

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: PARKWAY MIDDLE SCHOOL

District Name: Broward

Principal: Mr. Bradford G. Mattair

SAC Chair: Ms. Eula Lee Patten and Ms. Ellen Morris Co-Chair

Superintendent: Mr. Robert Runcie

Date of School Board Approval: 12/4/12

Last Modified on: 10/19/2012

Gerard Robinson, Commissioner
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

Dr. Mike Grego, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

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)
		Bachelors of Arts Music			2011-2012 Grade: C Reading Mastery: 47% Learning Gains: 62% Adequate progress lowest quartile: 65% Math mastery: 56% Adequate progress lowest quartile: 66% Writing: 3.5 and above 8th grade 70% Science: 35% 8th grade 2010-2011 Grade: C Reading Mastery: 58% Learning Gains: 66% Adequate progress lowest quartile: 66% Grade Level Mastery 6th: 57% 7th 60% 8th: 49% Math mastery: 66% Adequate progress lowest quartile: 69% Grade Level Mastery 6th: 59% 7th 62% 8th 71% Writing: 4.0 and above 8th grade 75%

Principal	Bradford Mattair	<p>Masters of Science Administration and Supervision</p> <p>Certifications: Music (Grades K-12) School Principal (All Levels)</p>	6	13	<p>4.0 and above 4th grade 70% Science: 34% 8th grade 70% 4th grade AYP: Black, ED, SWD, Hispanic did not make AYP</p> <p>2009-2010 Grade: C Reading Mastery 53 % 59 % Learning Gains, adequate progress lowest 25% 59% Math Mastery : 62 % 68 % Learning Gains, adequate progress lowest 25% 66% Writing 3.0 and above 90% 4.0 and above 77% Science 27% AYP: Black, ED, SWD students did not meet AYP</p> <p>2008-2009 Grade: C Reading Mastery: 52% 57% learning gains, 66% adequate progress lowest 25% Math Mastery: 57%, 66% learning gains, 58% adequate progress lowest 25% Science: 22% level 3 and above Writing 93% 3.5 and above AYP: Black, ED, SWD students did not meet AYP</p>
Assis Principal	Michelle D'Alessandro	<p>Bachelors of Education - Varying Exceptionalities Florida Atlantic University - 1997</p> <p>MA-Education Educational Leadership Florida Atlantic University - 2007</p> <p>Certifications: Educational Leadership (All Levels)</p> <p>English for Speakers of Other Languages (ESOL) Endorsement</p> <p>Varying Exceptionalities (Grades K-12)</p>	1	1	<p>Parkway Middle School: 2011-2012 Grade: C Reading Mastery: 47% Learning Gains: 62% Adequate progress lowest quartile: 65% Math mastery: 56% Adequate progress lowest quartile: 66% Writing: 3.5 and above 8th grade 70% Science: 35% 8th grade</p> <p>Pine Ridge Education Center Grade: Not Rated (2010-2011) Reading Learning Gains: 50% Math Learning Gains: 64% Writing Proficiency: 74% of the students tested scored 4.0 and above. AYP was not met</p> <p>Grade: Not Rated (2009-2010) Reading Learning Gains: 67% Math Learning Gains: 73% Writing Proficiency: 77% Science Proficiency: 0% AYP was not met</p> <p>Grade: DECLINING Rating (2008-2009) Reading Learning Gains: 32% Math Learning Gains: 59% Writing Proficiency: 62% Science Proficiency 0 % AYP was not met</p> <p>Grade: IMPROVING Rating (2007-2008) Reading Learning Gains: 55% Math Learning Gains: 74% Writing Proficiency 93% Science Proficiency 14% AYP was not met</p>
		BS Business Administration			<p>Parkway Middle School: 2011-2012 Grade: C Reading Mastery: 47% Learning Gains: 62% Adequate progress lowest quartile: 65% Math mastery: 56% Adequate progress lowest quartile: 66% Writing: 3.5 and above 8th grade 70% Science: 35% 8th grade</p> <p>2010-2011 Grade: C Reading Mastery: 58% Learning Gains: 66% Adequate progress lowest quartile: 66% Grade Level Mastery 6th: 57% 7th 60% 8th: 49% Math mastery: 66% Adequate progress lowest quartile: 69% Grade Level Mastery 6th: 59% 7th 62% 8th 71%</p>

Assis Principal	Benjamin Patterson	<p>MA Ed. Leadership</p> <p>Certification: Business Education (Grades 6-12)</p> <p>Educational Leadership (All Levels)</p> <p>English for Speakers of Other Languages (ESOL)- Endorsement</p> <p>English Grades (5-9)</p>	21	14	<p>Writing: 4.0 and above 8th grade 75% 4.0 and above 4th grade 70% Science: 34% 8th grade 70% 4th grade AYP: Black, ED, SWD, Hispanic did not make AYP 2009-2010 Grade C Reading Mastery: 53% Learning Gains 59% Adequate progress lowest quartile 59% Grade Level Mastery 6th 52% 7th 56% 8th 39% Math mastery: 62% Grade Level Mastery 6th 52% 7th 55% 8th 62% Writing 3.0and above 97% 4.0 and above 77% Science 27% AYP: Black, ED, SWD, did not make AYP</p> <p>2008-2009 Grade: C School Reading Mastery: 52%, Grade levels: 6th 52%, 7th 51% 8th 39% Learning Gains 57% Adequate progress lowest 25% 66% Math Mastery: 57% Learning gains 66% Adequate progress lowest 25% 58% Grade Levels: 6th 48% 7th 49% 8th 55% Writing 93% scored 3.0 and above. Science 22% met high standards AYP: Black, ED, SWD -- did not make AYP in Math or Reading.</p>
Assis Principal	Corey Wilson	<p>Bachelors of Science - Political Science</p> <p>MA. Education - Educational Leadership</p> <p>Intern principal program 2010</p> <p>Certifications:</p> <p>Educational Leadership (All Levels)</p> <p>Political Science 6-12</p> <p>School Principal (All Levels)</p>	4	8	<p>Parkway Middle School: 2011-2012 Grade: C Reading Mastery: 47% Learning Gains: 62% Adequate progress lowest quartile: 65% Math mastery: 56% Adequate progress lowest quartile: 66% Writing: 3.5 and above 8th grade 70% Science: 35% 8th grade</p> <p>2010-2011 Grade: C Reading Mastery: 58% Learning Gains: 66% Adequate progress lowest quartile: 66% Grade Level Mastery 6th: 57% 7th 60% 8th:49% Math mastery: 66% Adequate progress lowest quartile: 69% Grade Level Mastery 6th: 59% 7th 62% 8th 71% Writing: 4.0 and above 8th grade 75% 4.0 and above 4th grade 70% Science: 34% 8th grade 70% 4th grade AYP: Black, ED, SWD, Hispanic did not make AYP</p> <p>2009-2010 Grade C Reading Mastery: 53% Learning Gains 59% Adequate progress lowest quartile 59% Grade Level Mastery 6th 52 7th 56% 8th 39% Math mastery: 62% Grade Level Mastery 6th 52% 7th 55% 8th 62% Writing 3.0and above 97% 4.0 and above 77% Science 27% AYP: Black, ED, SWD, did not make AYP</p> <p>2008-2009 Grade: C School Reading Mastery: 52%, Grade levels 6th 52%, 7th 51% 8th 39% Learning Gains 57% Adequate progress lowest 25% 66% Math Mastery: 57% Learning gains 66%</p>

Adequate progress lowest 25% 58%
 6th 48% 7th 49% 8th 55%
 AYP:
 Black, ED, SWD -- did not make AYP in
 Math. Or Reading.

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	Keisha Jones-Lewis	Bachelor of Science in Elementary Education Master of Science in Curriculum and Instruction Certifications: Reading Endorsed ESOL Endorsed Gifted Endorsed NGCAR-PD Trainer Next Generation Content Area Reading Professional Development	9	1	2011 - 2012 Grade: C --% met high standards --% made learning gains --% of lowest quartile made learning gains 2010 - 2011 Grade: C 58% met high standards 56% made learning gains 66% of lowest quartile made learning gains Total Met AYP in Reading by Safe Harbor 2009 - 2010 53% met high standards 59% made learning gains 59% of lowest quartile made learning gains AYP: SWD, ED did not make AYP

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

Describe the school-based strategies that will be used to recruit and retain high quality, effective teachers to the school.

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	New teachers for the CITY (Center for Intellectually Talented Youth) program were hired for grades three and five and once the CITY Students were identified, registered, and enrolled at Parkway.	Principal Instructional Staffing CITY Academy Coordinator	August 2012	
2	CITY Academy Teachers participated in planning and training from August 6 through August 12.	Principal Instructional Staffing City Academy Coordinator	August 2012	
3	Primary CITY Academy teachers will have common planning to facilitate thematic unit construction and flow throughout the year. Secondary CITY Academy Science teacher plans with Science Department team members.	Principal Scheduling Team City Coordinator	August 2012	
4	Department Chairs and Literacy Coach will meet during the summer to plan and construct Critical thinking activities, disaggregate FCAT data, tailor IFC's , construct assessments, plan PLCs , Review and place additional dates on the calendar for staff to view, review student schedules for correct placement, plan on -site Professional Development for the year, and set the pre-planning week agenda.	Principal Assistant Principals Department Chairs Coaches	July 2012 - August 2012	
5	Teachers will be provided with Temporary Duty Authorizations to support district training to fulfill district requirements when necessary.	Principal Assistant Principals Department Chairs Coaches	August 2012 - May 2013	

6	Beginning in September 2012, Gifted classes for teachers will be offered through the district and conducted to accommodate City Teachers and any other staff member wishing to become Gifted Certified or fulfill their gifted certification requirements.	Principal Advanced Academics Coordinator	September 2012 - May 2013	
7	New Educators, to Parkway Middle School, will be paired with an experienced member of their department. They will also be assigned an Instructional Coach, who has completed the Clinical Educator training, to work with them when necessary.	Assistant Principal NESS Coordinator Appointed Coach/Mentor (TBA)	August 2012 - May 2013.	
8	NESS meetings will be held monthly. New Educators and their mentors will meet weekly to plan necessary training, review instructional strategies, discuss any concerns, and conduct classroom visits.	Assistant Principal NESS Coordinator Appointed Coach/Mentor (TBA)	August 2012 - May 2013	

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
No data submitted	

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
78	6.4%(5)	21.8%(17)	32.1%(25)	46.2%(36)	35.9%(28)	88.5%(69)	11.5%(9)	0.0%(0)	64.1%(50)

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
Alecia Folkes	Lauren Erving	New to math department. Paired with Math Department Chair/Coach	Weekly meetings, planning, classroom visits, modeling, training
Ellen Morris	Robin Jolley	New to the Language Arts Department. She is paired with a veteran teacher that previously served as a team leader.	Weekly meetings, planning together, classroom visits, modeling, training
		New to the Language Arts	

Melissa Haake	Daniel Dirocco	Department. He is paired with a veteran teacher that previously served as a team leader.	Weekly meetings, planning together, class visits, modeling, training
Donnette Thompson	Shawn Sealy	New to Parkway Middle. Taught briefly on the High School level, has no experience on the middle school level. He is paired with a seasoned teacher.	Weekly meetings, planning together, class visits, modeling, training
Yolanda Murray/Keisha Jones-Lewis	Murshonn Greene	First year middle school teacher. Paired with a seasoned teacher who is also her subject area coach.	Weekly meetings, planning together, class visits, modeling, training
TBA	Jabari Wallace	First year middle school Social Studies teacher. Paired with a seasoned teacher who is also her subject area coach.	Weekly meetings, planning together, class visits, modeling, training

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

We have several agencies that provide programs in place both on site and in the community that offer resources, training, counseling and support for our students, parents and teachers.

Friends of Children: Counselors meet with students in small groups and individually to provide counseling and support.

The Starting Place: Provides individual therapy as well as a substance abuse and prevention programs for students.

Children's Home Society: Individual and family counseling

Chrysalis: Provides therapeutic counseling

Henderson Clinic: Individual and family counseling

Sheridan House: Counseling and residential programs

Camelot: Individual and family counseling

Smith Community Mental Health Center: Psychiatric evaluations, offer student educational programs

Pace Center for Girls: Offers a teen pregnancy and school failure program for female students.

Peer Counseling: On site conflict mediation as well as small and large group classroom sessions throughout the year.

Title One also provides funding for Staff Development and Parental Involvement activities which are outlined in detail in other sections of this report. Some teaching positions are funded through Title One funds.

Title I, Part C- Migrant

Title I, Part D

Title II

Money is used to fund Math Coach, Science Coach and a teaching position.

Title III

Supplemental materials and services are provided for ELL students

Title X- Homeless

Supplemental Academic Instruction (SAI)

Funding provided is used to fund teaching positions.

Violence Prevention Programs

Violence Prevention Programs, cyber safety, gang awareness, and anti-bullying are provided by the district, and our Guidance personnel during the school year. In addition, our resource officer conducts the GREAT program throughout the year.

Nutrition Programs

Nutrition Programs school age children who qualify receive free and reduced price breakfast and lunch throughout the year. In addition, the food program is also available throughout the summer months to those children who qualify. Breakfast is free to all students.

Housing Programs

Head Start

Adult Education

Career and Technical Education

Our eighth grade students completed the Career Visions program which is embedded in our Social Studies classes in the seventh grade. They also learned and complete an e-Pep, and in the eighth grade the students revisit their high school plan. Students spend time in the computer lab with the Guidance counselors during the school year learning about higher education options and careers that are available to them.

Job Training

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Identify the school-based MTSS Leadership Team.
The school based RtI Leadership Team consists of : Debra Stahl(Guidance Director) ,Chiantae Jones(ESE Specialist), Shawn Williams(Behavior Specialist), Veronne McMain(School Social Worker), Jennifer Marrero-Fitzgerald (School Psychologist), Michael Calabria(Family Counselor), Instructional Coaches/Department Heads Tonya Brown(Math), Keisha Jones-Lewis (Reading), Marilyn Tarver(Science), and Department Heads Ashley Smart (Language Arts), Ellen Morris and Zharmille Ford (Social Studies co-chair).
Michelle D'Alessandro is the Administrator closely aligned with the RtI Leadership Team.

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?

Debra Stahl(Guidance Director) coordinates, schedules and facilitates meetings with team members, parents, instructional coaches, grade level counselors and administrators when a child is brought up for discussion before the CPS team. A calendar is set for the school year and all staff receives those dates in writing in their pre-planning packet as well as our cab conference email. Our first meeting on 9/25/12 will address the format we will use this school year in order to better utilize the RtI/CPS model in analyzing data and working with targeted students more efficiently with both academic and behavioral issues. The MTSS Leadership Team serves as a resource for both academic teams and subject area departments in helping them to interpret data, complete RtI logs and data sheets.

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

The school based MTSS Leadership Team serves as a resource for all staff members. Our academic teams and departments meet on the 1st/3rd Thursday and the 2nd/4th Thursday. Academic teams of teachers meet to discuss students, interpret data, complete RtI logs, data sheets, and prepare documentation for the CPS Team. Jennifer Marrero-Fitzgerald, our School Psychologist helps to assist with the graphing of data. Tier I data are routinely inspected in the areas of reading, math, writing, science and behavior. These data are used to make decisions about modifications needed to core curriculum in order to meet our SIP goals and our school-wide approach to behavior management. These data are also used as a means of screening to help identify students who are struggling with either academics or behavior and who may be in need of Tier 2 and 3 interventions.

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.

When inspecting Tier 1 data for academics, teachers look at mini assessments, mini bats, embedded assessments, writing prompt scores, FAIR scores, demographic, and disciplinary data that can be retrieved from Virtual Counselor, as well as Reading, Math, and Science FCAT data from multiple years. We can also retrieve data from our on-line learning system reports including First in Math, FCAT Explorer and Renzulli learning. For behavioral concerns we use data from office discipline referrals, suspensions/expulsions and attendance rates. In addition, we can view disciplinary data on our own school-wide database called CAV-net from which we can retrieve real time disciplinary action from each students file if available. Student's IEP's are available to the teachers of those students, and cum folders can be reviewed by the teams as they prepare RtI documentation by studying the students behavior and academic history. To assess the effectiveness of Tier 1 strategies, we track and record data through Googledocs, Edmodo and the Discipline Management System (DMS). The graphing devise we use in noting data trends in Tier 2 and 3 progress monitoring is Excell. We use research based interventions from the Struggling Reader Chart, Struggling Math Chart and the Problem Behavior Guide.

Describe the plan to train staff on MTSS.

On August 16, 2012, Jennifer Marrero-Fitzgerald, School Psychologist provided an additional training on the RtI process. Previous trainings have been conducted by the school psychologist and school social worker in 2009 and 2010. On August 11, 2011 Dr. Tamburino and Mark Lyon came out to Parkway to review the entire RtI process and procedure with our administration and the MTSS Leadership Team. An updated powerpoint as well as forms and resources were sent out to all members to use in training/reviewing RtI and CPS with their departments during pre-planning and throughout the year as needed. Professional Development is ongoing in the area of behavior in implementing our school wide disciplinary plan. New Teachers will take professional development to implement CHAMPS strategies; review of CHAMPS will be provided for teachers that have already been trained. Members of the CPS Team attended the BASIS training on 9/27/11 at Dillard HS, giving them ability to use this system as a comprehensive tool in working with our students.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Identify the school-based Literacy Leadership- Team (LLT). The school based Literacy Team will consist of the following staff members:

Keisha Jones-Lewis(Reading Coach)-As the Reading Coach Mrs. Jones-Lewis will facilitate meetings and keep the team up to date on Reading mandates, FCAT changes, and County and State Reading Updates, as well as lead the Literacy culture in the school.

Mr. Ashley Smart (Language Arts Department Chair will continue to look for implementation of specific programs and strategies in Language Arts classes and assist with walk-throughs, mentoring/coaching, and observations made by the Literacy Leadership team.

Ms. Tonya Brown (Math Dept Coach/Chair)- As the Math Chair Ms. Brown will ensure that Literacy is infused in all Math classes.

Zharmille Ford (Social Studies Co-Chairs)- Ms. Ford will work closely with the Reading Department to ensure that Reading strategies are utilized in Social Studies to teach the content, and that Social Studies teachers attend Reading Professional Development.

Marilyn Tarver (Science Coach)- Ms. Tarver is also the Science Department Chair and she is aware of what literacy in middle school should look like, and will foster that in her Science classes.

Ellen Morris (Social Studies Co-Chair)- Ms. Morris is also a reading Endorsed teacher, and will lead her team and her department in leading the reading culture at our school.

Yolanda Murray (Reading teacher) Along with Mrs. Jones-Lewis and Ms. Garcia, Ms. Murray is a 7th and 8th grade Reading Endorsed teacher. She is aware that if students increase their reading range and ability, they will have the ability to increase achievement in all curriculum areas.

Katie Conway (Media Specialist), will continue to participate in Peer Coaching, and Media Literacy with all teachers, while conducting information sessions and podcasts with students.

Mary Meillier (Magnet Coordinator)- As the Magnet Coordinator will ensure that her teachers and students (some who have tested out of reading) continue to make literacy key in all elective curriculum.

Bradford Mattair (Principal) As the Principal, Mr. Mattair is the Literacy Leader of our school. He is the leader, which means the tone and culture of Reading reflects his leadership.

Chiantae Jones (ESE) specialist- as the ESE Specialist Mrs. Jones assists with ordering and scheduling students in ESE Reading. She will add her knowledge base to the group, and her department.

Yolanda Garcia (ELL coordinator/ Reading Teacher)-Ms. Garcia is the ELL coordinator. As a Reading teacher, she will join the team with a focus on the well rounded ESOL student, and ensure they are accommodated.

Corey D. Wilson, Michelle D'Alessandro and Ben Patterson (Assistant Principals)- Our Curriculum Leaders will assist all teachers 3rd - 8th in increasing reading achievement at Parkway.

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

The School based Literacy Leadership Team is scheduled to meet monthly after school. The role of each member is to enhance the Literacy culture in the school. By investigating more ways to invite parents to become involved in reading themselves, talking about books, and selecting books with their students are some of the ways we can begin to promote and expand the reading culture of our school. By encouraging teachers to model daily reading discussions and promotion/integration of writing as a viable leisure activity of choice, we may begin to see the students opting to elect to read more when they have some free time in and outside of the classroom. Hosting activities and functions to get students involved and immersed in reading such as after school Book Clubs, Writing Clubs and Saturday Literacy luncheons, Book Fairs , Family Literacy Night, finding funds to improve, enrich and update our classroom libraries and media center collection and scheduling Professional Development for all subject area teachers to utilize reading strategies in their classrooms.

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

This year we are working towards having more teachers become Reading Endorsed or NGCAR-PD trained. In the last three years 19 teachers have taken the CAR-PD course. These content area teachers teach; Language Arts, Dance, Science, Social Studies, Math, and Reading. Besides Reading teachers, we also have Math and Social Studies teachers who are Reading Endorsed. Through knowledge building all academic area teachers are better prepared to teach their subject area by utilizing research based reading strategies to increase student achievement. In addition, we will be developing model/demonstration classrooms; using data to analyze the effectiveness of instruction and redesigning instruction and resources to meet student learning and intervention needs; monitoring and supporting the implementation of the Comprehensive Intervention Reading Programs and scientifically based reading instruction and strategies with fidelity; leading and supporting PLCs, Study Groups;conducting Literacy night for parents and/or creating and sharing school-wide initiatives and activities that promote literacy. Hosting family reading nights at Barnes and Noble, holding a Book Fair, entering contests that promote reading like Touchdowns for Reading and Reading Across Broward.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

This year we are working towards having more teachers become Reading Endorsed ,CAR-PD and/or CRISS trained. In the last three years 19 teachers have taken the CAR-PD course. These content area teachers teach; Language Arts, Dance, Science, Social Studies, Math, Peer Counseling, and Reading. Besides Reading teachers, we also have Math and Social Studies teachers who are Reading Endorsed. Through knowledge building all academic area teachers are better prepared to teach their subject area by utilizing research based reading strategies to increase student achievement in reading.

*High Schools Only

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

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

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

Postsecondary Transition

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

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	25% of students achieved level 3(271 students).
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% of students achieved level 3.(271 students)	30% of students will achieve level 3. (456 students)

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	Implementation of Differentiated strategies is still not visible or apparent in all classrooms.	Parkway will continue professional development in differentiated instruction facilitated by department chairs. Department chairs will model and observe low prep differentiated instruction lessons.	Department Chairs	Qualitative and Quantitative student Data Qualitative: teacher observations, student conversations (chats), Learning Environment Quantitative: Student data (minibats, Big Idea assessments, BAT 1 & BAT 2, Teacher created assessments, FCAT 2013)	Classroom Walkthroughs by Leadership Team. These will occur weekly with the focus on instructional practices Classroom observations
2	Teachers lack a deeper understanding of Next Generation Sunshine State Standards and Common Core State Standards	All Department Chairs have attended Common Core State Standards training and will lead their departments in planning rigorous lessons that address the Next Generation Sunshine State Standards and align with Common Core State Standards. Grade Level Planning will allow teachers time to meet with their department and implement procedures that ensure their lessons have addressed text complexity in Reading, Social Studies and Language Arts as well as deeper knowledge of tested benchmarks in Math and Science. Our content area	Department Chairs Assistant Principals	Qualitative and Quantitative student Data Qualitative: teacher observations, student conversations (chats), Learning Environment Quantitative: Student data (minibats, Big Idea assessments, BAT 1 & BAT 2, Teacher created assessments, FCAT 2013)	Classroom Walkthroughs by Leadership Team. These will occur weekly with the focus on instructional practices. Classroom Observations

		teachers will be trained on question generation and the comprehensive instructional sequence to ensure students have a deep understanding of the next generation sunshine state standards.			
3	Maintaining High achievement for Proficient Students in Reading and Math (our trend data has shown these students struggle to maintain high achievement as they transition year to year.	All Department Chairs have attended Common Core State Standards training and will lead their departments in planning rigorous lessons and enrichment activities that address the Next Generation Sunshine State Standards and align with Common Core State Standards. Grade Level Planning will allow teachers time to meet with their department and implement procedures that ensure their lessons have addressed text complexity in Reading and Language Arts as well as deeper knowledge of tested benchmarks in Math and Science. Our content area teachers will be trained on question generation and the comprehensive instructional planning to ensure students have a deep understanding of the next generation sunshine state standards.	Department Chairs Principal Assistant Principals	Qualitative and Quantitative student Data Qualitative: teacher observations, student conversations (chats), Learning Environment Quantitative: Student data (minibats, Big Idea assessments, BAT 1 & BAT 2, Teacher created assessments, FCAT 2013)	Classroom Walkthroughs by Leadership Team. These will occur weekly with the focus on instructional practices. Classroom Observations
4	Next Generation Sunshine State Standards alignment with Common Core Literacy Standards- teachers will continue to implement this school year.	Reading Professional Learning Communities focusing on Grade Level content	Keisha Jones-Lewis, Reading Coach Yolanda Murray, Reading Department Chair Bradford Mattair, Principal	Teacher Attendance Active teacher participation & implementation of strategy Teacher Observations utilizing strategy	Lesson Plans Classroom Walkthroughs by Leadership Team. These will occur weekly with the focus on instructional practices
5	Implementation of Technology utilized to fidelity in daily lessons	Professional Learning Communities focusing on technology	Department Chairs, Bruce Taylor, Technology Specialist	Teacher Attendance with active teacher participation Implementation of strategies	Classroom Walkthroughs by Leadership Team. These will occur weekly with the focus on instructional practices Observation of implementation strategy by department chair

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:	26% of students made learning gains in reading on the Florida Alternate Assessment. (5 students)
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2012 Current Level of Performance:	2013 Expected Level of Performance:
26% of students made learning gains in reading on the Florida Alternate Assessment. (5 students)	31% of students will make learning gains in reading on the Florida Alternate Assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited professional development to support the facilitation and the implementation of Access Points.	Instructional staff will attend professional development courses in the area of: <ul style="list-style-type: none"> •Access Points •Curriculum Learning and Management System (CPALMS) training •Collaborative Teaching and Planning 	ESE Administrator SVE teachers ESE Support Facilitators ESE Specialist	* Lesson Plan Review for incorporation of Access Points, CPALMS activities and reading strategies. * Access Points Mini-workshops discussed in monthly department meetings. * Checklists/Informal Assessments/Pre-Post Tests from different reading programs *Teacher Generated Tests	* Curriculum assessments * Lesson Plan Review for incorporation of Access Points, CPALMS activities and reading strategies. * Classroom walk through tool
2	* Insufficient standards based instruction on Access Points for supported levels. * Failure to implement the curriculum provided by the district. * Lesson not tied to the standards.	* Train teachers to effective implementation of Access Points * Implement High Yield Instructional Strategies. * Provide formative assessments to inform differentiation in instruction. * Differentiate instruction based on individual needs as determined through	SVE teachers ESE Support Facilitators ESE Specialist ESE Administrator	* Lesson plan review for incorporation of Access Points and reading strategies. * * Lessons focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes aligned to Access Points when appropriate. * Explicit instruction, Modeled instruction, Guided practice with teacher support and feedback. * On-going use of progress monitoring tools.	* Classroom walk through tool. * Lesson Plan Review *Teacher needs assessment

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	22% of students scored level 4. (248 students)
2012 Current Level of Performance:	2013 Expected Level of Performance:
22% of students scored level 4. (248 students)	27% of students will score level 4 or 5. (248 students)

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
	Implementation of Differentiated strategies	Continued professional development in	Department Chairs	Qualitative and Quantitative student	Classroom Walkthroughs by

1	is still not visible or apparent in all classrooms.	differentiated instruction with support from department chairs.		Data Qualitative: teacher observations, student conversations (chats), Learning Environment Quantitative: Student data (minibats, Big Idea assessments, BAT 1 & BAT 2, Teacher created assessments, FCAT 2013)	Leadership Team. These will be conducted weekly with a focus on differentiated instruction Classroom observations
2	Providing teachers with a deeper understanding of Next Generation Sunshine State Standards and Common Core State Standards	All Department Chairs have attended Common Core State Standards training and will lead their departments in planning rigorous lessons that address the Next Generation Sunshine State Standards and align with Common Core State Standards. Grade Level Planning will allow teachers time to meet with their department and implement procedures that ensure their lessons have addressed text complexity in Reading and Language Arts as well as deeper knowledge of tested benchmarks in Math and Science.	Department Chairs	Qualitative and Quantitative student Data Qualitative: teacher observations, student conversations (chats), Learning Environment Quantitative: Student data (minibats, Big Idea assessments, BAT 1 & BAT 2, Teacher created assessments, FCAT 2013)	Classroom Walkthroughs by Leadership Team
3	Enrichment	Differentiated Instruction PLC's RIGOR in Reading Department training	Keisha Jones-Lewis, Reading Coach Yolanda Murray, Department Chair Assistant Principal	Teacher Attendance Teacher Observations utilizing strategy	Classroom Walkthroughs by Leadership Team. These will be conducted weekly with a focus on instructional practices. BAT testing Department Chat 2013- FCAT
4	Technology/ Wired Wednesdays	Professional Learning Communities focusing on technology	Dept Chairs, Bruce Taylor, Technology Specialist Assistant Principals	Teacher Attendance Active Teacher participation	Classroom Walkthrough's by Leadership Team. These will be conducted weekly with a focus on instructional practices. Observation of teacher implementing technology

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.

60% of students scored at or above Level 7 in reading on the Florida Alternate Assessment. (11)

Reading Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
60% of students scored at or above Level 7 in reading on the Florida Alternate Assessment.(11)	65% of students will make satisfactory progress at or above Level 7 in reading on the Florida Alternate Assessment.

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	Teachers struggle to implement the curriculum provided by the district.	Ongoing participation in curriculum based professional learning communities.	ESE Specialist, Department Chairs, and Administration.	Teacher Attendance Active teacher Participation & implementation of strategy. Teacher Observation utilizing strategy.	Lesson Plans Classroom Walkthroughs by Leadership Team. These will occur weekly with the focus on instructional practices.
2	The variety of learning styles amongst Students with Disabilities (SWD).	Differentiate instruction as mandated by each student's Individualized Education Plan (IEP), through the use of Classroom Planning and Learning Management System (CPALMS) activities, tools and resources.	SVE teachers ESE Support Facilitators ESE Specialist ESE Administrator	* Reading strategy implementation demonstrated during classroom walk through (CWT) * Lesson plan review for incorporation of Access Points and reading strategies.	* Reading strategy implementation demonstrated during classroom walk through (CWT) * Lesson plan review for incorporation of Access Points and reading strategies.
3	Students With Disabilities (SWD) have limited background knowledge of subject matter.	Expand background knowledge through the use of technology integration.	SVE teachers ESE Support Facilitators ESE Specialist ESE Administrator	* Technology and background knowledge instruction and implementation evident during classroom walk through (CWT) * Lesson plan review for incorporation of technology-based reading lessons and activities.	* Classroom walk through tool * Lesson Plan Review * Student work samples * Student performance- informal test data (i.e. DAR, mini-checkpoints)

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:	62% of students made learning gains, (664 students)
2012 Current Level of Performance:	2013 Expected Level of Performance:
62% of students made learning gains, (664 students)	67% of students will make learning gains.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Implementation of Differentiated strategies	Continued professional development in	Department Chairs	Qualitative and Quantitative student	Classroom Walkthroughs by

1	is still not visible or apparent in all classrooms.	differentiated instruction with support from department chairs.	Assistant Principals	Data Qualitative: teacher observations, student conversations (chats), Learning Environment Quantitative: Student data (minibats, Big Idea assessments, BAT 1 & BAT 2, Teacher created assessments, FCAT 2013)	Leadership Team. These will be done weekly with a focus on differentiated instruction. Classroom observations Lesson Plans
2	Teachers lack a deeper understanding of Next Generation Sunshine State Standards and Common Core State Standards	All Department Chairs have attended Common Core State Standards training and will lead their departments in planning rigorous lessons that address the Next Generation Sunshine State Standards and align with Common Core State Standards. Grade Level Planning will allow teachers time to meet with their department and implement procedures that ensure their lessons have addressed text complexity in Reading and Language Arts as well as deeper knowledge of tested benchmarks in Math and Science.	Department Chairs Assistant Principals	Qualitative and Quantitative student Data Qualitative: teacher observations, student conversations (chats), Learning Environment Quantitative: Student data (minibats, Big Idea assessments, BAT 1 & BAT 2, Teacher created assessments, FCAT 2013)	Classroom Walkthroughs by Leadership Team Classroom Observations Lesson Plans
3	Meeting High Standards in Reading, Math and Writing	All Department Chairs have attended Common Core State Standards training and will lead their departments in planning rigorous lessons that address the Next Generation Sunshine State Standards and align with Common Core State Standards. Grade Level Planning will allow teachers time to meet with their department and implement procedures that ensure their lessons have addressed text complexity in Reading and Language Arts as well as deeper knowledge of tested benchmarks in Math and Science.	Department Chairs Assistant Principals	Qualitative and Quantitative student Data Qualitative: teacher observations, student conversations (chats), Learning Environment Quantitative: Student data (minibats, Big Idea assessments, Writing Prompts BAT 1 & BAT 2, Teacher created assessments, FCAT 2013)	Classroom Walkthroughs by Leadership Team Classroom Observations Lesson Plans
4	Increasing Enrichment for our proficient readers and, ensuring they maintain high achievement	Differentiated Instruction Following FCIM, Florida Continuous Improvement Model	Department Chairs, Assistant Principals	Teacher attendance in trainings Differentiated lessons observed by Department Chairs	Classroom Walkthroughs by Leadership Team. These will be conducted weekly with a focus on instructional practices Lesson Plan Department and Team Chats
	Implementation of Technology utilized to	Professional Learning Communities focusing on	Dept Chairs, Bruce Taylor,	Classroom Walkthroughs	Lesson plans

5	fidelity in daily lessons	technology	Technology Specialist Assistant Principals	Observation of strategy implemented	Classroom Walk-throughs
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	62% of students making learning gains. (11)
2012 Current Level of Performance:	2013 Expected Level of Performance:
62% of students making learning gains. (11)	67% of students will make learning gains.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teacher struggle to implement the curriculum provided by the district.	Ongoing participation in curriculum based on professional learning communities.	ESE Specialist, Department Chairs, and Administration.	Teacher Attendance Active teacher participation and Implementation of strategy. Teacher Observation utilizing strategy.	Lesson Plans Classroom walkthroughs by Leadership Team. These will occur weekly with the focus on instructional practices.
2	Failure to use diagnostic assessment data to effectively determine specific areas of academic need.	Use diagnostic tests to identify appropriate interventions and accommodations for each Student With Disability, that will generate skill specific strategy implementation.	SVE teachers ESE Support Facilitators ESE Specialist ESE Administrator	* Demonstration of appropriate intervention and accommodations during classroom walk through. * Lesson Plan review exhibiting the strategic infusion of intervention and accommodations that will generate skill specific strategies.	* Diagnostic Assessment of Reading, Brigance, San Diego Reading, * Oral Reading Assessments
3	Limited ability for Student's With Disabilities (SWD) to stay focused.	Facilitate the use of additional supports in inclusive settings and develop activities that provide students with visual choices as presented in the Florida Alternate Assessment (FAA).	SVE teachers ESE Support Facilitators ESE Specialist ESE Administrator	* Use the visual prompts to provide students with test appropriate choices, as presented in the Florida Alternate Assessment (FAA). * Lesson Plan review exhibiting the strategic infusion of interventions and accommodations that will generate skill specific strategies.	Classroom walk through tool Lesson Plan Review Student work samples Student performance - informal test data

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	65% of students made learning gains in the lowest quartiles, (183students)
2012 Current Level of Performance:	2013 Expected Level of Performance:

65% of students made learning gains in the lowest quartiles, (183 students)			70% of students will make learning gains in the lowest quartiles.		
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	Implementation of Differentiated strategies is still not visible or apparent in all classrooms.	Continued professional development in differentiated instruction with support from department chairs.	Department Chairs	Qualitative and Quantitative student Data Qualitative: teacher observations, student conversations (chats), Learning Environment Quantitative: Student data (minibats, Big Idea assessments, BAT 1 & BAT 2, Teacher created assessments, FCAT 2013)	Classroom Walkthroughs by Leadership Team. These will be conducted weekly and will focus on differentiated instruction. Classroom observations
2	Providing teachers with a deeper understanding of Next Generation Sunshine State Standards and Common Core State Standards	All Department Chairs have attended Common Core State Standards training and will lead their departments in planning rigorous lessons that address the Next Generation Sunshine State Standards and align with Common Core State Standards. Grade Level Planning will allow teachers time to meet with their department and implement procedures that ensure their lessons have addressed text complexity in Reading and Language Arts as well as deeper knowledge of tested benchmarks in Math and Science.	Department Chairs	Qualitative and Quantitative student Data Qualitative: teacher observations, student conversations (chats), Learning Environment Quantitative: Student data (minibats, Big Idea assessments, BAT 1 & BAT 2, Teacher created assessments, FCAT 2013)	Classroom Walkthroughs by Leadership Team
3	Increasing Parental Involvement in after school events to promote community involvement.	More featured Literacy events on site, and in the community to increase family, community and school communication.	Dept Chairs, Assistant Principals	Parent participation at on campus Family night events, PTSA, SACS, Megaskills events etc.ESPN,Empowering Students & Parents Night, Literacy Night	Title one parent sign in roster; Increase in parent participation at monthly PTSA and SAC meetings.

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.			Reading Goal # 5A : <input type="text"/>			
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	53	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:

<p>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</p> <p>Reading Goal #5B:</p>	<p>60% of Black students did not make Satisfactory Progress. (553 students) 7% of White students did not make Satisfactory Progress. (4) 26% of Hispanic students did not make Satisfactory Progress. (22) 17% of Asian students did not make Satisfactory Progress. (2) 50% of Indian students did not make Satisfactory Progress. (3)</p>
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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<p>60% of Black students did not make Satisfactory Progress. (553 students) 7% of White students did not make Satisfactory Progress. (4) 26% of Hispanic students did not make Satisfactory Progress. (22) 17% of Asian students did not make Satisfactory Progress. (2) 50% of Indian students did not make Satisfactory Progress. (3)</p>	<p>65% of Black students will make Satisfactory Progress. 12% of White students will make Satisfactory Progress. 31% of Hispanic students will make Satisfactory Progress. 21% of Asian students will make Satisfactory Progress. 55% of Indian students will make Satisfactory Progress.</p>
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Familiarizing all teachers about the changes in FCAT achievement scores and the common core standards.	<p>District training on common core and FCAT writing rubric training on site.</p> <p>District training on changes in FCAT and common core standards in math and reading</p> <p>Comprehension Instructional Strategy training</p> <p>Text Complexity training</p>	<p>Assistant Principal and Dept. Chairs/Coaches</p> <p>Assistant Principal and Dept. Chairs/Coaches</p>	<p>FCAT writing practice and FCAT writing assessment.</p> <p>BAT 1 & BAT 2 Monthly checkpoints in all depts, progress monitoring and posting data on GoogleDocs, Data chats by Dept Chairs and Administration.</p>	<p>Benchmark writing prompts and FCAT writing prompts.</p> <p>2013 Reading, Science and Math FCAT.</p>
2	Implementation of Differentiated strategies is still not visible or apparent in all classrooms.	Continued professional development in differentiated instruction with support from department chairs.	Department Chairs	<p>Qualitative and Quantitative student Data</p> <p>Qualitative: teacher observations, student conversations (chats), Learning Environment</p> <p>Quantitative: Student data (minibats, Big Idea assessments, BAT 1 & BAT 2, Teacher created assessments, FCAT 2013)</p>	<p>Classroom Walkthroughs by Leadership Team. These will be conducted weekly and will focus on differentiated instruction.</p> <p>Classroom observations</p>
3	All teachers need more RTI training. Tiered Instructional, Assignments and Assessments	Continue ongoing training to review RTI process, developing appropriate tiered assignments, instructional strategies and assessments	Principal Guidance counselors Dept. heads.	Teacher attendance at RTI training and input during team meetings. Completion of DATA, logs, and other RTI documentation required.	Team minutes, RTI documentation, lesson plans.
	Providing teachers with a deeper understanding of Next Generation Sunshine State Standards and Common Core State	All Department Chairs have attended Common Core Standards training and will lead their departments in planning	Department Chairs	<p>Qualitative and Quantitative student Data</p> <p>Qualitative:</p>	Classroom Walkthroughs by Leadership Team

4	Standards	rigorous lessons that address the Next Generation Sunshine State Standards and align with Common Core State Standards. Grade Level Planning will allow teachers time to meet with their department and implement procedures that ensure their lessons have addressed text complexity in Reading and Language Arts as well as deeper knowledge of tested benchmarks in Math and Science.		teacher observations, student conversations (chats), Learning Environment Quantitative: Student data (minibats, Big Idea assessments, BAT 1 & BAT 2, Teacher created assessments, FCAT 2013)	
5	Increasing the percentage of students meeting High Standards in Reading, Math and Writing.	All Department Chairs have attended Common Core State Standards training and will lead their departments in planning rigorous lessons that address the Next Generation Sunshine State Standards and align with Common Core State Standards. Grade Level Planning will allow teachers time to meet with their department and implement procedures that ensure their lessons have addressed text complexity in Reading and Language Arts as well as deeper knowledge of tested benchmarks in Math and Science.	Department Chairs Assistant Principals	Qualitative and Quantitative student Data Qualitative: teacher observations, student conversations (chats), Learning Environment Quantitative: Student data (minibats, Big Idea assessments, Writing Prompts BAT 1 & BAT 2, Teacher created assessments, FCAT 2013)	Classroom Walkthroughs by Leadership Team Classroom Observations Lesson Plans

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:	84% of our ELL students were not proficient on 2012 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
16% of our ELL students were proficient	35% of our ELL students will meet the AMO goal

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	Implementation of Differentiated Instruction strategies is still not visible or apparent in classrooms with ELL students.	Differentiated Learning PLC	All Department Chairs, Assistant Principals	Tacher attendance active teacher participation teachers observed utilizing strategy.	Minibats Weekly Assessments Classroom walkthroughs

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:	73% of SWD did not make AYP (27 students)
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% of SWD students met AYP (30 students)	32% of SWD will make AYP

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	Implementation of Differentiated strategies is still not visible or apparent in all classrooms.	Continued professional development in differentiated instruction with support from the department chairs.	Department Chairs	Qualitative and Quantitative student Data Qualitative: teacher observations, student conversations (chats), Learning Environment Quantitative: Student data (minibats, Big Idea assessments, BAT 1 & BAT 2, Teacher created assessments, FCAT 2013)	Classroom Walkthroughs by Leadership Team. These will be done weekly and will focus on differentiated instruction Classroom observations
2	All teachers need more RTI training. Tiered Instructional , Assisgments and Assessments	Provide teachers with training to review RTI process, developing appropriate tiered assignments, instructional strategies and assessments	Principal Guidance counselors coaches Dept. heads.	Teacher attendance at RTI trainig and input during team meetings. Completion of DATA, logs, and other RTI documentataion required.	Team minutes, RTI documentation, lesson plans.
3	Providing teachers with a deeper understanding of Next Generation Sunshine State Standards and Common Core State Standards	All Department Chairs have attended Common Core State Standards training and will lead their departments in planning rigorous lessons that address the Next Generation Sunshine State Standards and align with Common Core State Standards. Grade Level Planning will allow teachers time to meet with their department and implement procedures that ensure their lessons have addressed text complexity in Reading, Social Studies, and Language Arts as well as deeper knowledge of tested benchmarks in Math and Science.	Department Chairs	Qualitative and Quantitative student Data Qualitative: teacher observations, student conversations (chats), Learning Environment Quantitative: Student data (minibats, Big Idea assessments, BAT 1 & BAT 2, Teacher created assessments, FCAT 2013)	Classroom Walkthroughs by Leadership Team
	Meeting High Standards in Reading, Math and Writing	All Department Chairs have attended Common Core State Standards training and will lead their departments in planning rigorous lessons that address the Next	Department Chairs Assistant Principals	Qualitative and Quantitative student Data Qualitative: teacher observations, student conversations	Classroom Walkthroughs by Leadership Team Classroom Observations

4		Generation Sunshine State Standards and align with Common Core State Standards. Grade Level Planning will allow teachers time to meet with their department and implement procedures that ensure their lessons have addressed text complexity in Reading and Language Arts as well as deeper knowledge of tested benchmarks in Math and Science		(chats), Learning Environment Quantitative: Student data (minibats, Big Idea assessments, Writing Prompts BAT 1 & BAT 2, Teacher created assessments, FCAT 2013)	Lesson Plans
5	Lack of Progress Monitoring	Following FCIM model	Department Chairs Assistant Principals	Teacher Attendance Active teacher participation in trainings Observing teachers utilizing Broward County FCIM	Classroom walkthroughs
6	Individualized Instruction	Planning based on Diagnostic tests Peer teaching	Renee Walden, Reading Coach Assistant Principals	Coaching sessions; Student data chats; Team data chats, RTI graphs	FAIR MINIBATS Teacher assessments 2012 FCAT

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:	56% of Economically Disadvantaged Students did not make AMO goal.
2012 Current Level of Performance:	2013 Expected Level of Performance:
44% of Economically Disadvantaged Students met the AMO goal.	53% of Economically Disadvantaged Students will make AMO

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	Familiarizing all teachers about the changes in FCAT achievement scores and the common core standards.	District training on common core and FCAT writing rubric training on site. District training on changes in FCAT and common core standards in math and reading	Assistant Principal and Dept. Chairs/Coaches Assistant Principal and Dept. Chairs/Coaches	FCAT writing practice and FCAT writing assessment.	Benchmark writing prompts and FCAT writing prompts.
2	Implementation of Differentiated strategies is still not visible or apparent in all classrooms.	Continued professional development in differentiated instruction with support from the department chairs.	Department Chairs	Qualitative and Quantitative student Data Qualitative: teacher observations, student conversations (chats), Learning Environment Quantitative: Student data	Classroom Walkthroughs by Leadership Team. These will be conducted weekly and will focus on differentiated instruction. Classroom observations

				(minibats, Big Idea assessments, BAT 1 & BAT 2, Teacher created assessments, FCAT 2013)	
3	Teachers have been trained in RTI (Response to Intervention) and will continue to utilize the Multi- Tiered System of Support (MTSS).	Continue to provide ongoing training to progress monitor RTI process, developing appropriate tiered assignments, instructional strategies and assessments while following programs to fidelity.	Principal Assistant Principals Guidance Counselors Department Chairs	Teacher attendance at RTI training and input during team meetings. Completion of DATA, logs, and other RTI documentataion required.	Department minutes, RTI documentation, lesson plans.
4	Providing teachers with a deeper understanding of Next Generation Sunshine State Standards and Common Core State Standards	All Department Chairs have attended Common Core State Standards training and will lead their departments in planning rigorous lessons that address the Next Generation Sunshine State Standards and align with Common Core State Standards. Grade Level Planning will allow teachers time to meet with their department and implement procedures that ensure their lessons have addressed text complexity in Reading and Language Arts as well as deeper knowledge of tested benchmarks in Math and Science	Department Chairs	Qualitative and Quantitative student Data Qualitative: teacher observations, student conversations (chats), Learning Environment Quantitative: Student data (minibats, Big Idea assessments, BAT 1 & BAT 2, Teacher created assessments, FCAT 2013)	Classroom Walkthroughs by Leadership Team
5	Meeting High Standards in Reading, Math and Writing	All Department Chairs have attended Common Core State Standards training and will lead their departments in planning rigorous lessons that address the Next Generation Sunshine State Standards and align with Common Core State Standards. Grade Level Planning will allow teachers time to meet with their department and implement procedures that ensure their lessons have addressed text complexity in Reading and Language Arts as well as deeper knowledge of tested benchmarks in Math and Science.	Department Chairs Assistant Principals	Qualitative and Quantitative student Data Qualitative: teacher observations, student conversations (chats), Learning Environment Quantitative: Student data (minibats, Big Idea assessments, Writing Prompts BAT 1 & BAT 2, Teacher created assessments, FCAT 2013)	Classroom Walkthroughs by Leadership Team Classroom Observations Lesson Plans

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
Comprehension Instructional Sequence (CIS)	(6-8) All subjects areas	Curriculum Leaders- Keisha Jones-Lewis Ellen Morris Yolanda Murray Ashley Smart Marilyn Tarver	All content area teachers	monthly Professional Learning Communities weekly Common Planning	Lesson plans Classroom walkthroughs Student Assessment data	Department Chairs/ Curriculum Leaders Assistant Principals
Differentiated Instruction Training	(6-8) All subjects areas	Curriculum Leaders- Keisha Jones-Lewis Ellen Morris Yolanda Murray Ashley Smart Marilyn Tarver	All content area teachers	monthly Professional Learning Communities weekly Common Planning	Lesson plans Classroom walkthroughs Student Assessment data	Department Chairs/ Curriculum Leaders Assistant Principals

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
CAR-PD	Facilitator and Training Materials. Teacher stipend of \$15 per hour facilitator at hourly rate	Title I	\$5,500.00
			Subtotal: \$5,500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$5,500.00

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:

2012 Current Percent of Students Proficient in listening/speaking:

Problem-Solving Process to Increase Student Achievement

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

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

2. Students scoring proficient in reading.
CELLA Goal #2:

2012 Current Percent of Students Proficient in reading:

Problem-Solving Process to Increase Student Achievement

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

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

3. Students scoring proficient in writing.
CELLA Goal #3:

2012 Current Percent of Students Proficient in writing:

Problem-Solving Process to Increase Student Achievement

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

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

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:	32% of all students will score a level 3 on the 2013 Math FCAT Test (430) students
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (298)	32% (430)

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	Implementation of Differentiated strategies is still not visible or apparent in all classrooms.	<p>Parkway will continue professional development in differentiated instruction facilitated by department chairs.</p> <p>Department chairs will model and observe low prep differentiated instruction lessons.</p>	Department Chairs	<p>Qualitative and Quantitative student Data</p> <p>Qualitative: teacher observations, student conversations (chats), Learning Environment</p> <p>Quantitative: Student data (minibats, Big Idea assessments, BAT 1 & BAT 2, Teacher created assessments, FCAT 2013)</p>	<p>Classroom Walkthroughs by Leadership Team. These will occur weekly with the focus on instructional practices</p> <p>Classroom observations</p>
2	Teachers lack a deeper understanding of Next Generation Sunshine State Standards and Common Core State Standards	<p>All Department Chairs have attended Common Core State Standards training and will lead their departments in planning rigorous lessons that address the Next Generation Sunshine State Standards and align with Common Core State Standards. Grade Level Planning will allow teachers time to meet with their department and implement procedures that ensure their lessons have addressed text complexity in Reading, Social Studies and Language Arts as well as deeper knowledge of tested benchmarks in Math and Science.</p> <p>Our content area teachers will be trained on question generation and the comprehensive instructional sequence to</p>	<p>Department Chairs</p> <p>Assistant Principals</p>	<p>Qualitative and Quantitative student Data</p> <p>Qualitative: teacher observations, student conversations (chats), Learning Environment</p> <p>Quantitative: Student data (minibats, Big Idea assessments, BAT 1 & BAT 2, Teacher created assessments, FCAT 2013)</p>	<p>Classroom Walkthroughs by Leadership Team. These will occur weekly with the focus on instructional practices.</p> <p>Classroom Observations</p>

		ensure students have a deep understanding of the next generation sunshine state standards.			
3	Maintaining High achievement for Proficient Students in Reading and Math (our trend data has shown these students struggle to maintain high achievement as they transition year to year.	All Department Chairs have attended Common Core State Standards training and will lead their departments in planning rigorous lessons and enrichment activities that address the Next Generation Sunshine State Standards and align with Common Core State Standards. Grade Level Planning will allow teachers time to meet with their department and implement procedures that ensure their lessons have addressed text complexity in Reading and Language Arts as well as deeper knowledge of tested benchmarks in Math and Science. Our content area teachers will be trained on question generation and the comprehensive instructional planning to ensure students have a deep understanding of the next generation sunshine state standards.	Department Chairs Principal Assistant Principals	Qualitative and Quantitative student Data Qualitative: teacher observations, student conversations (chats), Learning Environment Quantitative: Student data (minibats, Big Idea assessments, BAT 1 & BAT 2, Teacher created assessments, FCAT 2013)	Classroom Walkthroughs by Leadership Team. These will occur weekly with the focus on instructional practices. Classroom Observations
4	Lack of indepth knowledge and understanding of FCAT test item specifications and implications for instruction.	Biweekly grade level planning meetings in which test item specifications will be discussed for upcoming lessons. Monitoring teacher made assessments in an effort to ensure that test item specifications are being used.	Michelle D'Alessandro, AP	Grade Level Planning Teacher Observations	Classroom Walkthroughs FCAT progress monitoring results Teacher made assessment results FCAT 2012
5	Teachers are still not using textbook resources to its full potential	Ongoing training and support for teachers as they use the new texts. Frequent meetings with teachers to review textbook resources.	Michelle D'Alessandro, AP	Grade Level Planning Teacher Observations	Classroom Walkthroughs
6	Lack of enrichment activities for these students.	Provide teachers with enrichment strategies and activities that can be done with these students in our bi weekly grade level planning meetings.	Michelle D'Alessandro, AP	Teacher Observations	Classroom Walkthroughs

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:

84% (14) students will score at levels 4,5, and 6 in mathematics

2012 Current Level of Performance:	2013 Expected Level of Performance:
79% (15) students scored at levels 4,5, and 6 in mathematics	84% (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
1	Limited professional development to support the facilitation and the implementation of Access Points.	Instructional staff will attend professional development courses in the area of: •Access Points •Curriculum Learning and Management System (CPALMS) training •Collaborative Teaching and Planning	ESE Administrator SVE teachers ESE Support Facilitators ESE Specialist	* Lesson Plan Review for incorporation of Access Points, CPALMS activities and reading strategies. * Access Points Mini-workshops discussed in monthly department meetings. * Checklists/Informal Assessments/Pre-Post Tests from different reading programs *Teacher Generated Tests	* Curriculum assessments * Lesson Plan Review for incorporation of Access Points, CPALMS activities and reading strategies. * Classroom walk through tool
2	* Insufficient standards based instruction on Access Points for supported levels. * Failure to implement the curriculum provided by the district. * Lesson not tied to the standards.	* Train teachers to effective implementation of Access Points * Implement High Yield Instructional Strategies. * Provide formative assessments to inform differentiation in instruction. * Differentiate instruction based on individual needs as determined through	SVE teachers ESE Support Facilitators ESE Specialist ESE Administrator	* Lesson plan review for incorporation of Access Points and reading strategies. * * Lessons focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes aligned to Access Points when appropriate. * Explicit instruction, Modeled instruction, Guided practice with teacher support and feedback. * On-going use of progress monitoring tools.	* Classroom walk through tool. * Lesson Plan Review *Teacher needs assessment

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	33% (443) of all students will score a level 4 or 5 on the math 2013 FCAT test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (318)	33% (443)

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
	Implementation of Differentiated strategies	Continued professional development in	Department Chairs	Qualitative and Quantitative student	Classroom Walkthroughs by

1	is still not visible or apparent in all classrooms.	differentiated instruction with support from department chairs.		Data Qualitative: teacher observations, student conversations (chats), Learning Environment Quantitative: Student data (minibats, Big Idea assessments, BAT 1 & BAT 2, Teacher created assessments, FCAT 2013)	Leadership Team. These will be conducted weekly with a focus on differentiated instruction Classroom observations
2	Providing teachers with a deeper understanding of Next Generation Sunshine State Standards and Common Core State Standards	All Department Chairs have attended Common Core State Standards training and will lead their departments in planning rigorous lessons that address the Next Generation Sunshine State Standards and align with Common Core State Standards. Grade Level Planning will allow teachers time to meet with their department and implement procedures that ensure their lessons have addressed text complexity in Reading and Language Arts as well as deeper knowledge of tested benchmarks in Math and Science.	Department Chairs	Qualitative and Quantitative student Data Qualitative: teacher observations, student conversations (chats), Learning Environment Quantitative: Student data (minibats, Big Idea assessments, BAT 1 & BAT 2, Teacher created assessments, FCAT 2013)	Classroom Walkthroughs by Leadership Team
3	Lack of indepth knowledge and understanding of FCAT test item specifications and implications for instruction.	Biweekly grade level planning meetings in which test item specifications will be discussed for upcoming lessons. Monitoring teacher made assessments in an effort to ensure that test item specifications are being used.	Michelle D'Alessandro, AP	Grade Level Planning Teacher Observations	Classroom Walkthroughs FCAT progress monitoring results. Teacher made assessment results 2012 FCAT
4	Teachers are still not using textbook resources to its full potential	Ongoing training and support for teachers as they use the new texts. Frequent meetings with teachers to review textbook resources.	Michelle D'Alessandro, AP	Grade Level Planning Teacher Observations	Classroom Walkthroughs
5	Lack of enrichment activities for these students.	Provide teachers with enrichment strategies and activities that can be done with these students in our bi weekly grade level planning meetings.	Michelle D'Alessandro, AP	Grade Level Planning Teacher Observations	Classroom Walkthroughs

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:	10% (2) students will score at or above level 7 in mathematics
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2012 Current Level of Performance:	2013 Expected Level of Performance:
5% (1)	10% (2)

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	Teacher has a lack of Knowledge of the Access Point Standards	Educate teachers by providing knowledge, resources and technology training on how to access and use Access points.	ESE Specialist ESE Administrator	* Teacher Observation * On-going Professional Developments	Classroom Walkthrough SVE Look-Fors Checklist
2	Students' daily exposure to the consistent use of relevant content and Access Points before, during and after mathematics strategy implementation.	Train teachers to implement Access Points, thereby leading to an improvement in academic achievement.	SVE teachers ESE Support Facilitators ESE Specialist ESE Administrator	* Reading strategy implementation demonstrated during classroom walkthrough (CWT) * Lesson plan review for incorporation of Access Points and mathematics strategies.	* Classroom walk through tool * Lesson Plan Review * Teacher needs assessment

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal # 3a:	71% (955) of all students will make learning gains on the 2013 FCAT Math Test.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
66% (709)	71% (955)

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	Implementation of Differentiated strategies is still not visible or apparent in all classrooms.	Continued professional development in differentiated instruction with support from department chairs.	Department Chairs Assistant Principals	Qualitative and Quantitative student Data Qualitative: teacher observations, student conversations (chats), Learning Environment Quantitative: Student data (minibats, Big Idea assessments, BAT 1 & BAT 2, Teacher created assessments, FCAT 2013)	Classroom Walkthroughs by Leadership Team. These will be done weekly with a focus on differentiated instruction. Classroom observations Lesson Plans
	Teachers lack a deeper understanding of Next Generation Sunshine State Standards and Common Core State	All Department Chairs have attended Common Core State Standards training and will lead their departments in planning	Department Chairs Assistant Principals	Qualitative and Quantitative student Data Qualitative:	Classroom Walkthroughs by Leadership Team Classroom

2	Standards	rigorous lessons that address the Next Generation Sunshine State Standards and align with Common Core State Standards. Grade Level Planning will allow teachers time to meet with their department and implement procedures that ensure their lessons have addressed text complexity in Reading and Language Arts as well as deeper knowledge of tested benchmarks in Math and Science.		teacher observations, student conversations (chats), Learning Environment Quantitative: Student data (minibats, Big Idea assessments, BAT 1 & BAT 2, Teacher created assessments, FCAT 2013)	Observations Lesson Plans
3	Meeting High Standards in Reading, Math and Writing	All Department Chairs have attended Common Core State Standards training and will lead their departments in planning rigorous lessons that address the Next Generation Sunshine State Standards and align with Common Core State Standards. Grade Level Planning will allow teachers time to meet with their department and implement procedures that ensure their lessons have addressed text complexity in Reading and Language Arts as well as deeper knowledge of tested benchmarks in Math and Science.	Department Chairs Assistant Principals	Qualitative and Quantitative student Data Qualitative: teacher observations, student conversations (chats), Learning Environment Quantitative: Student data (minibats, Big Idea assessments, Writing Prompts BAT 1 & BAT 2, Teacher created assessments, FCAT 2013)	Classroom Walkthroughs by Leadership Team Classroom Observations Lesson Plans
4	Lack of indepth knowledge and understanding of FCAT test item specifications and implications for instruction.	Biweekly grade level planning meetings in which test item specifications will be discussed for upcoming lessons. Monitoring teacher made assessments in an effort to ensure that test item specifications are being used.	Michelle D'Alessandro, AP	Grade Level Planning Teacher Observations	Classroom Walkthroughs FCAT progress monitoring results Teacher made assessment results FCAT 2012
5	Teachers are still not using textbook resources to its full potential	Ongoing training and support for teachers as they use the new texts. Frequent meetings with teachers to review textbook resources.	Michelle D'Alessandro, AP	Grade Level Planning Teacher Observations	Classroom Walkthroughs

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:	74% (13) of students will make learning gains in mathematics
2012 Current Level of Performance:	2013 Expected Level of Performance:
69% (12)	74% (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
1	Lack of math skills Lack of student engagement Lack of motivation	* Incorporation of manipulatives, visuals, and assistive technology, in addition to core to teach mathematics concepts and strategies. * Use picture walks to assist students in making predictions within a mathematics selection. * Allow students to dictate written responses.	SVE teachers ESE Support Facilitators ESE Specialist	* Classroom walk through (CWT) * Lesson plan review for incorporation of manipulatives, visuals and assistive technology imbedded in individual lessons and activities.	Classroom walk through tool Lesson Plan Review Student work samples Student performance - informal test data

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	61% (206) of students in the lowest 25% will make learning gains on the 2013 FCAT math test
2012 Current Level of Performance:	2013 Expected Level of Performance:
56% (153) of students in the lowest 25% made learning gains	61% (206)

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	Implementation of Differentiated strategies is still not visible or apparent in all classrooms.	Continued professional development in differentiated instruction with support from department chairs.	Department Chairs	Qualitative and Quantitative student Data Qualitative: teacher observations, student conversations (chats), Learning Environment Quantitative: Student data (minibats, Big Idea assessments, BAT 1 & BAT 2, Teacher created assessments, FCAT 2013)	Classroom Walkthroughs by Leadership Team. These will be conducted weekly and will focus on differentiated instruction. Classroom observations
2	Providing teachers with a deeper understanding of Next Generation Sunshine State Standards and Common Core State Standards	All Department Chairs have attended Common Core State Standards training and will lead their departments in planning rigorous lessons that address the Next Generation Sunshine State Standards and align with Common Core State Standards. Grade Level Planning will allow	Department Chairs	Qualitative and Quantitative student Data Qualitative: teacher observations, student conversations (chats), Learning Environment Quantitative: Student data	Classroom Walkthroughs by Leadership Team

		teachers time to meet with their department and implement procedures that ensure their lessons have addressed text complexity in Reading and Language Arts as well as deeper knowledge of tested benchmarks in Math and Science.		(minibats, Big Idea assessments, BAT 1 & BAT 2, Teacher created assessments, FCAT 2013)	
3	Lack of indepth knowledge and understanding of FCAT test item specifications and implications for instruction.	Biweekly grade level planning meetings in which test item specifications will be discussed for upcoming lessons. Monitoring teacher made assessments in an effort to ensure that test item specifications are being used.	Michelle D'Alessandro, AP	Grade Level Planning Teacher observations	FCAT progress monitoring assessment results Teacher made Assessment results Classroom Walkthrough 2012 FCAT
4	Teachers are still not using textbook resources to its full potential	Ongoing training and support for teachers as they use the texts. Frequent meetings with teachers to review textbook resources.	Michelle D'Alessandro, AP	Teacher Observations	Classroom Walkthrough
5	Lack of effective, consistent and efficient monitoring of this subgroup.	Implementation of FCIM. Monitoring assessment data of this subgroup. Offering extended learning opportunities to students in this subgroup.	Michelle D'Alessandro, AP	Grade Level Planning Teacher Observations	FCAT progress monitoring assessment results Teacher made Assessment results Attendance at Extended Learning opportunities 2012 FCAT

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Middle School Mathematics Goal # 5A : <input type="text"/>				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	56%	78%	84%	90%	96%	

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:	44% (497) of all black students will not be proficient on the Math 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
49% (458) of all black students met proficiency.	44% (497)

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Familiarizing all teachers about the changes in FCAT achievement scores and the common core standards.	District training on common core and FCAT writing rubric training on site. District training on changes in FCAT and common core standards in math and reading Comprehension Instructional Strategy training Text Complexity training	Assistant Principal and Dept. Chairs/Coaches Assistant Principal and Dept. Chairs/Coaches	FCAT writing practice and FCAT writing assessment. BAT 1 & BAT 2 Monthly checkpoints in all depts, progress monitoring and posting data on Gogledocs, Data chats by Dept Chairs and Adminsitration.	Benchmark writing prompts and FCAT writing prompts. 2013 Reading, Science and Math FCAT.
2	Implementation of Differentiated strategies is still not visible or apparent in all classrooms.	Continued professional development in differentiated instruction with support from department chairs.	Department Chairs	Qualitative and Quantitative student Data Qualitative: teacher observations, student conversations (chats), Learning Environment Quantitative: Student data (minibats, Big Idea assessments, BAT 1 & BAT 2, Teacher created assessments, FCAT 2013)	Classroom Walkthroughs by Leadership Team. These will be conducted weekly and will focus on differentiated instruction. Classroom observations
3	All teachers need more RTI training. Tiered Instructional , Assisgnments and Assesments	Continue ongoing training to review RTI process, developing appropriate tiered assignments, instructional strategies and assessments	Principal Guidance counselors Dept. heads.	Teacher attendance at RTI trainig and input during team meetings. Completion of DATA, logs, and other RTI documentataion required.	Team minutes, RTI documentation, lesson plans.
4	Providing teachers with a deeper understanding of Next Generation Sunshine State Standards and Common Core State Standards	All Department Chairs have attended Common Core State Standards training and will lead their departments in planning rigorous lessons that address the Next Generation Sunshine State Standards and align with Common Core State Standards. Grade Level Planning will allow teachers time to meet with their department and implement procedures that ensure their lessons have addressed text complexity in Reading and Language Arts as well as deeper knowledge of tested benchmarks in Math and Science.	Department Chairs	Qualitative and Quantitative student Data Qualitative: teacher observations, student conversations (chats), Learning Environment Quantitative: Student data (minibats, Big Idea assessments, BAT 1 & BAT 2, Teacher created assessments, FCAT 2013)	Classroom Walkthroughs by Leadership Team
	Increasing the percentage of students meeting High Standards in Reading, Math and Writing.	All Department Chairs have attended Common Core State Standards training and will lead their departments in planning rigorous lessons that address the Next Generation Sunshine	Department Chairs Assistant Principals	Qualitative and Quantitative student Data Qualitative: teacher observations, student conversations (chats),	Classroom Walkthroughs by Leadership Team Classroom Observations Lesson Plans

5	State Standards and align with Common Core State Standards. Grade Level Planning will allow teachers time to meet with their department and implement procedures that ensure their lessons have addressed text complexity in Reading and Language Arts as well as deeper knowledge of tested benchmarks in Math and Science.	Learning Environment Quantitative: Student data (minibats, Big Idea assessments, Writing Prompts BAT 1 & BAT 2, Teacher created assessments, FCAT 2013)
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	
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:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	75% (70) of students with disabilities will not meet proficiency on the 2013 Math FCAT
2012 Current Level of Performance:	2013 Expected Level of Performance:
82% (75) of students with disabilities did not met proficiency.	75% (70)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Implementation of Differentiated strategies is still not visible or apparent in all classrooms.	Continued professional development in differentiated instruction with support from the department chairs.	Department Chairs	Qualitative and Quantitative student Data Qualitative: teacher observations, student conversations (chats),	Classroom Walkthroughs by Leadership Team. These will be done weekly and will focus on differentiated instruction

1				Learning Environment Quantitative: Student data (minibats, Big Idea assessments, BAT 1 & BAT 2, Teacher created assessments, FCAT 2013)	Classroom observations
2	All teachers need more RTI training. Tiered Instructional , Assisgments and Aessments	Provide teachers with training to review RTI process, developing appropriate tiered assignments, instructional strategies and assessments	Principal Guidance counselors coaches Dept. heads.	Teacher attendance at RTI trainig and input during team meetings. Completion of DATA, logs, and other RTI documentataion required.	Team minutes, RTI documentation, lesson plans.
3	Providing teachers with a deeper understanding of Next Generation Sunshine State Standards and Common Core State Standards	All Department Chairs have attended Common Core State Standards training and will lead their departments in planning rigorous lessons that address the Next Generation Sunshine State Standards and align with Common Core State Standards. Grade Level Planning will allow teachers time to meet with their department and implement procedures that ensure their lessons have addressed text complexity in Reading, Social Studies, and Language Arts as well as deeper knowledge of tested benchmarks in Math and Science.	Department Chairs	Qualitative and Quantitative student Data Qualitative: teacher observations, student conversations (chats), Learning Environment Quantitative: Student data (minibats, Big Idea assessments, BAT 1 & BAT 2, Teacher created assessments, FCAT 2013)	Classroom Walkthroughs by Leadership Team
4	Meeting High Standards in Reading, Math and Writing	All Department Chairs have attended Common Core State Standards training and will lead their departments in planning rigorous lessons that address the Next Generation Sunshine State Standards and align with Common Core State Standards. Grade Level Planning will allow teachers time to meet with their department and implement procedures that ensure their lessons have addressed text complexity in Reading and Language Arts as well as deeper knowledge of tested benchmarks in Math and Science	Department Chairs Assistant Principals	Qualitative and Quantitative student Data Qualitative: teacher observations, student conversations (chats), Learning Environment Quantitative: Student data (minibats, Big Idea assessments, Writing Prompts BAT 1 & BAT 2, Teacher created assessments, FCAT 2013)	Classroom Walkthroughs by Leadership Team Classroom Observations Lesson Plans
5	Lack of indepth knowledge and understanding of FCAT test item specifications and implications for instruction.	Biweekly grade level planning meetings in which test item specifications will be discussed for upcoming lessons. Monitoring teacher made assessments in an effort to ensure that test item specifications are being used.	Michelle D'Alessandro, Tonya Brown, Math Coach	Grade Level Planning Teacher Observations	Classroom Walkthroughs FCAT progress monitoring results Teacher made assessment results FCAT 2012

6	Teachers are still not using textbook resources to its full potentials	Ongoing training and support for teachers as they use the new texts. Frequent meetings with teachers to review textbook resources.	Michelle D'Alessandro, Tonya Brown, Math Coach	Grade Level Planning Teacher Observations	Classroom Walkthroughs
7	Lack of effective, consistent and efficient monitoring of this subgroup.	ESE support Teachers will support ESE students in math classes as well as provide one on one support. Implementation of FCIM. Monitoring assessment data of this subgroup. Offering extended learning opportunities to students in this subgroup.	Michelle D'Alessandro, Tonya Brown, Math Coach	Grade Level Planning Teacher Observations	FCAT progress monitoring assessment results Teacher made Assessment results Attendance at Extended Learning opportunities 2012 FCAT

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:	43% (508) of Economically Disadvantaged Students will not meet proficiency on the 2013 Math FCAT
2012 Current Level of Performance:	2013 Expected Level of Performance:
48%% (465) of Economically Disadvantaged Students did not meet proficiency	43% (508)

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	Familiarizing all teachers about the changes in FCAT achievement scores and the common core standards.	District training on common core and FCAT writing rubric training on site. District training on changes in FCAT and common core standards in math and reading	Assistant Principal and Dept. Chairs/Coaches Assistant Principal and Dept. Chairs/Coaches	FCAT writing practice and FCAT writing assessment.	Benchmark writing prompts and FCAT writing prompts.
2	Implementation of Differentiated strategies is still not visible or apparent in all classrooms.	Continued professional development in differentiated instruction with support from the department chairs.	Department Chairs	Qualitative and Quantitative student Data Qualitative: teacher observations, student conversations (chats), Learning Environment Quantitative: Student data (minibats, Big Idea assessments, BAT 1 & BAT 2, Teacher created assessments, FCAT 2013)	Classroom Walkthroughs by Leadership Team. These will be conducted weekly and will focus on differentiated instruction. Classroom observations
	Teachers have been trained in RTI (Response to Intervention) and will continue to utilize the	Continue to provide ongoing training to progress monitor RTI process, developing	Principal Assistant Principals Guidance Counselors	Teacher attendance at RTI training and input during team meetings. Completion of DATA,	Department minutes, RTI documentation, lesson plans.

3	Multi- Tiered System of Support (MTSS).	appropriate tiered assignments, instructional strategies and assessments while following programs to fidelity.	Department Chairs	logs, and other RTI documentaiaon required.	
4	Providing teachers with a deeper understanding of Next Generation Sunshine State Standards and Common Core State Standards	All Department Chairs have attended Common Core State Standards training and will lead their departments in planning rigorous lessons that address the Next Generation Sunshine State Standards and align with Common Core State Standards. Grade Level Planning will allow teachers time to meet with their department and implement procedures that ensure their lessons have addressed text complexity in Reading and Language Arts as well as deeper knowledge of tested benchmarks in Math and Science	Department Chairs	Qualitative and Quantitative student Data Qualitative: teacher observations, student conversations (chats), Learning Environment Quantitative: Student data (minibats, Big Idea assessments, BAT 1 & BAT 2, Teacher created assessments, FCAT 2013)	Classroom Walkthroughs by Leadership Team
5	Meeting High Standards in Reading, Math and Writing	All Department Chairs have attended Common Core State Standards training and will lead their departments in planning rigorous lessons that address the Next Generation Sunshine State Standards and align with Common Core State Standards. Grade Level Planning will allow teachers time to meet with their department and implement procedures that ensure their lessons have addressed text complexity in Reading and Language Arts as well as deeper knowledge of tested benchmarks in Math and Science.	Department Chairs Assistant Principals	Qualitative and Quantitative student Data Qualitative: teacher observations, student conversations (chats), Learning Environment Quantitative: Student data (minibats, Big Idea assessments, Writing Prompts BAT 1 & BAT 2, Teacher created assessments, FCAT 2013)	Classroom Walkthroughs by Leadership Team Classroom Observations Lesson Plans
6	Lack of indepth knowledge and understanding of FCAT test item specifications and implications for instruction.	Biweekly grade level planning meetings in which test item specifications will be discussed for upcoming lessons. Monitoring teacher made assessments in an effort to ensure that test item specifications are being used.	Michelle D'Alessandro, Tonya Brown, Math Coach	Grade Level Planning Teacher Observations	FCAT progress monitoring assessment results Teacher made Assessment results Classroom Walkthrough 2012 FCAT
7	Teachers are still not using textbook resources to its full potential	Ongoing training and support for teachers as they use the texts. Frequent meetings with teachers to review textbook resources.	Michelle D'Alessandro, Tonya Brown, Math Coach	Grade Level Planning	Classroom Walkthroughs
	Lack of effective, consistent and efficient monitoring of this subgroup.	Implementation of FCIM. Monitoring assessment data of this subgroup.	Michelle D'Alessandro, Tonya Brown, Math Coach	Grade Level Planning Teacher Observations	FCAT progress monitoring assessment results Teacher made

8		Offering extended learning opportunities to students in this subgroup.		Assessment results Attendance at Extended Learning opportunities 2012 FCAT
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End of Middle School Mathematics Goals

Algebra End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	51% (58) of students will score at level 3 in Algebra
2012 Current Level of Performance:	2013 Expected Level of Performance:
46% (45) of scored at level 3 in Algebra	51% (58)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students not working to their full potential.	Teachers will increase academic rigor of tasks assigned to students. Teachers will include higher order thinking (hot) questions in their instruction.	Department Chair	Quantitative: Progress Monitoring through teacher made assessments and Monthly Benchmark Assessment results. Qualitative: Student engagement and work quality.	Lesson Plans; Observation
2	Inadequate remediation opportunities for struggling students.	Tutoring sessions will be conducted by teachers before school for students needing extra assistance (on an as needed basis).	APs	Student Data Review	Attendance Log, Student Data

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

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	54% (62) of students will score at or above level 4 in Algebra
2012 Current Level of Performance:	2013 Expected Level of Performance:
49% (52)	54% (62)

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Students not working to their full potential	Teachers will increase academic rigor of tasks assigned to students. Teachers will include higher order thinking (hot) questions in their instruction.	Department Chair	Quantitative: Progress Monitoring through teacher made assessments and Monthly Benchmark Assessment results. Qualitative: Student engagement and work quality.	Content AP Department Chair

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Algebra Goal # 3A : <input type="text"/>				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. Algebra Goal #3B:	0 (0%) of students will not make progress in Algebra in 2013
2012 Current Level of Performance:	2013 Expected Level of Performance:
5% (6) did not make progress in Algebra	0 (0%)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Inadequate remediation opportunities for struggling students.	Tutoring sessions will be conducted by teachers before school for students needing extra assistance (on an as needed basis).	APs	Student Data Review	Attendance Log, Student Data

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

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:	0% (0) will not make progress in Algebra in 2013
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (1) of SWD students did not make progress on the Algebra	0% (0)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1					

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

3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:	0% (0) will of disadvantaged students will not make progress in Algebra in 2013
2012 Current Level of Performance:	2013 Expected Level of Performance:
7% (6) did not make satisfactory progress in Algebra)% (0)

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

End of Algebra EOC Goals

Geometry End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Geometry Goal # 3A : <input type="text"/>				
Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3C. English Language Learners (ELL) not making 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
Common Core	Grade 6-8	Tonya Brown, Department Chair	All Math Teachers	Weekly (September - May)	Classroom Walk-throughs, Peer-Observations	Michelle D'Alessandro, AP Tonya Brown, Department Chair
Marzano Art & Science of Teaching Framework	Grade 6-8	Department Chairs	All Math & Science Teachers	Weekly (September - May)	Classroom Walk-throughs, Peer-Observations	Michelle D'alessandro, AP Tonya Brown, Department Chair
Providing Clear Goals and Scales (Rubrics), Managing Response Rates, & Using Physical Movement	Grades 6-8/ Math	Tonya Brown, Department Chair	All Math Teachers	Weekly (September - December)	Classroom Walk-throughs, Deliberate Practice Plan Implementation, Peer-Observations, Video Reflections	Michelle D'alessandro, AP

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Ten Monthly PLC's after school.	Facilitators and teachers. \$15 an hour for teachers and hourly rate for facilitators	Title 1 Staff Development	\$2,100.00
Summer Leadership Training	FCIM review of data, SIP Plan, Scheduling, Review of Teacher Handbook, Discipline Plan Review, Master Calendar Alignment	Title 1 Staff Development	\$7,940.00
			Subtotal: \$10,040.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$10,040.00

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.		The goal for the department is to increase the science score from 35% (133) to 45% (162) on the 2012-2013 Science FCAT.			
Science Goal #1a:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
25% (95) level 3.		30% (108) level 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
	Implementation of Differentiated strategies is still not visible or apparent in all classrooms.	Parkway will continue professional development in differentiated instruction facilitated by department chairs. Department chairs will	Department Chairs	Qualitative and Quantitative student Data Qualitative: teacher observations, student conversations (chats),	Classroom Walkthroughs by Leadership Team. These will occur weekly with the focus on instructional practices

1		model and observe low prep differentiated instruction lessons.		Learning Environment Quantitative: Student data (minibats, Big Idea assessments, BAT 1 & BAT 2, Teacher created assessments, FCAT 2013)	Classroom observations
2	Teachers lack a deeper understanding of Next Generation Sunshine State Standards and Common Core State Standards	All Department Chairs have attended Common Core State Standards training and will lead their departments in planning rigorous lessons that address the Next Generation Sunshine State Standards and align with Common Core State Standards. Grade Level Planning will allow teachers time to meet with their department and implement procedures that ensure their lessons have addressed text complexity in Reading, Social Studies and Language Arts as well as deeper knowledge of tested benchmarks in Math and Science. Our content area teachers will be trained on question generation and the comprehensive instructional sequence to ensure students have a deep understanding of the next generation sunshine state standards.	Department Chairs Assistant Principals	Qualitative and Quantitative student Data Qualitative: teacher observations, student conversations (chats), Learning Environment Quantitative: Student data (minibats, Big Idea assessments, BAT 1 & BAT 2, Teacher created assessments, FCAT 2013)	Classroom Walkthroughs by Leadership Team. These will occur weekly with the focus on instructional practices. Classroom Observations
3	Students are having difficulty understanding the text because of low level reading comprehension.	Provide training to teachers on reading strategies that may be used in the science classroom.	Michelle D'Alessandro, AP	Teacher attendance and active participation in training, as well as reviewing and analyzing student data.	The evaluation tool that will be used to determine effectiveness will be students science notebooks and rubrics, as well as Mini Assessments, BAT and chapter assessments..
4	Inquiry based instruction and hands-on labs are occurring but without rigor and higher order questioning.	Provide training and on going support to teachers in the implementation process.	Michelle D'Alessandro, AP Marilyn Tarver, DC	Teacher attendance and active participation in training, as well as reviewing and analyzing student data.	Students science notebooks will reflect student participation as well as data gathered from classroom labs.

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:	55% (10) will score at levels 4,5,and 6 in science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (3)	55%(10)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of exposure in the field of science. Instruction not aligned with Access Points	Collaborate with science teachers on the implementation of science labs and science skills. Create and implement learning centers that focus on science skills.	SVE Teachers ESE Specialist	Science lab checklist Lesson focuses on essential learning objectives and goals specifically focusing on Access Points in the area of science.	* Teacher made Science lab checklist documented informal observations

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	The goal for the department is to increase the number of students scoring at or above level 4 from 10% (38) to 15% (54).
2012 Current Level of Performance:	2013 Expected Level of Performance:
10% (38)	15% (54)

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	Implementation of Differentiated strategies is still not visible or apparent in all classrooms.	Continued professional development in differentiated instruction with support from department chairs.	Department Chairs	Qualitative and Quantitative student Data Qualitative: teacher observations, student conversations (chats), Learning Environment Quantitative: Student data (minibats, Big Idea assessments, BAT 1 & BAT 2, Teacher created assessments, FCAT 2013)	Classroom Walkthroughs by Leadership Team. These will be conducted weekly with a focus on differentiated instruction Classroom observations
	Providing teachers with a deeper understanding of Next Generation Sunshine State Standards and Common Core State Standards	All Department Chairs have attended Common Core State Standards training and will lead their departments in planning rigorous	Department Chairs	Qualitative and Quantitative student Data Qualitative: teacher observations, student conversations	Classroom Walkthroughs by Leadership Team

2		lessons that address the Next Generation Sunshine State Standards and align with Common Core State Standards. Grade Level Planning will allow teachers time to meet with their department and implement procedures that ensure their lessons have addressed text complexity in Reading and Language Arts as well as deeper knowledge of tested benchmarks in Math and Science.		(chats), Learning Environment Quantitative: Student data (minibats, Big Idea assessments, BAT 1 & BAT 2, Teacher created assessments, FCAT 2013)	
3	Students are having difficulty understanding the text because of low level reading comprehension.	Provide training to teachers on reading strategies that may be used in the science classroom	Michelle D'Alessandro, AP Simeka Love, Science Coach.	Teacher attendance and active participation in training, as well as reviewing and analyzing student assessment data.	The evaluation tool that will be used to determine effectiveness will be students science notebooks and rubrics, as well as Mini Assessments, BAT and chapter assessments.
4	Inquiry based instruction and hands-on labs are occurring but without rigor and higher order questioning.	The strategy that will be used is the 5E Model and Common Core State Standards. The model will infuse specific key points to facilitate process and implementation.	Michelle D'Alessandro, AP Simeka Love, Science Coach.	Teacher attendance and active participation in training, as well as reviewing and analyzing student data.	Labs and reports with rubrics, science notebooks, and student data gathered from chapter assessments.

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	The department's goal is to increase the number of students scoring at or above achievement level 7 on the Florida Alternate Assessment from 0% to 17% of the total 17 students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	18% (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
No Data Submitted				

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

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

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

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
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 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 total number of students achieving a 4.0 and above on the FCAT Writing Assessment will increase by 10% in 2012.
2012 Current Level of Performance:	2013 Expected Level of Performance:
70% of our students scored 3.5 and above.	80% (306) of our students will score a 4.0 or above on the FCAT 2.0

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	CITY Academy (the only gifted cluster grades 3-8 program) has added three new sections. Two fifth grade sections and one sixth grade section. Three Teachers are new to program and have changed grade levels in grades 3, 4, and 5. The CITY program lost its coordinator in June due to budget cuts and DROP extension denial.	Bring new teachers who have been hired for the program into school two weeks before preplanning for training, in reading, writing, team building and to begin to work on curriculum and themes for the coming year .	Principal Department Chairperson, Assistant Principal, Team Leaders Elementary and Middle Advanced Academics coordinator	Teacher selection, attendance at training and planning sessions and completion of thematic unit planning. Planning time is allocated during two weeks in August for teachers to plan themes, units, activities, conduct research, acquire materials, work together and move into their new locations.	Completed outline/ scope/sequence of planned themes for each subject and grade.
2	A new department chairperson will be taking over the leadership of the department.	Provide and ongoing training and support, and release time for new person	Principal, Assistant Principal	Leadership meetings and planning sessions to assist new person in her role. Attendance at District training and workshops ie; (Title one Writing training, SpringBoard, CWT, leadership, DI, RTI) during the summer and during the year.	Attendance verification for training and workshops, department minutes, grade level planning minutes and planning documents.
3	Incorporation of Writing Workshop strategies showing evidence of writing process work.	Incorporate the Writing workshop strategies in Language Arts classes. These strategies are now incorporated into the revised SpringBoard program and are to be referenced and implemented when writing assignments in specific genres appear in the SpringBoard Instructional Focus.	Department Chairperson, Assistant Principal	Instructional focus calendars have been rewritten to reflect incorporation of writing workshop strategies in grades 6-8	Lesson /Unit plans that reflecting implementation of SpringBoard Program in grades 6-8 Classroom walkthroughs, Data Chats, planning documents.
4	Differentiated Instruction is not occurring in all classrooms. teachers need assistance with DI strategies	Provide PLC' through departments in Differentiated Instruction	Dept. Chairs and Coaches	Attendance at PLCs	Monthly follow up assignments involving implementation of strategies.
5	Time needs to be provided for teachers to conduct consistent Writing prompt analysis using six traits for analysis and targeted suggestions for revision and for the scoring of prompts using FCAT rubric.	Provide time for a refresher training on six traits of writing analysis and FCAT rubric: holistic scoring practice.	Department chairperson and District trainers	More accurate feedback to students for successful revision of writing and accurate scoring.	Improved Student prompt scoring and student growth in writing as seen from writing prompt samples and assessments throughout the year.
6	Punctual and regular attendance of Language Arts teachers at monthly grade level planning sessions.	Provide teachers the opportunity to share their experiences with curriculum foci, data, student writing samples and best classroom practices focusing on student strengths and weaknesses and their	Dept. Chair, Assistant Principal	Monthly Language arts grade level planning meetings conducted during planning time.	Monthly follow up sessions where each grade levels shares their plan during monthly department meeting and share successes and concerns about implementation.

		acing issues.			
7	Attendance of staff at Language Arts PLC's.	PLC schedule will be set for the year and DEPT chair will publish dates, location and topics to be addressed. Staff will receive a stipend for attending training and will receive materials, strategies, and opportunities to collaborate with peers, share practices and gain knowledge that will assist them in improving their practice and reaching their writing goals.	Dept. Chair, Assistant Principal	Attendance will be taken at each PLC. Staff needs to attend all PLC's in order to receive their stipend and inservice points.	A monthly assignment involving implementation of strategies
8	Sixth grade and CITY academy teachers will not be moving into the new facility as planned. Move will not take place for at least 90 days.	Teachers will be relocated to other rooms temporarily. Teachers will have additional time during preplanning week to unpack and relocate if necessary so that they can prepare their rooms for the first day of school. School will remain open on Fridays to accomodate teachers who have to relocate.	Principal Assistant principals Head Custodian	Classroom walkthrough to determine cleanliness and adequate furniture and technology, ad communication to begin the year.	Checklist for each teacher's room to be with items listed that need to be addressed and completed prior to the first day of school.
9	Staff Development time is limited. Our thirty minute morning time is primarily devoted to conferences, Team, Department and faculty meetings. All staff development occurs either during planning time or after school and cannot be mandatory. Any afterschool PLC's or other training must be compensated.	PLC's will be scheduled for ten two hour sessions throughout the year. Reading, Social Studies and Language Arts teachers will meet together in their PLC's and Math and Science will meet in their PLC's	Department Chairpersons Principal Assistant principal	Attendance at PLC's, department meetings, and other training.	Attendance rosters for PLC's, grade level plannnig, department meeting agendas, minutes and sign in sheets.

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:

Problem-Solving Process to I ncrease Student Achievement

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

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

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

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

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Assess/Test-utilizing SpringBoard Writing Component	Breaks down the writing process for the student with embedded activities.		\$850.00
			Subtotal: \$850.00
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: \$850.00

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:	78% of all the 7th grade students will score a minimum of a level 3 on End-of-Course (EOC) Civics Exam
2012 Current Level of Performance:	2013 Expected Level of Performance:

N/A		78% (415)		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

2. Students scoring at or above Achievement Levels 4 and 5 in Civics. Civics Goal #2:	70% of all the 7th grade students will score a minimum of a level 4 on End-of-Course (EOC) Civics Exam
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	70% (415)

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

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

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

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

Civics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount

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

End of Civics Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Attendance		Daily student attendance rate will be improved by 2%.			
Attendance Goal # 1:					
2012 Current Attendance Rate:		2013 Expected Attendance Rate:			
94.4%		96.4%			
2012 Current Number of Students with Excessive Absences (10 or more)		2013 Expected Number of Students with Excessive Absences (10 or more)			
446		350			
2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
105		95			
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	Many of the same students are absent repeatedly.	Offer more incentives for regular attendance, and utilize parent link to improve communication wit those parents of habitual offenders.	Attendance Clerk and Corey Wilson Michelle D'lessandro Benjamin Patterson Grade Level	Careful monitoring of Daily attendance reports and conferencing with chronic absentees to determine solutions.	Attendance Bulletin

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:	Reduce the amount of repeat offenders who are suspended in-school and externally.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions

715	630
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
301	265
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
23	17
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
23	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	We have lost one guidance counselor.	We will utilize our behavior support person, school social worker, and when time permits our school psychologist to provide appropriate behavior counseling and alternative behaviors.	Assistant Principals, Guidance Counselors, Behavior Support person, School Social Worker	Decreased numbers of internal and external suspensions.	Discipline Management System
2	Ineffective implementation of school-wide discipline plan	Continued professional development of following procedures of the school-wide discipline plan.	Assistant Principals, Guidance Counselors, Behavior Support person, School Social Worker	Decreased numbers of internal and external suspensions, and increased correct implementation of the school-wide discipline plan.	Discipline Management System
3	Inadequate implementation of CHAMPS classroom management strategies	Staff development in CHAMPS strategies.	Assistant Principals, Guidance Counselors, Behavior Support person, School Social Worker	Decreased numbers of internal and external suspensions.	CHAMPS classroom observation

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
						Corey D. Wilson,

SAFE Schools - SPRICK Refresher	3 - 8	Discipline Committee Campus Safety Team	Administration Staff Students Parents	September 2012 - May 2013	Reduction of Serious incident referrals	Assistant Principal Shawn Williams, Behavior Specialist Lionel Cosby, Security Specialist
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Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Parent Involvement					
Parent Involvement Goal #1:		We expect to see a 20% increase in the level of of parental involvement this year with the incoming Performing Arts, C.I.T.Y. Academy and S.T.E.M. parents, and more activities for parents and families will be held			
*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.					
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
45% or 523 parents indicated some level of involvement last year.		65% (881) of our parents will volunteer, or attend at least one meeting, conference, performance, evening activity or training throughout the year.			
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	Many parents are working in the evenings or are working two jobs and cannot attend any meetings, conferences, or performances held in the evening	Hold conferences and some meetings in the day time, to accomodate parents. Performances are always featured in the evening and during the day, so parents can attend.	Principal Guidance Director, SAC chairpersons, Secretaries, Volunteer Coordinator.	Monitoring of conference attendance, communication via the website, parent link call outs, traditional Newsletter, Website and Marquee.	Sign in sheets, ticket sales, conference documents, parent teleconference logs.
2	Lack of effective communication with parents about events/activities being held at the school.	Post all events and activities being held on our website and on the school marquee. Call outs will be made to parents informing them of upcoming events and activities.	SAC Chairpersons Volunteer Coordinator Corey Wilson, Adminstrator	Monitoring of parent attendance at school events and activities	Sign in sheets.
3	Travel time	Hold meetings, conferences and performances after evening rush hour, so that parents can attend.	SAC Chairpersons, Guidance Director, Volunteer Coordinator, Magnet Coordinator, Administrator	Monitoring of parent attendance at conferences, meetings and performances.	Sign in sheets and conference documents

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:		100% of our math and science teachers at all grade levels will participate in at least one subject-integrated STEM project in the 2012-2013 school year.			
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	In order to effectively implement a math and science interdisciplinary project, the teachers will need more support in to incorporate STEM strategies and technology into their current curriculum.	<ol style="list-style-type: none"> 1. Provide training to all math and science teachers to effectively use EDMODO and Google Docs in their respective classrooms. 2. Provide additional access to the STEM Lead teachers 	Bradford Mattair, Principal. Michelle D'Alessandro, Assistant Principal. Andrew Lindsay, STEM Magnet Coordinator. STEM Lead Teachers. Math Teachers. Science Teachers.	Student portfolio examples of work created utilizing new technology. Classroom Walkthroughs, coaching logs, and co-teaching lesson plans.	Teacher technology survey, indicating the need for more technology training.
2	Parental support	<ol style="list-style-type: none"> 1. Competitions will be opened to all STEM and non-STEM students. 2. Interest meetings will be announced during all Open House, PTSA and SAC Meetings, as well as the parentlink, website and public announcement systems. 	Bradford Mattair, Principal. Michelle D'Alessandro, Assistant Principal. Andrew Lindsay, STEM Magnet Coordinator. STEM Lead Teachers.	Parents will volunteer at competitions, support the competition teams through donations and mentoring teams with their expertise.	Sign in sheets, receipts from donations, attendance at competition team mentoring meetings.
3	Community Support and partnerships.	<ol style="list-style-type: none"> 1. Visit local and regional technology companies. 2. City legislators, build a relationship with local, county and regional government agencies for support. 3. Field trips to local technology facilities. 	Bradford Mattair, Principal. Michelle D'Alessandro, Assistant Principal. Andrew Lindsay, STEM Magnet Coordinator. STEM Lead Teachers. Math Teachers. Science Teachers.	Increase the number of local, county and regional volunteers and sponsors.	Documentation of the number of volunteers and the types of support provided to the STEM program

4	Funding	1. Include STEM projects into the School Improvement Plan listing the need for financial support of school based STEM initiatives.	STEM Lab Gardens - Mrs. Welch & Mrs. Hanson, Mr. Wilson FIRST Lego League - Mr. Uribe Plywood - Hovercraft/Regatta - Mr. Lindsay CAPS - Mrs. Knudsen FAU Engineering Competition - Mr. Lindsay and Mr. Uribe Future City Competition - Mr. Uribe	Monitor the number of students that participate in each competition. Compare the data gathered from the results of competition participation from the previous years.	Event participation and feedback logs. Student survey
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Math and Science department teachers will participate in trainings together to developed a more thorough understanding of how the disciplines are interrelated.	3 - 8	STEM Magnet Coordinator, Reading Coach, Math Teachers, Science Teachers, STEM Lead Teachers	STEM Lead Teachers, Math and Science Teachers	Wednesdays	The PLC facilitator will monitor the teams and adjust the goals on an as needed basis.	STEM Magnet Coordinator, Administration, Reading/Literacy Coach
The Math and Science Departments will develop an project based interdisciplinary unit for the 3rd quarter of the school year.	6 - 8	Mr. Lindsay - 6th Grade Mrs. Badio - 7th Grade Mrs. Knudsen - 8th Grade	STEM Lead Teachers, Math and Science Teachers, Reading Coach, Social Studies Chairpersons, Math Department Chairperson, Language Arts Chairperson.	end of the 3rd quarter.	The PLC facilitator will monitor the teams and adjust the goals on an as needed basis.	Mrs. D'Alessandro, Administrator. Mr. Lindsay - 6th Grade Mrs. Badio - 7th Grade Mrs. Knudsen - 8th Grade

STEM Budget:

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

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. CTE CTE Goal #1:		CTE Goal #1: 100% of our 8th grade students will participate in the Career Education Requirement.			
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	Computer lab space.	<ol style="list-style-type: none"> Continue to preserve and maintain the computers that are currently in the labs. Utilize the laptop carts to provide additional support. Provide additional class access to the computer labs with the assistance of the Guidance Counselors. Expose the teachers to the CHOICES curriculum prior to taking the students into the computer lab. 	<p>Corey D. Wilson, Assistant Principal.</p> <p>Debra Stahl, Guidance Director.</p> <p>Myduen Nguyen, Guidance Counselor.</p> <p>Ellen Morris, Social Studies Co-Chairperson.</p> <p>Zharmille Ford, Social Studies Co-Chairperson.</p>	<p>Program compliance binder.</p>	<p>TLC assessment evaluation of the computers.</p> <p>Student technology survey.</p>
2	CHOICES is a new curriculum.	<ol style="list-style-type: none"> Provide training to the Social Studies Teachers to effectively use the CHOICES curriculum. Differentiated instruction practices. Teacher created assessments based on CHOICES curriculum to promote the infusion of 	<p>Corey D. Wilson, Assistant Principal.</p> <p>Michelle D'Alessandro, Assistant Principal.</p> <p>Debra Stahl, Guidance Director.</p>	<p>Teacher created assessments and evaluation instruments.</p> <p>Student survey.</p>	<p>Embedded Assessments</p> <p>Student created project and portfolio.</p>

	interdisciplinary projects.	Myduen Nguyen, Guidance Counselor.	
	4. Student created research projects that are relevant to their career interests.	Ellen Morris, Social Studies Co-Chairperson.	
		Zharmille Ford, Social Studies Co-Chairperson.	

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
CHOICES Professional Development	8th/Social Studies	Patrick Wright, FLDOE	Ellen Morris, Social Studies Co-Chairperson. Zharmille Ford, Social Studies Co-Chairperson. Beverly Jackson, 8th Grade Social Studies Teacher Antashia Brown, 8th Grade Social Studies Teacher	10/17/2012	Teachers will develop a schedule for the students to rotate through the computer lab so that the students become familiar with the CHOICES software. Career Planning Information. Career Cruiser. Training Services.	Ellen Morris, Social Studies Co-Chairperson. Zharmille Ford, Social Studies Co-Chairperson. Debra Stahl, Guidance Director.

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

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
Writing	Assess/Test-utilizing SpringBoard Writing Component	Breaks down the writing process for the student with embedded activities.		\$850.00
				Subtotal: \$850.00
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
Reading	CAR-PD	Facilitator and Training Materials. Teacher stipend of \$15 per hour facilitator at hourly rate	Title I	\$5,500.00
Mathematics	Ten Monthly PLC's after school.	Facilitators and teachers. \$15 an hour for teachers and hourly rate for facilitators	Title 1 Staff Development	\$2,100.00
Mathematics	Summer Leadership Training	FCIM review of data, SIP Plan, Scheduling, Review of Teacher Handbook, Discipline Plan Review, Master Calendar Alignment	Title 1 Staff Development	\$7,940.00
				Subtotal: \$15,540.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
				Grand Total: \$16,390.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

[View uploaded file](#) (Uploaded on 10/19/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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



No. Disagree with the above statement.

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

Projected use of SAC Funds	Amount
Saturday Enrichment Academy	\$15,000.00
Student Incentives	\$5,000.00
Updating Classroom Libraries	\$10,000.00

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

The SAC activities that are organized for the 2012-213 school year include beginning with securing the input of our parents and leadership team members in the development of the School Improvement Plan.

They School Advisory Council play a vital role in the various stages of the SIP development process, which includes discussions on data in the tested core subject areas of mathematics, reading, science and writing, creating of the initial SIP drafting phases, and the final approval and submission.

The School Advisory Council assembles monthly to lead the school community in taking part in the decision making processes. The SAC meetings agenda items include the analysis of student data, identifying barriers to student success, reviewing enrichment activities and programs, reviewing funding allocations and requests.

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Broward School District PARKWAY MIDDLE SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	58%	66%	74%	36%	234	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	56%	69%			125	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	66% (YES)	69% (YES)			135	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					494	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

Broward School District PARKWAY MIDDLE SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	53%	62%	90%	27%	232	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%	68%			127	3 ways to make gains: <ul style="list-style-type: none"> ● 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?	59% (YES)	66% (YES)			125	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					484	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested