Email, Flyers and School Website) of upcoming school, District and State Competitions to increase awareness and participation.	Administration, Math and Science Department Heads and SECME Team Leader	Science Competition Leaders will monitor and mentor students who are completing projects that are being submitted for school, District and State competitions.	Summative: District SECME Festival and Olympiad Competition/Fairchild and STEM Tech Olympiad Results

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
Math and Science Department Chair and Coaches Dialogue	6-8 Math and Science	District Facilitators	Math and Science Department Heads	Once a month as scheduled by District beginning in September through May	Math and Science department meeting to collaborate on implementation.	Administration, Math and Science Department Heads
MDCPS Science Competitions	6-8 Science	District Facilitator	Science Department Heads and Science Competition Coordinators	Month to Month basis scheduled by District beginning in September through May	Department and Science Competition Leaders meeting to collaborate on implementation.	Administration, Science Department Heads

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:

Norland Middle engages our students in vocational programs that prepare them to participate in career and technical education courses when they transition to high school. These programs include; Computer Applications in

| | 1. CTE

CTE Goal #1: | | Business, Careers in Fashion and Interior Design, Culinary Careers and Future Business Leaders of America-Phi Beta Lambda (FBLA).

Our goal for the 2012-2013 school year is to increase the enrollment in our career and technical education courses and participation in District and State FBLA competitions. |

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The anticipated barrier is the students and parents lack of knowledge of the curriculum and opportunities offered through the career and technical education courses and competitions.	Building awareness of school and district programs to enhance participation in career and technical education courses and competitions through more effective communication to all stakeholders via department meetings, PTSA, EESAC, Open House and Articulation events. Vocational Teachers will communicate via multiple media sources (Connect Ed, TV Broadcast, Email, Flyers and School Website-Curriculum Bulletin) of upcoming school, District and State Competitions to increase awareness and participation.	Administration, Vocational Department Head and Vocational Competition Leader.	Following the FCIM during vocational department meetings results of monthly participation of parents in school events that advertise career and technical courses and competitions to ensure increased awareness and adjust communication means to all stakeholders as needed. Vocational Competition Leader will monitor and mentor students who are completing projects that are being submitted for school, District and State competitions.	Formative: Sign in Sheets and Agenda/Minutes from department meetings, PTSA, EESAC, Open House and Articulation events Summative: District and State FBLA Leadership competition Results and Norland Middle Network for Teaching Entrepreneurship Expo

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
Career and Technical Education/Business Technology Education	6-8 Vocational	District facilitator	Vocational Teachers	August 14, 2012	Department and Competition Leaders meeting to collaborate on implementation	Administration, Department Head and Competition Leaders

CTE Budget:

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

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

End of CTE Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

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

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	1.1, 2.1, 3.1, 4.1, 5B.1, 5E.1	Supplies	Title 1	$4,200.00
Mathematics	1.1, 2.1, 3.1, 4.1, 5B.1, 5E.1	Supplies	Title I	$4,500.00
Science	1.1 and 2.1	Supplies	Title 1	$4,500.00
Writing	1.1	Supplies	Title 1	$4,500.00
Civics	1.1 and 2.1	Reading Plus awards - Student incentives	Title 1	$300.00
				Subtotal: $18,000.00

Technology

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

Professional Development

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

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	1.1 and 2.1	FCAT incentives for students	EESAC	$500.00
Mathematics	1.1 and 2.1	FCAT incentives for students	EESAC	$500.00
Science	1.1 and 2.1	FCAT Incentives for students	EESAC	$500.00
Writing	1.1	FCAT incentives for students	EESAC	$500.00
				Subtotal: $2,000.00
				Grand Total: $20,000.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

jn Priority	jn Focus	jn Prevent	jn NA

Are you a reward school: jn Yes jn No

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

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School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✔ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Order FCAT incentives for students	$2,000.00

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

Norland Middle School Advisory Council for the upcoming school year will be involved in the functions listed below:
- Monitor the implementation of the School Improvement Plan through ongoing data analysis and recommending changes as needed to improve the overall academic achievement.
- Reach to community to obtain more business partners
- Organize FCAT Family Night event
- Sponsor drives to increase parental involvement
Assist the school to create and analyze school climate surveys for parents and students.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Dade School District NORLAND MIDDLE SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	51%	52%	81%	29%	213	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	59%	62%			121	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	68% (YES)	70% (YES)			138	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					472	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

Dade School District NORLAND MIDDLE SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	50%	46%	91%	18%	205	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	63%	67%			130	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)	70% (YES)			139	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					474	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested