FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: MARGATE MIDDLE SCHOOL

District Name: Broward

Principal: Earnest C. Toliver

SAC Chair: Candice Barth

Superintendent: Robert Runcie

Date of School Board Approval: 12/04/2012

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)
Principal	Earnest Toliver	BS Mathematics Edward Waters College MS, Secondary Education Florida Agricultural and Mechanical University	2	11	Margate Middle School 2011-2012 School Grade- B School-Wide 50% meeting high standards in reading 67% making learning gains in reading 70% of bottom quartile making learning gains in reading 57% meeting high standards in math 68% making learning gains in math 58% of bottom quartile making learning gains in math 80% meeting high standards in writing 37% meeting high standards in science Margate Middle School 2010-2011- School Grade B AYP: Only Hispanic Subgroup in Math % Meeting High Standards in Reading: 59% % Meeting High Standards in Math: 66% % Meeting High Standards in Writing: 82% % Meeting High Standards in Science: 38% % Making Learning Gains in Reading: 65%

		MS, Educational Leadership Florida Atlantic University			% Making Learning Gains in Math: 69% % of Lowest 25% Making Learning Gains in Reading: 74% % of Lowest 25% Making Learning Gains in Math: 63% Deerfield Beach Middle 2009-2010- Grade A Reading Mastery 56% Math Mastery- 72% Science Mastery -41% Writing Mastery - 97% % Making Learning Gains 2010 school Wide: Math 69% Reading 65% Lowest 25% Making Learning Gains 2010 school Wide: Math 61% Reading 69%
Assis Principal	Leena Itty	Bachelors Elementary Education Masters in Educational Leadership Certifications: Elementary. Education, Middle Grades English, Educational Leadership, ESOL Endorsement	5	5	Margate Middle School 2011-2012 School Grade- B 8th Grade 49% meeting high standards in reading 64% making learning gains in reading 82% of bottom quartile making learning gains in reading 52% meeting high standards in math 46% making learning gains in math 32% of bottom quartile making learning gains in math 80% meeting high standards in writing 37% meeting high standards in science Margate Middle School- 8th Grade Assistant Principal 2010-2011- School Grade “B” no AYP % Meeting High Standards in Reading: 50% % Meeting High Standards in Math: 73% % Meeting High Standards in Writing: 82% % Meeting High Standards in Science: 38% % Making Learning Gains in Reading: 60% % Making Learning Gains in Math: 74% % of Lowest 25% Making Learning Gains in Reading: 82% % of Lowest 25% Making Learning Gains in Math: 76% 2009-2010 “B” no AYP 8th Grade Reading Mastery- 52% Math Mastery- 75% Science Mastery - 33% Writing Mastery: 92% % Making Learning Gains 2010 school Wide: Math 69% Reading 65% Lowest 25% Making learning gains 2010 school Wide: Math 61% Reading 69%
Assis Principal	Cara Coletti	Bachelors Business Administration Masters in Education Leadership Certifications in Math, Business and Educational Leadership	6	6	Margate Middle School 2011-2012 School Grade- B 7th Grade 51% meeting high standards in reading 59% making learning gains in reading 56% of bottom quartile making learning gains in reading 70% meeting high standards in math 83% making learning gains in math 88% of bottom quartile making learning gains in math Margate Middle School- 7th Grade Assistant Principal 2010-2011- School Grade "B" no AYP % Meeting High Standards in Reading: 64% % Meeting High Standards in Math: 75% % Making Learning Gains in Reading: 69% % Making Learning Gains in Math: 83% % of Lowest 25% Making Learning Gains in Reading: 72% % of Lowest 25% Making Learning Gains in Math: 86% 2009-2010 “B” no AYP 7th Grade Reading Mastery- 63% Math Mastery- 71% Learning Gaines in Reading-74% Learning Gaines in Math – 82% Lowest 25% Making Learning Gaines- Reading 75%, Math 84% % Making Learning Gains 2010 school Wide: Math 69% Reading 65% Lowest 25% Making learning gains 2010

					school Wide: Math 61% Reading 69%
Assis Principal	Andre Bronstein	Master- Ed Leadership Bachelor of Science- Elementary Ed Certifications Ed Leadership- All Levels Elementary Education K-6 Gifted Endorsement	1	1	Margate Middle School 2011-2012 School Grade- B 6th Grade 51% meeting high standards in reading 63% making learning gains in reading 62% of bottom quartile making learning gains in reading 51% meeting high standards in math 65% making learning gains in math 52% of bottom quartile making learning gains in math Coral Springs Middle 2010-2011 76% Level 3 or higher, Math 77% Level 3 or higher, Reading AYP, No- 62% Proficient School Grade: A Coral Springs Middle 2009-2010 76% Level 3 or higher, Math 78% Level 3 or higher, Reading AYP, No- 79% Proficient School Grade: A

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	Guadalupe McNally	Bachelors Elementary Education, Reading Endorsement, ESOL Endorsement	26	12	Margate Middle School 2011-2012 School Grade- B School-Wide 50% meeting high standards in reading 67% making learning gains in reading 70% of bottom quartile making learning gains in reading 57% meeting high standards in math 68% making learning gains in math 58% of bottom quartile making learning gains in math 80% meeting high standards in writing 37% meeting high standards in science Margate Middle School 2010-2011- School Grade B AYP: Only Hispanic Subgroup in Math % Meeting High Standards in Reading: 59% % Meeting High Standards in Math: 66% % Meeting High Standards in Writing: 82% % Meeting High Standards in Science: 38% % Making Learning Gains in Reading: 65% % Making Learning Gains in Math: 69% % of Lowest 25% Making Learning Gains in Reading: 74% % of Lowest 25% Making Learning Gains in Math: 63% 2009-2010 B school – no AYP 8th grade 52% met high standards in reading 61% made learning gains in reading. 7th grade 63% met high standards in reading 74% made learning gains in reading 6th Grade 59% met high standards in reading 60% made learning gains in reading % Making Learning Gains 2010 school Wide: Math 69% Reading 65% Lowest 25% Making learning gains 2010 school Wide: Math 61% Reading 69%

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	Provide opportunities for staff development and professional growth	Leena Itty, Intern Principal	On-going	
2	Implementation of G.L.I.D.E.S, S.W.A.G,and S.E.L.E.C.T Plus programs	Leena Itty, Intern Principal	On-going	
3	Frequently recognize faculty achievement and accomplishments	Earnest Toliver, Principal	On-going	
4	Professional learning communities	Leena Itty, Intern Principal	On-going	
5	Implementation of the New Innovative S.T.E.M. Magnet Program	Nikia Ragin Magnet Coordinator	On-going	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).
*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
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
68	4.4%(3)	30.9%(21)	26.5%(18)	38.2%(26)	36.8%(25)	100.0%(68)	14.7%(10)	5.9%(4)	58.8%(40)

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
Laura Barris	D. Zalman	Previous mentoring experience.Share the same subject area and grade level.	Weekly mentoring meetings and monthly NESS meetings.
Rod Daniel	S. Grosvenor	Previous mentoring experience. Share same subject area.	Weekly mentoring meetings and monthly NESS meetings.
Diane Barbic	V. Maraj Sur	Previous mentoring experience. Share the same subject and grade level. Share same planning time.	Weekly mentoring meetings and monthly NESS meetings.

Lesley Shell	S. Navarro	Previous mentoring experience. Share the subject area.	Weekly mentoring meetings and monthly NESS meetings.
John Condomonalis	K. Thompson	Share the grade level and subject area.	Weekly mentoring meetings and monthly NESS meetings.
Diana Delao	D. Byrd	Share the same subject area, and Delao strong in writing.	Weekly mentoring meetings and monthly NESS meetings.
Nadia Greenwood	R. Johnson	Share the same subject area, and Greenwood strong with grade level curriculum.	Weekly mentoring meetings and monthly NESS meetings.
Candice Barth	S. Treyger	Previous mentoring experience and share same subject area.	Weekly mentoring meetings and monthly NESS meetings.
Nikia Ragin	M. Clark	Ragin is the STEM coordinator so they share the same subject.	Weekly mentoring meetings and monthly NESS meetings.
Sonia Spence	B. Kpassou	Previous mentoring experience. Share the subject area and grade level.	Weekly mentoring meetings and monthly NESS meetings.
Candice Barth	P. Wilson	Previous mentoring experience and share same subject area.	Weekly mentoring meetings and monthly NESS meetings.
Laura Barris	D. Zalman	Move back into the classroom from guidance. Share the same subject area.	Weekly mentoring meetings and monthly NESS meetings.
Sherri Brown	M. Williams	Previous mentoring experience and share same planning.	Weekly mentoring meetings and monthly NESS meetings.
Sameka Thompson	S. Dangleben	Share the grade level and subject area.	Weekly mentoring meetings and monthly NESS meetings.
Tonya Montiel	S. Johnson	Tonya is ESE Specialist and best able to assist.	Weekly mentoring meetings and monthly NESS meetings.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title I funds provide additional teachers to assist students, particularly low performing students. Staff Development funds are

used to develop a comprehensive professional training program to improve delivery of instruction through a variety of workshops designed to move teachers to mastery and improve student achievement. Parental Involvement Funds are utilized to fund monthly academic parent nights that provide parents with new skills to support student learning at home. Improving the frequency and quality of family participation and increasing family literacy are also goals of our parental involvement component. Monies are used to purchase food, supplies/materials and provide stipends for teacher presenters. Extended learning opportunities are supported with district Title I funds.

Title I, Part C- Migrant

N/A

Title I, Part D

n/a

Title II

Teachers participate in district-developed workshops in differentiated instruction and academic standards training. Summer leadership and curriculum workshops are supported with district Title I funds.

Title III

ELL students receive reading and developmental language arts instruction by a certified ESOL teacher. The Multicultural department provides ESOL instructional materials to be used with ELL students.

Title X- Homeless

Teachers and staff members are responsible for helping to identify homeless students and referring them to the Homeless Education Program offered by the district. The purpose of the Homeless Education Program is to identify homeless students, remove barriers to their education, including school enrollment, provide them with supplemental academic and counseling case management services as well as linkages to their school social worker while maintaining school as the students stable environment.

Supplemental Academic Instruction (SAI)

SAI funds will be utilized to fund an eighteen-week Saturday Academy to assist struggling students. Funds will also be used to provide additional before and after school tutoring for fragile students.

Violence Prevention Programs

Margate Middle School implements the County Student Code of Conduct and follows the District Discipline Matrix. Our school enforces the District's Anti-Bullying Policy and has a zero tolerance for bullying and violence. Bullying prevention programs are supported through Youth Crime Watch, Peer Counseling/Conflict Mediation programs, guest speakers and student assemblies.
Margate Middle School builds a violence prevention culture through classroom instruction in anger management, conflict resolution bullying prevention, and the Broward County adopted character traits. In addition to the classroom instruction, all teachers and staff members received training on the Anti-Bully policy and CHAMPS I training.

Nutrition Programs

Nutritional programs and health education are an integral part of our Unified Arts Program, specifically through the Physical Education curriculum.

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Administrators:
Principal Mr. Toliver
Assistant Principal Mrs. Itty
Assistant Principal Ms. Coletti
Assistant Principal Mr. Bronstein
Guidance:
Guidance Director Mrs. Miranda
Guidance Counselor Mrs. Dixon

Teachers
Student Classroom Teachers
ESE Specialist Mrs. Montiel
Behavior Technician Mr. Span
ESOL Mrs. Miranda
School Psychologist Mrs. Mol
Social Worker Ms. Schauben
Reading Coach Mrs. McNally

Administration- monitors the teaching in the classroom, targeting teachers and staff members in need of additional training and mentoring concerns.

Department Chairs and Teachers of students referred to RtI team are responsible for implementing and monitoring the teaching practices taking place within the classroom. The curriculum department chairs will facilitate staff development that will enhance student achievement in all AYP subgroups.

The curriculum coaching team monitors the implementation of effective teaching practices within the classroom environment and target teachers and staff members in need of additional training and mentoring. When a tier 2 or tier 3 students is identified, the curriculum coaching team will go into the classroom setting to observe and recommend appropriate teaching strategies to enhance student learning.

Guidance Department, School Social Worker, Family Counselor, and School Psychologist: are responsible for assisting students in their academic performance and providing necessary support to assist with overall success.

School Psychologist will assist with the monitoring of all students and help to target those students, tier 2 and tier 3 students, in need of additional assistance.

ESE Specialist: are responsible for ensuring that all students with disabilities are receiving the appropriate accommodations, as outlined in the IEP, within the classroom setting and are provided individualized instruction when necessary. The ESE Specialist and Support Facilitators will lend assistance to the classroom teacher and coaching team to assist with the delivery of instructional material that will ultimately enhance student achievement.

ESOL Coordinator is responsible for ensuring that all ELL students are receiving the appropriate accommodations, as outlined in the ESOL Instructional Matrix, within the classroom setting and are provided individualized instruction when necessary.

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?

RtI meets every Tuesday
- Teachers/teams identify students in need and implement Tiers I & II with the assistance of support staff/administration with the intent of measuring progress of the targeted student behavior/learning.
- Teachers/teams submit completed intervention packet to MIT for a Tier III review.
- The RtI team reviews interventions and data for further Tier III (intensive) interventions and/or psychosocial/psychological placement options are discussed if needed.

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

The RtI packet calls for teachers/staff to self reflect on teacher competencies on effective instruction and to evaluate relationship between behavior, instruction, and student performance. Teachers who are in need of further pedagogical and/or effective discipline training are identified. Staff development is coordinated for current or future implementation.
- Assist in implementing effective research-validated, student-focused, interventions using the “Response to Intervention” (RtI) model through a collaborative problem-solving approach for student success.
Tier 1 data are routinely inspected in the areas of reading, math, writing, science, and behavior progress.These data are used to assess the overall effectiveness of your core curriculum and school-wide approaches to behavior problems. They are also used to screen for students who may be in need of Tier 2 or Tier 3 interventions. Once students are identified through screening, they are brought to the attention of the CPS team to take under advisement whether Tier 2 or Tier 3 supports are needed. If so,the RtI team assists with intervention planning, implementation, progress monitoring, and evaluation of intervention effectiveness. These strategies have a direct impact on improving student achievement and behavior.

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.

Data is collected and monitored as assigned to team members. Minutes are taken and reviewed weekly.

- Implementing a plan requires the frequent monitoring of academic progress to evaluate the impact of the intervention(s). Valid and reliable measures can be used that are sensitive to short-term gains in student performance such as: FCAT and BAT results for academics. For disciplines office discipline referrals, suspensions/ expulsions for behavior all at Tier 1. At Tier 2 and 3, the data sources are the Intervention Records and progress monitoring graphs generated for individual students.

- Measures for Basic Academic Skills
Curriculum-Based Measurement (CBM) probes, e.g. timed assessments developed to measure phonemic awareness, oral reading fluency, math computation, writing, and spelling skills.

- Measures for Classroom Academic and General Behaviors
Daily Behavior Report Cards (DBRCs)

- Direct Observation
An external observer visits the classroom to observe the student’s rates of on-task and academically engaged behaviors.

Data sources include data warehouse, BATs, district assessments, school-wide or grade-level assessment on student’s achievement and behavior. At Tier 1, aggregated data are examined on a school-wide, grade level, and class-wide basis to determine overall effectiveness of core curriculum and behavior management. At Tiers 2 and 3, indicate the district Intervention Records and monitoring graph are used to examine effectiveness of Tier 2 and 3 supports.

Describe the plan to train staff on MTSS.

Plan for Training Staff:

The Margate Intervention Team (MIT) will train staff on the process of the MIT student referral using the RtI model. An overview of the RtI process will be presented to the staff on Friday, September 14, 2012. Grade level training will be provided by each grade level counselor on Friday, September 21, 2012. Sequentially, teachers are expected to continue RtI /CPTS meetings every Tuesday to discuss interventions and progress monitoring.

Teachers will receive training on:
• Background Information on the RtI model
• What is RtI
• How to Create an Intervention Plan
• How to implement a three-tiered Progress Monitoring model
• How to create Data Charts

Describe the plan to support MTSS.

The data sources and the data management systems used to summarize data at each tier for reading, mathematics, writing, and behavior are Broward District's Pinnacle and The Behavioral Academic Support Information System. This systems provide a daily, weekly, quarterly, and yearly view of the student's academic success, risk indicators, attendance, and behavioral reports. Teachers, administrators, and support staff summarize data and have bimonthly data chats, review student samples, and walk through data to review student(s) response to intervention.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Administrators: Principal Earnest Toliver, Assistant Principal Leena Itty, Assistant Principal Cara Coletti, and Assistant Principal Andrew Bronstein

Guidance: Guidance Director Rosemary Miranda,and Guidance Counselor Jacqueline Dixon.

Teachers: Reading Candice Barth and Sonia Spence, Math Ruthann Rubright, Language Arts Laura Barris, Science Nadia Greenwood, Social Studies Sameka Thompson, ESOL Guadalupe McNally, and ESE Tonya Montiel.

Instructional Coach: Reading Guadalupe McNally

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

The Literacy Leadership Team meets once each month. The function of the team is to review behavioral or academic concerns of students who are not achieving success within the regular classroom environment. Teachers identify students in need and implement Tiers I &II with the assistance of support staff with the intent of measuring progress of the targeted student learning and behavioral goals. Teachers submit completed intervention packet to the RtI Leadership Team for a Tier III review. Once sufficient data is collected, interventions are put in place to assist the student. The student is then monitored over a period of time. If the student is not meeting with success, then the RtI Leadership Team reviews interventions and data for further Tier III interventions. Alternative placement options are also discussed such as psychological and psychosocial placement

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

The LLT is based on student and teacher data and aligned with the Reading SIP goals. The LLT will focus on innovative ways to motivate students to read and develop a culture of literacy. The LLT will develop model/ demonstration classrooms, using data to analyze the effectiveness of instruction and redesign instruction and resources to meet student learning and intervention needs; monitoring and supporting the implementation of the Comprehensive Intervention Reading Program and scientifically based reading instruction and strategies with fidelity; leading and supporting PLCs and Study Groups; creating and sharing school-wide initiatives and activities that promote literacy.

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.

N/A

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

The Literacy Leadership Team will continue to implement professional development in reading across all subject areas. Trainings will focus on the reading SIP goals and reading strands. All instructional staff will have word walls in their classrooms. Reading will also be addressed in every subject area through Students with Accelerated Reading Goals (SWAG). SWAG requires all teachers to read with students daily for thirty minutes and complete a novel portfolio. Every teacher fulfills reading objectives through inclusion in lesson plans and content specific vocabulary. Reading Instructional Focus calendars are distributed to all teachers on a quarterly basis, Reading Coach emails reading instructional focus guidelines and helpful tips weekly, and reading focus broadcast on the morning announcements daily. The school is also encouraging teachers to enroll in online reading endorsement classes. Additionally, the school will continue to provide professional development

communities on McRel, CRISS and reading across the content area.

*High Schools Only

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

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

N/A

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

N/A

Postsecondary Transition

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	Students achieving proficiency (FCAT Level 3) will receive instruction on all required reading benchmarks within the classroom setting. All teacher will instruct students on strategies to improve mastery of vocabulary, reading application, literacy analysis, informational text, and research process reading content area.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, 27.8% (290) of the students in grades 6-8 scored level 3 on the FCAT Reading.	By June 2013, 30% (393) of students in grades 6-8 are expected to score Level 3 on the FCAT Reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of vocabulary skills to assist with comprehension and context clues skills to successfully complete classwork, homework and assessments.	Word Walls- Interactive student friendly word list in each classroom. Daily integration of comprehension techniques, vocabulary resources, and vocabulary strategies across the curriculum regarding the use of context clues in determining word meaning.	Administration Reading Coach Language Arts, Social Studies and Science Department Chairs	Classroom Walk Through data will focus on instructional practices and materials will be collected to analyze the frequency of various methods of vocabulary instruction used in the classroom. Teachers will discuss progress and share common vocabulary assessment at weekly department learning communities Reading, math, and science departments engage in lesson plan review to determine the effectiveness vocabulary instruction in the classroom.	Review BAT results, FAIR testing, mini-BATs in reading, math and science. Review data chats, portfolios, FCAT Explorer, Gizmos, First in Math and IMACS Virtual lab assessment data reports on a biweekly basis
2	Teachers subject area content knowledge	Sharing best practices during PLC and department meetings. Teachers will engage in lesson study by grade level to increase content area knowledge monthly.	Sonia Spence Reading Department Chair	Quarterly data analysis	Common Assessment and BAT
3	Students lack strong critical thinking skills	Academic content area teachers will teach students to create higher order questions from content area materials using WEBB's Cognitive Complexity Guidelines and Bloom's Taxonomy. In learning to create these	Reading Coach Department Chairs	Classroom Walk throughs once per quarter to focus on higher level questioning.	Common Assessments, BAT and FAIR.

		questions, students improve their reasoning ability and are better able to answer complex questions			
4	Low level 3 students or students achieving proficiency for the first time often drop below proficiency on subsequent tests	All students will participate in the Accelerated Reader program to ensure additional reading practice outside of the school day.	Reading Coach Department Chair	Student/Teacher AR conferences twice per quarter, weekly monitoring of AR goals.	AR Goal reports, AR STAR reports, BAT, FAIR

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	Students achieving proficiency will receive instruction on all required reading benchmarks within the classroom setting. All teacher will instruct students on strategies to improve mastery of vocabulary, reading application, literacy analysis, informational text, and research process reading content area.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, 11.1% (2) of the students in grades 6-8 scored level 4,5 or 6 on the Florida Alternate Reading Assessment.	By June 2013, 16.6% (3) of the students in grades 6-8 scored level 4,5 or 6 on the Florida Alternate Reading 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	Students lack strong critical thinking skills	Academic content area teachers will teach students to create higher order questions from content area materials using WEBB's Cognitive Complexity Guidelines and Bloom's Taxonomy. In learning to create these questions, students improve their reasoning ability and are better able to answer complex questions	Reading Coach ESE Specialist	Classroom Walk throughs once per quarter to focus on higher level questioning.	Formative Assessments and 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 reading. Reading Goal #2a:	Students achieving above proficiency (FCAT Levels 4 and 5) in reading will be place in specialized programs that enables students to gain the tools needed to succeed in high school AP courses and college level work.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, 22.1% (231) of all students scored level 4 or 5 on the FCAT Reading Test.	By June 2013, 25% (327) of students in grades 6-8 are expected to score levels 4 or 5 on the FCAT Reading.

Problem-Solving Process to Increase Student Achievement

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

			Monitoring	Strategy	
1	Implementation of high order questioning strategies	Marzano's Nine High-Yield Instruction Strategies Academic content area teachers will incorporate higher order questions from content area materials using WEBB's Cognitive Complexity Guidelines and Bloom's Taxonomy into daily lessons.	Guadalupe McNally Reading Coach	Classroom Walkthroughs monthly to monitor for high level questionin. Monitoring of higher order questions within teacher lesson plans	Data from Classroom Walkthroughs
2	Teachers are not trained to meet the needs of higher level performing students	Increase participation in reading enrichment professional development workshop. All teachers will participate in school-wide training for 9 High Yields.	Leena Itty Intern Principal	Classroom Walkthroughs monthly to look for 9 High Yield Strategies being used.	Data from Classroom Walkthroughs
3	Students do not read frequently enough outside of school	All students will participate in the Accelerated Reader program to ensure additional reading practice outside of school.	Reading Coach	Student/Teacher data chats twice per quarter, and weekly goal monitoring.	AR goal reports, BAT and FAIR

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	Students achieving above proficiency (Level 7) in reading will be place in specialized programs that enables students to gain the tools needed to succeed in high school AP courses and college level work.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, 44.4% (8) of the students in grades 6-8 scored level 7 on the Florida Alternate Reading Assessment.	By June 2013, 50% (9) of students in grades 6-8 are expected to score Level 7 on the Florida Alternate Reading 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	Students demonstrate weak critical thinking skills	All academic content area teachers will teach students to create higher order questions from content area materials using WEBB's Cognitive Complexity Guidelines, Bloom's Taxonomy and Marzano. In learning to create these questions, students improve their reasoning ability and are better able to answer complex questions	Reading Coach ESE Specialist	Classroom Walk throughs once per quarter to focus on higher level questioning.	FAA

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:	Margate Middle School provides in-school tutoring opportunities, utilized FCAT explorer, and scheduled students to meet their individual reading goals. Our school will continue to evaluate individual student learning needs.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, 66.5% (666) of the students made learning gains in reading	By June 2013, 69% (903) of students in grades 6-8 are expected to demonstrate learning gains on the FCAT Reading Assessment Test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of student motivation	Academic incentives	Leena Itty Intern Principal	Data Analysis of grade reports discussed quarterly during department meetings.	Common Assessment and final grades
2	Lack of parental involvement	Provide parent literacy events	Leena Itty Intern Principal	Sign-in sheets	Parent data logs
3	Behavioral concerns	Review RTI process with teachers during faculty meetings. Implementing RTI	Administation	Weekly RTI meetings	Formative Assessment
4	Based on 2012 FCAT, students demonstrate weakness in Informational Text and Research Process.	After school-wide 9 High Yield Strategies, content area teachers will incorporate strategies into their curriculum.	Reading Coach	Classroom Walk Throughs monthly to focus on use of 9 High Yield strategies.	Common Assessments, BAT and FAIR.

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:	Margate Middle School provides in-school tutoring opportunities, utilized FCAT explorer, and scheduled students to meet their individual reading goals. Our school will continue to evaluate individual student learning needs.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, 67.7% (12) of the students in grades 6-8 made learning gains on the Florida Alternate Reading Assessment.	By June 2013,72% (13) of the students in grades 6-8 made learning gains on the Florida Alternate Reading 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	Based on 2012 assessment, students demonstrate weakness in Informational Text and Research Process.	After school-wide 9 High Yield Strategies and Marzano, content area teachers will incorporate strategies into their curriculum.	Reading Coach ESE Specialist	Classroom Walk Throughs monthly to focus on use of 9 High Yield strategies and Marzano.	FAA
2	Low level of parental involvement	Provide parent literacy events- Megaskills.	Leena Itty Intern Principal	Sign-in sheets	Parent data logs

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:	Over the past 10 years, we have been able to maintain our overall percentage in learning gains for the Lowest 25% of student. In an effort to increase proficiency, our school has provided before and after school tutoring. Student's schedules are also based on reading FCAT or alternate assessment scores.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, 69.9% (187) of students in the Lowest 25% made learning gains in Reading.	By June 2013, 73% (196) of students in the Lowest 25% are expected to make learning gains in Reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students performing below grade level in reading	Implementation of instructional reading strategies across all subject areas. Word walls that exposes students to current vocabulary being used in the classroom Supplemental Educational Services and Before and After School tutoring	Earnest Toliver Principal Sonia Spence Department Chair	Data Analysis of pre and post test Classroom walk throughs quarterly to monitor implementation of word walls and reading strategies.	Common Assessments BAT
2	Lack of reading across all content areas.	Consistent implementation of graphic organizers in all subject areas targeting specific reading content areas such as vocabulary and reading application Lesson Study- groups will share effective strategies designated to improve students achievement.	Earnest Toliver Principal Sonia Spence Department Chair	Monthly grade level meetings Student work samples Classroom walk throughs quarterly to monitor use of reading strategies.	Common Assessments BAT 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%.	Reading Goal # 5A : Over the next six years Margate Middle will reduce the achievements gap by 50%.

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	48%	52%	61%	65%	70%	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	Margate Middle School will monitor the progress of all subgroups. Students will receive before and after school instruction on concepts that were not mastered on the 2012 FCAT.

2012 Current Level of Performance:	2013 Expected Level of Performance:
As of June 2012, subgroups not making satisfactory progress in reading White 42.4% (78) Black 55.9% (290) Hispanic 52.9% (134) Asian 18.5% (10) American Indian 16.6% (1)	By June 2013, the number of subgroups not making satisfactory progress will decrease Whites 39% (71) Black 51% (264) Hispanic 49% (124) Asian 15%(8) American Indian 16% (1)

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	Consistency of attendance in tutoring opportunities	Incentives and high interest activities	Cara Coletti Assistant Principal	Attendance analysis of after school tutoring.	Pre and Post Test common assessment data
2	Teachers participation in Project Based Learning activities- STEM projects.	Project Based PLC Training for all teachers	Cara Coletti Assistant Principal	Bi-weekly PLC meeting	Project Based learning assessment.

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	In an effort to increase student proficiency our school will provide students with instruction in multiple languages and refresh teachers on ELL strategies.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, 79% (62) of ELL did not demonstrate proficiency on the FCAT in Reading.	By June 2013, the level of non-proficiency of ELL will decrease by 2% on the FCAT in Reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of Language Acquisition	Interactive word walls Graphic organizers will be used to present information to students Direct vocabulary instruction using nonlinguistic representations and student friendly meanings.	Sonia Spence Department Chair	Bi-monthly data chats with teachers Students samples Classroom walk throughs quarterly to monitor implementation of word walls.	Common Assessment BAT
2	Lack of parental involvement	Provide materials in home languages.	Administration	Analyzing parent sign in sheets	Parent Logs
3	Low percentage of teachers ELL endorsed with the understanding of ELL testing accommodations	PLC to review ELL testing accommodations including use of bilingual dictionaries	Leena Itty Intern Principal	Classroom walk throughs quarterly to monitor implementation of ELL strategies and accommodations.	Data analysis from 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.	In an effort to increase student proficiency ESE support facilitators will modify and assist teachers on the

Reading Goal #5D:	implementation of accommodation strategies in the classroom.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, 78% (145) of SWD did not demonstrate proficiency on the FCAT in reading	By June 2013, the level of non-proficiency for SWD will decrease by 2% on the FCAT in Reading

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Inappropriate behaviors	General Ed and ESE Support work together to implementation of behavioral plans	Tonya Montiel ESE Specialist	Weekly data chats during ESE department meetings.	Teacher Anecdotal and data behavioral log
2	Teachers implementing specified accommodations for individual students.	Providing information on strategies on implementing accommodations	Tonya Montiel ESE Specialist	Support Facilitator Logs.	Analyze Classroom Walkthroughs data and Support Facilitator Logs.
3	Scheduling the students appropriately for services	Priority scheduling for SWD	Tonya Montiel ESE Specialist	Support Facilitator Logs.	Evaluate data from Support Facilitator logs.
4	Lack of collaboration between general education and ESE support teachers	Utilize reading Diagnostic Assessment in Reading (DAR) to determine deficient areas requiring interventions	Tonya Montiel ESE Specialist	Disaggregation of DAR data	FCAT data, BAT

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:	In an effort to increase student proficiency our school will provide students with the necessary supplies and additional academic support to meet the FCAT reading standards.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, 54% (431) of economically disadvantaged student were not making satisfactory progress in reading.	By June 2013, the level of non-proficiency for ED will decrease by 4% on the FCAT in Reading

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited access to school supplies	Provide students with the necessary supplies through programs such as Margate Cares.	Leena Itty Intern Principal	Monthly teacher data chats analyzing work completion.	Teacher anecdotals
2	Low completion of academic work	Provide extra opportunities for additional academic support such as Saturday School	Leena Itty Intern Principal	Analyzing Pinnacle Grade report	Textbook Assessments
3	Increase behavioral concerns	Mentoring from volunteers within the community	Rosemary Miranda Guidance Director	Team meetings	Mentoring Log

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
Marzano PLC	6-8 All subjects	Department Chairs	School-wide	Weekly- Tuesdays	Classroom walk throughs and lesson plans	Administration
Common Core PLC	6-8, All subjects	Reading Coach and Language Arts Department Chair	Reading, Science and Social Studies	Monthly- Mondays	Classroom walk throughs and lesson plans	Administration
Department PLC	6-8, All subjects	Department Chairs	School-wide	Weekly- Mondays	Classroom walk throughs, lesson plans and sharing of best practices	Department Chair

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Team Training	Supplies for training	Title I	$76.80
			Subtotal: $76.80
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
Common Core Training	Substitutes and training	Title I	$3,320.00
CRISS Training	Substitutes	Title I	$1,200.00
MG Social Studies Textbook Training	Substitutes	Title I	$1,200.00
MS Reading Item Specs	Training	Title I	$5,000.00
Reading Endorsement	Substitutes	Title I	$3,300.00
			Subtotal: $14,020.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Team Training	Stipend for teacher participants	Title I	$2,000.00
			Subtotal: $2,000.00
			Grand Total: $16,096.80

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:	36% of sixth grade, 29% of seventh grade and 51% of eighth grade students will score proficient in the listening/speaking section of the CELLA in 2013

2012 Current Percent of Students Proficient in listening/speaking:

33% of sixth grade, 26% of seventh grade and 48% of eighth grade students score proficient in the listening/speaking section of the CELLA in 2012

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The amount of ELL students whose language classifications are levels A1 - B2.	1. Conduct an ESOL parent night. 2. Conduct weekly small group counseling sessions. 3. Staff development on ESOL accommodations and strategies done through PLC meetings.	Administration Rosemary Miranda ESOL Coordinator	Marzano's Strategies and Standards ESOL strategies	Classroom walkthroughs Observations

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:	21% of sixth grade, 28% of seventh grade and 31% of eighth grade students will score proficient in the reading section of the CELLA in 2013.

2012 Current Percent of Students Proficient in reading:

18% of sixth grade, 25% of seventh grade and 28% of eighth grade students scored proficient in the reading section of the CELLA in 2012.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have difficulty with reading comprehension due to limited English language skills.	Teacher will use modeling, think-alouds, graphic organizers and ESOL strategies to help students break down text in their daily lessons.	Rosemary Miranda ESOL Coordinator	Portfolios	CELLA Test FAIR BAT FCAT Oberservation

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

3. Students scoring proficient in writing. CELLA Goal #3:	18% of sixth grade, 21% of seventh grade and 27% of eighth grade students will score proficient in the writing section of the CELLA in 2013.

2012 Current Percent of Students Proficient in writing:

15% of sixth grade, 18% of seventh grade and 24% of eighth grade students will score proficient in the writing

section of the CELLA in 2012.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack basic grammar skills in the English language	Teacher will explicitly teach the writing process to students using research-based strategies on a weekly basis.	Rosemary Miranda ESOL Coordinator	Teacher lesson plans and teacher data chats	CELLA Writing Portfolios FCAT Common Assessment writing prompts

CELLA Budget:

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

End of CELLA Goals

Middle School Mathematics Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	Analysis of student 2012 FCAT mathematics data shows that students need improvement in the following areas: geometry, measurement,statistic and probability
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012 27% (285) of students achieved FCAT level 3 in mathematics	By June 2012, 35% (459) of students will achieve FCAT level 3 in mathematics

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of vocabulary skills to assist with comprehension and context clues skills to successfully complete classwork, homework and assessments.	Word Walls- Interactive student friendly word list in each classroom. Daily integration of comprehension techniques, vocabulary resources, and vocabulary strategies across the curriculum regarding the use of context clues in determining word meaning.	Administration Reading Coach Language Arts, Social Studies and Science Department Chairs	Classroom Walk Through data will focus on instructional practices and materials will be collected to analyze the frequency of various methods of vocabulary instruction used in the classroom. Teachers will discuss progress and share common vocabulary assessment at weekly department learning communities Reading, math, and science departments engage in lesson plan review to determine the effectiveness vocabulary instruction in the classroom.	Review BAT results, FAIR testing, mini-BATs in reading, math and science. Review data chats, portfolios, FCAT Explorer, Gizmos, First in Math and IMACS Virtual lab assessment data reports on a biweekly basis
2	Teachers unfamiliar with the new set of Mathematics Standards in each grade level	In house training on new textbooks and resources to align standards with classroom instruction	Ruthann Rubright Math Department Chair	Bi-weekly review of Lesson plans, minutes from department meetings, and action plans based on specific mathematics standards.	BAT II results,and mini-BATs in math. Review data chats, portfolios,and FCAT Explorer.
3	Scheduling students in correct level teams based on Mathematics proficiency	Schedule students using 2011 Math FCAT scores to better meet the needs students on similar mathematics achievement levels. Provide before and after school tutoring opportunities for students not proficient in math.	Leena Itty Intern Principal	Teachers will analyze test results results, model instructional strategies during bi-weekly department meetings. Teachers will discuss progress and share common assessment action plans at weekly department learning communities to effectively teach math standards	Data evaluation of BAT II Results Before and After school pre and post test data. Review data chats,multiple-year Tread of FCAT scores, portfolios,and FCAT Explorer.

4	Student motivation to complete assignment	Academic recognitions for students who completes 80% of homework and classwork assignments.	Ruthann Rubright Math Department Chair	Lesson plan review, and data analysis and development of action plan	Student work from Project-based assessment. Data evaluation of BAT II Results

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	Analysis of student 2012 FCAT mathematics data shows that students need improvement in the following areas: geometry, measurement,statistic and probability
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012 17% (3) of students achieved level 4, 5, 6 in mathematics on Florida Alternate Assessment.	In June 2013 25% (5) of students achieved level 4, 5, 6 in mathematics on 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	Lack of vocabulary skills to assist with comprehension and context clues skills to successfully complete classwork, homework and assessments.	Word Walls- Interactive student friendly word list in each classroom. Daily integration of comprehension techniques, vocabulary resources, and vocabulary strategies across the curriculum regarding the use of context clues in determining word meaning.	Administration Reading Coach ESE Specialist	Classroom Walk Through data will focus on instructional practices and materials will be collected to analyze the frequency of various methods of vocabulary instruction used in the classroom. Teachers will discuss progress and share common vocabulary assessment at weekly department learning communities Reading, math, and science departments engage in lesson plan review to determine the effectiveness vocabulary instruction in the classroom.	Review FAA results. Review data chats, portfolios and data reports on a biweekly basis

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:	Margate Middle will continue to provide advance instruction in mathematics accelerated curriculum and GEM enrichment to meet the rigor and educational needs of mathematically talented students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012 30% (308) of students achieved above proficiency FCAT Levels 4 and 5 in mathematics.	By June 2013, 35% (459) of students will achieve above proficiency FCAT Levels 4 and 5 in mathematics.

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Teacher level of comfort with creating higher level instruction	Training on creating effective teacher made test that targets specific standards and grade levels Problem Solving academic competitions, encouraging students to perform higher level mathematical thinking process	Ruthann Rubright Math Department Chair	Lesson plan review, data analysis and development of action plan. The Math Department will participate in data chats and best practice learning communities on a monthly basis to determine the effectiveness of math instruction in the classroom	Student work from Project-based assessment. Data evaluation of BAT II Results
2	Teachers limited knowledge of differentiated instruction	Training teaching on integrating Tabula Digita, Algebra Ready, and Hands on Standard strategies into daily mathematics instruction	Leena Itty Intern Principal Ruthann Rubright Department Chair	Lesson plan review, data analysis and development of action plan to monitor the use of differentiated instruction. Also Classroom Walk Through data will be collected to analyze the use of various methods of instructions.	Project Based Assessments data analysis District quarterly mini-benchmark assessment.
3	New school-wide reading initiative	Training teachers how to incorporate math-based novel study into lessons.	Ruthann Rubright Math Department Chair Guadalupe McNally Reading Coach	To determine effectiveness Department Chairs will will evaluate assessment data and develop action plan for students not meeting proficiency.	District math mini-Benchmarks FCAT Focus classroom assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	Margate Middle will continue to provide higher instruction in mathematics accelerated curriculum to meet the rigor and educational needs of mathematically talented Alternate Assessment students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012 39% (7) of students achieved level 7 in mathematics on Florida Alternate Assessment.	In June 2013 45% (8) of students achieved level 7 in mathematics on 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 limited knowledge of differentiated instruction	Training teaching on integrating technology and Hands on Standard strategies into daily mathematics instruction	Ruthann Rubright Math Department Chair ESE Specialist	Lesson plan review, data analysis and development of action plan. The Math Department will participate in data chats and best practice learning communities on a monthly basis to determine the effectiveness of math instruction in the classroom	Student work from Project-based assessment. Data evaluation of Formative 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:	
3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	Teachers will monitor and evaluate individual student learning needs and identify effective methods of instruction to increase student learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, 68% (680) of students made learning gains on the 2012 FCAT.	By June 2013, 72% (943) of students are expected to make learning gains on the 2013 FCAT.

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 mastery of prior knowledge on the math content area.	Training teachers on different math strategies and manipulative that can be used to activate on build on prior knowledge. Programs such as FractionsWorks and MeasureWorks.	Ruthann Rubright Department Chair	Teachers will use the data from pre and post assessment to reteach basic math skills. Data will be collected from evaluation tools to demonstrate and create action plans to increase students proficiency on math benchmarks.	Mini BAT in math. FCAT focus teacher assessments Pre/Post grade level common assessements
2	The implementation of the new math standards	District consultant training staff on Big Ideas and effective usage of the new textbooks.	Ruthann Rubright Department Chair	During monthly department meetings, department chairs will monitor data from district mini-benchmark assessments. Data chats will be conducted between teachers and department chairs.	Textbook Assessments BAT comparison with FCAT Common Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	Teachers will monitor and evaluate individual student learning needs and identify effective methods of instruction to increase student learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, 68% (680) of students made learning gains on the 2012 FAA.	In June 2013, 68% (680) of students made learning gains on the 2012 FAA.

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 mastery of prior knowledge on the math content area.	Training teachers on different math strategies and manipulative that can be used to activate on build on prior knowledge.	Ruthann Rubright Department Chair ESE Specialist	Teachers will use the data from pre and post assessment to reteach basic math skills. Data will be collected from evaluation tools to	Formative Assessments

		Programs such as FractionsWorks and MeasureWorks.		demonstrate and create action plans to increase students proficiency on math benchmarks.	

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:	Margate Middle school will continue to monitor student progress towards learning gains in Mathematics. Teachers will evaluate individual student's data to drive instruction in the classroom.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 58% (153) of students in the Lowest 25% made learning gains in Mathematics.	By June 2013, 63% (825) of students are expected to make learning gains in Mathematics.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Knowledge of math vocabulary	Interactive word walls which includes academic math vocabulary along with pictures	Ruthann Rubright Department Chair	Classroom Walk Through data will be collected to analyze the use of various methods of instruction to increase student academic vocabulary in math. Department chairs will monitor will model and co-teach with teacher to demonstrate effective vocabulary strategies	Mini-assessment, grade level common assessments BAT data
2	Basic skills not mastered.	Before and after school tutoring, extra help on Saturdays. Use of First In Math online incentive program. Teachers will give students detailed examples and instructions on solving word problems and basic math problems.	Ruthann Rubright Department Chair	Monthly Department Meetings will monitor the use of differentiated activities use to teach basic math skills using Classroom Walk Through data. Department chairs will evaluate the achievement of students participating in Before and after school tutoring.	Common Assessments Student portfolios Before and After school attendance record
3					

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 : Over the next six years Margate Middle will reduce the achievement gap by 50%.			
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	56%	60%	63%	67%	71%	

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

of improvement for the following subgroup:	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	The lack of parental involvement and limited motivation of students has been a major barrier in improving scores for Blacks and Hispanics. Although, the data have showed that our school has been demonstrating steady growth, we still have not been able to make AYP. Additionally, as a school we have increase parental activities and community outreach programs in order to motivate and stimulate groups in all AYP subgroups.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White 35% (65) Black 48% (251) Hispanic 47% (119) Asian 7% (4) SWD 77% (111) ELL 63% (39) FRL 48% (379)	White 30% Black 45% Hispanic 42% Asian 5% SWD 70% ELL 58% FRL 59 44%

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 parent involvement in providing extra support with homework assignments	Provide parent incentives, as well as student incentives to bring parents to events. Provide parents with math resources that can help facilitator student achievement outside of the classroom	Leena Itty Intern Principal	Analyzing parent sign-in sheets and monitor monthly parental involvement in conferences and parent night activities.	Parent Sign-in logs and Title sign in logs
2	Limited student motivation to study and complete academic assignments	Incorporate alternative assignments to encourage student motivation, such as: Tabula Digita, First in Math and FCAT Explorer	Ruthann Rubright Math Department Chairs	Assistant Principal and Department Chair will monitor lesson plans on a monthly basis to ensure the used of differentiated instruction and the used of multimedia technology in the classroom	Tabula Digita, First in Math and FCAT Explorer nstructional Software
3	Groupings of students with similar skills and prior knowledge in mathematics.	The implementation of the instructional teaming which focuses on meeting the needs of diverse students. The program provides a slower pace curriculum in mathematics to meet the needs of individual students.	Leena Itty Intern Principal	Assistant Principal and teachers will monitor action plans for all students preforming below proficient in math.	Review BAT results, mini BATs, Common Assessments, data chat portfolios.

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:	One of the major barriers in meeting AYP within the ELL subgroup is student's lack of language acquisition. The school has been improving its implementation of ELL strategies and assigning student personal dictionaries to use for translation.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 63% (39) of ELL students did not make proficiency in mathematics.	By June 2013, the level of non-proficiency of ELL will decrease by 5% on the FCAT in Math

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of language acquisition	Implementation of vocabulary enrichment activities such as word analysis, vocabulary journals, word webs, word walls, interactive editing, cloze paragraphs editing, and dictations. ACCESS Math which provides a standards-based curriculum that helps ELL language and communications skills	Ruthann Rubright Department Chair	Weekly Team meetings will review lesson plan, participate in data analysis and development of action plan	Benchmark assessments, common assessments, and project-based assessment
2	Teacher knowledge of new textbook resources.	In-house training on grade level textbook resources and manipulative.	Ruthann Rubright Department Chair	Department Chairs will monitor lesson plans on a monthly basis to ensure use of textbook resources to increase student proficiency in meeting math benchmarks. Classroom Walk Through data will be collected to analyze the use of various methods of instruction in the math classroom Monthly Co-planning and modeling log	Common Assessments Benchmark assessment test
3	Parents inability to participate due to language	School will offer parent activities in home language and translators at parents events such as Family FCAT NIGHT and Academic Extravaganza. Provide students and parents in textbooks in multiple languages. Students will have access to their individual dictionaries.	Leena Itty Intern Principal	Department Chairs will monitor lesson plans on a monthly basis to ensure use of ELL strategies to increase student proficiency on math benchmarks. Classroom Walk Through data will be collected to analyze the use of various ELL methods of instruction in the math classroom Monthly Co-planning and modeling log	Common Assessments, Benchmark assessments, and common 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 subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	As a school we are working to improve teacher's implementation of specified accommodations by providing training SWD resources and strategies
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2011, 77% (111) of SWD were not proficient in mathematics.	By June 2013, the level of non-proficiency of SWD will decrease by 7% on the FCAT in Math.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Scheduling the students	Priority scheduling for	Tonya Montiel	The ESE specialist will	Evaluation of

1	appropriately for services	SWD	ESE Specialist	monitor Support Facilitator logs to ensure that students are being scheduled appropriately and receiving required accommodations	support facilitator logs
2	Teachers implementing specified accommodations for individual students	Providing information on implementing accommodations to all teachers and teacher aides Increasing the collaboration between general education and ESE support teachers	Tonya Montiel ESE specialist	Math diagnostic assessment (CMAT) to identify deficiencies for interventions.	Data analysis of math diagnostic tools.
3	Inappropriate behaviors	Implementation of school-wide behavioral plans to provide consistency across all grade levels	Tonya Montiel ESE Specialist	Weekly ESE Department Meeting will monitor co-planning, modeling and student logs.	Teacher anecdotal/ reflection and student behavioral log

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:	
E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	The transient behavior of our student population is a major barrier in accomplishing satisfactory progress with Economically Disadvantaged subgroups. Only 52% of our students in the Economically Disadvantage subgroup met proficiency on the 2012 FCAT. In order to make satisfactory progress, the school will utilize community resources and provide students with supplies necessary to achieve academic goals in the classrooms.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, 48% (379) of students in the Economically Disadvantaged subgroup were not proficient in mathematics.	By June 2013, the level of non-proficiency of Economically Disadvantaged will decrease by 2% on the FCAT in Math.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student access to technology at home.	Provide opportunity at school to access computer labs and computer programs. Access to programs such as: Khan Academy, an online resource of video,practice exercises, and assessment teaching math content for secondary students. Compass Odyssey which differentiates and personalizes instruction while formatively assessing students and informing data-driven decisions. It will serve as ongoing remediation as well as course recovery.	Cara Coletti Assistant Principal	Assistant Principals will monitor lesson plans on a monthly basis to ensure the used of diverse instructional strategies to increase student proficiency in meeting math benchmarks. Classroom Walk Through data will be collected to analyze the use of various methods of technology integrated into the lesson instruction. Monthly Co-planning and modeling log	Quarterly Assessments Common Assessment BAT FCAT
	Access to necessary school supplies	Provide students with the necessary supplies through programs such	Rosemary Miranda Guidance Director	The Guidance department will monitor students attendance, classwork	Formative Assessments, student homework

2		as Margate Cares. Supplies such as paper, pencils, notebooks, calculators, and rules.		and homework completion	and classroom completion logs
3	Transient nature of student population. Students enrolled and withdrawn from the school at various times in the school year.	Utilize community resources, such as the local library and community business partners to provide additional resources for the classroom to supplement gaps in students content knowledge.	Rosemary Miranda Guidance Director	Weekly Margate Cares Meetings to distinguish the need of our school population. Guidance Referrals	Analysis of Guidance Referrals.

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:	Margate Middle will continue to provide advance instruction in mathematics accelerated curriculum and GEM enrichment to meet the rigor and educational needs of mathematically talented students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012 12% (6) of students achieved level 3 on the Algebra EOC.	In June 2013 15% (17) of students achieve level 3 on the Algebra EOC.

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 vocabulary skills to assist with comprehension and context clues skills to successfully complete classwork, homework and assessments.	Word Walls- Interactive student friendly word list in each classroom. Daily integration of comprehension techniques, vocabulary resources, and vocabulary strategies across the curriculum regarding the use of context clues in determining word meaning.	Administration Reading Coach Language Arts, Social Studies and Science Department Chairs	Classroom Walk Through data will focus on instructional practices and materials will be collected to analyze the frequency of various methods of vocabulary instruction used in the classroom. Teachers will discuss progress and share common vocabulary assessment at weekly department learning communities Reading, math, and science departments engage in lesson plan review to determine the effectiveness vocabulary instruction in the classroom.	Review BAT results, FAIR testing, mini-BATs in reading, math and science. Review data chats, portfolios, FCAT Explorer, Gizmos, First in Math and IMACS Virtual lab assessment data reports on a biweekly basis
	Lack of vocabulary skills to assist with comprehension and	Word Walls- Interactive student friendly word list in each classroom.	Administration Reading Coach	Classroom Walk Through data will focus on instructional	Review BAT results, FAIR testing, mini-

2	context clues skills to successfully complete classwork, homework and assessments.	Daily integration of comprehension techniques, vocabulary resources, and vocabulary strategies across the curriculum regarding the use of context clues in determining word meaning.	Department Chairs	practices and materials will be collected to analyze the frequency of various methods of vocabulary instruction used in the classroom. Teachers will discuss progress and share common vocabulary assessment at weekly department learning communities Reading, math, and science departments engage in lesson plan review to determine the effectiveness vocabulary instruction in the classroom.	BATs in reading, math and science. Review data chats, portfolios, FCAT Explorer, Gizmos, and IMACS Virtual lab assessment data reports on a biweekly basis
3	Student motivation to complete assignment	Academic recognitions for students who completes 80% of homework and classwork assignments.	Ruthann Rubright Math Department Chair	Lesson plan review, and data analysis and development of action plan	Student work from Project-based assessment. Data evaluation of BAT Results

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	Margate Middle will continue to provide advance instruction in mathematics accelerated curriculum and GEM enrichment to meet the rigor and educational needs of mathematically talented students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012 88% (44) of students achieved level 4 or above on the Algebra EOC.	In June 2013 88% (97) of students achieved level 4 or above on the Algebra EOC.

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 level of comfort with creating higher level instruction	Training on creating effective teacher made test that targets specific standards and grade levels Problem Solving academic competitions, encouraging students to perform higher level mathematical thinking process	Ruthann Rubright Math Department Chair	Lesson plan review, data analysis and development of action plan. The Math Department will participate in data chats and best practice learning communities on a monthly basis to determine the effectiveness of math instruction in the classroom	Student work from Project-based assessment. Data evaluation of BAT 1 Results
2	Teachers limited knowledge of differentiated instruction	Training teaching on integrating Tabula Digita, Geogebra, and Hands on Standard strategies into daily mathematics instruction	Cara Coletti Assistant Prinicpal Ruthann Rubright Department Chair	Lesson plan review, data analysis and development of action plan to monitor the use of differentiated instruction. Also Classroom Walk Through data will be collected to analyze	Project Based Assessments data analysis District quarterly mini-benchmark assessment.

				the use of various methods of instructions.	

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:	Margate Middle will continue to provide advance instruction in mathematics accelerated curriculum and GEM enrichment to meet the rigor and educational needs of mathematically talented students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012 14% (2) of students achieved level 3 on the Geometry EOC.	In June 2013 5% (1) of students achieved level 3 on the Geoetry EOC.

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 vocabulary skills to assist with comprehension and context clues skills to successfully complete classwork, homework and assessments.	Word Walls- Interactive student friendly word list in each classroom. Daily integration of comprehension techniques, vocabulary resources, and vocabulary strategies across the curriculum regarding the use of context clues in determining word meaning.	Administration Reading Coach Language Arts, Social Studies and Science Department Chairs	Classroom Walk Through data will focus on instructional practices and materials will be collected to analyze the frequency of various methods of vocabulary instruction used in the classroom. Teachers will discuss progress and share common vocabulary assessment at weekly department learning communities Reading, math, and science departments engage in lesson plan review to determine the effectiveness vocabulary instruction in the classroom.	Review BAT results, FAIR testing, mini-BATs in reading, math and science. Review data chats, portfolios, FCAT Explorer, Gizmos, First in Math and IMACS Virtual lab assessment data reports on a biweekly basis
2	Lack of vocabulary skills to assist with comprehension and context clues skills to successfully complete classwork, homework and assessments.	Word Walls- Interactive student friendly word list in each classroom. Daily integration of comprehension techniques, vocabulary resources, and vocabulary strategies across the curriculum regarding the use of context clues in determining word meaning.	Administration Reading Coach Department Chairs	Classroom Walk Through data will focus on instructional practices and materials will be collected to analyze the frequency of various methods of vocabulary instruction used in the classroom. Teachers will discuss progress and share common vocabulary assessment at weekly department learning communities	Review BAT results, FAIR testing, mini-BATs in reading, math and science. Review data chats, portfolios, FCAT Explorer, Gizmos, and IMACS Virtual lab assessment data reports on a biweekly basis

				Reading, math, and science departments engage in lesson plan review to determine the effectiveness vocabulary instruction in the classroom.	
3	Student motivation to complete assignment	Academic recognitions for students who completes 80% of homework and classwork assignments.	Ruthann Rubright Math Department Chair	Lesson plan review, and data analysis and development of action plan	Student work from Project-based assessment. Data evaluation of BAT Results

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	Margate Middle will continue to provide advance instruction in mathematics accelerated curriculum and GEM enrichment to meet the rigor and educational needs of mathematically talented students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012 90% (19) of students achieved level 4 and above on the Geometry EOC.	In June 2013 95% (20) of students achieved level 4 and above on the Geometry EOC.

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 level of comfort with creating higher level instruction	Training on creating effective teacher made test that targets specific standards and grade levels Problem Solving academic competitions, encouraging students to perform higher level mathematical thinking process	Ruthann Rubright Math Department Chair	Lesson plan review, data analysis and development of action plan. The Math Department will participate in data chats and best practice learning communities on a monthly basis to determine the effectiveness of math instruction in the classroom	Student work from Project-based assessment. Data evaluation of BAT Results
2	Teachers limited knowledge of differentiated instruction	Training teaching on integrating Tabula Digita, Algebra Ready, and Hands on Standard strategies into daily mathematics instruction	Leena Itty Intern Principal Ruthann Rubright Department Chair	Lesson plan review, data analysis and development of action plan to monitor the use of differentiated instruction. Also Classroom Walk Through data will be collected to analyze the use of various methods of instructions.	Project Based Assessments data analysis District quarterly mini-benchmark assessment.

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
IMACS robotics	Mathematics department; all grade levels	Lisa Cunningham	Math department	October	Classroom walkthroughs, lesson plans, and utilization reports	Cara Coletti, administrator over mathematics department Nikia Ragin, Magnet Coordinator
Common Core PLC	6-8, All subjects	Reading Coach and Language Arts Department Chair	Math Department	Monthly- Mondays	Classroom walk throughs and lesson plans	Administration
Department PLC	6-8, All subjects	Department Chair	Math Department	Weekly - Mondays	Classroom walk throughs, lesson plans and sharing of best practices	Ruthann Rubright Department Chair
First in Math	Math department, all grade levels	Department Chair	Math Department	September	Utilization Reports	Ruthann Rubright Department Chair Nikia. Ragin, Magnet Coordinator
Geogebra	Math department, all grade levels	Core Curriculum/ STEM	Math Department	December	Classroom walk throughs, lesson plans and sharing of best practices	Cara Coletti, administrator over mathematics department Nikia Ragin, Magnet Coordinator

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Team Building	Supplies for team building training	Title I	$38.40
			Subtotal: $38.40
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
Common Core	Substitutes for covering teachers to allow for Common Core training and stipends for training	Title I	$1,660.00
CRISS for math	Substitutes for covering teachers to allow for CRISS training	Title I	$1,200.00
Unwrapping the Benchmarks	Substitutes for covering teachers to allow for training	Title I	$600.00
			Subtotal: $3,460.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Team Training	Stipend for teacher participants	Title I	$1,000.00
			Subtotal: $1,000.00
			Grand Total: $4,498.40

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	Margate Middle will ensure that all students in grades (6-8) receive direct instruction in physical, chemical, earth, space,life, and environmental sciences. Students in each grade level will complete a science project to further development their understanding of scientific thinking processes.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, 29% (95) of student achieved proficiency FCAT Level 3 in science.	By June 2013, 33% (124) of students are expected to achieve proficiency FCAT Level 3 in science.

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 to hands-on/ real-life labs.	Implementation of the IMACS Virtual Science Labs and Gizmos to bring more hands-on lab and computer simulations to the classroom Utilize hands on laboratory experiments twice per month using the 5E model Reinforce the strategies for student learning such as laboratory skills, scientific thinking and writing. Hands-on Learning opportunities Integrating STEM strategies into daily lesson plans	Nadia Greenwood Science Department Chair Andrew Bronstein Assistant Principal	Assistant Principal will monitor lesson plans on a monthly basis to ensure use of hands on activities. Lab schedules will be monitored by the department chair. Classroom Walk Through data, with a focus on instructional practices and materials, will be collected to analyze the frequency of various methods on instruction and integration of technology into science.	Review student's Lab portfolios and journals. Review student's data chat portfolios, FCAT Explorer, Gizmos, and IMACS Virtual lab assessment data reports on a biweekly basis
2	Implementation of the new science Next Generation Sunshine State Standards (NGSSS) and textbooks.	Training all teachers on using the new science textbooks and navigating textbook resources online through ThinkCentral. Training all teachers on the NGSSS to target specific grade level. Provide training for all science teachers and implementing inquiry based strategies in science. Provide opportunities for teachers to collaborate by grade level to aligned and	Nadia Greenwood Science Department Chair Andrew Bronstein Assistant Principal	Department chair and Science Assistant principal will review science assessment data monthly to determine students progress toward mastering grade level benchmarks. Department Chair led PLC will analyze student performance data to determine the effectiveness of strategies used to implement the new NGSSS and textbooks.	Review BAT results, FAIR testing, mini-BATs and common assessment data. Review data chats portfolios, and ThinkCentral assessment data reports on a biweekly basis

		unwrap NGSSS benchmarks. Teachers will generate science assessment using online textbook resources to assess specific benchmarks in science. Teachers will incorporate virtual labs and digital lesson to help reinforce the NGSSS in the classroom.			

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:	Margate Middle will ensure that all students in grades (6-8) receive direct instruction in physical, chemical, earth, space,life, and environmental sciences. Students in each grade level will complete a science project to further development their understanding of scientific thinking processes.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, 14% (1) of student achieved proficiency FAA Level 4,5,and 6 in science	By June 2013, 20% (2) of students are expected to achieve proficiency FAA Level 4,5,and 6 in science

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 vocabulary skills to assist with comprehension and context clues skills to successfully complete classwork, homework and assessments.	Word Walls- Interactive student friendly word list in each classroom. Daily integration of comprehension techniques, vocabulary resources, and vocabulary strategies across the curriculum regarding the use of context clues in determining word meaning.	Administration Reading Coach ESE Specialist	Classroom Walk Through data will focus on instructional practices and materials will be collected to analyze the frequency of various methods of vocabulary instruction used in the classroom. Teachers will discuss progress and share common vocabulary assessment at weekly department learning communities Reading, math, and science departments engage in lesson plan review to determine the effectiveness vocabulary instruction in the classroom.	Review data chats, portfolios, FCAT Explorer, Gizmos, First in Math and IMACS Virtual lab assessment data reports on a biweekly basis

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:	In order to increase the overall percentage of students achieving above proficiency in science, Margate Middle School will implement educational enrichment activities geared towards applying FCAT science benchmarks to real world applications.

2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 8% (27) of students achieved above proficiency levels 4 and 5 in science	By June 2013, 13% (49) of students are expected to achieve above proficiency in science

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	Diverse student abilities and prior knowledge of science skills and concepts	Utilize additional guided Science inquiry-type activities using technology and multimedia tools to facilitate learning involving both verbal and visual information such as IMACS Vitural Labs, Gizmos, Digital Lessons, and United Streaming videos. Building and activating student knowledge strategies will be outlined in teacher's weekly lesson plans and align with the Science IFC. Student will have the opportunity to participate in extended learning activities during their STEM elective and participation in the district Science Fair.	Nadia Greenwood Science Department Chair	Classroom Walk Through data will focus on instructional practices and materials will be collected to analyze the frequency of various methods of instruction used in the classroom. Teachers will discuss progress and share common activities and discussions used to active students prior knowledge during weekly department learning communities	Review BAT results, FAIR testing, mini-BATs and common assessment data. Review data chats portfolios, and ThinkCentral assessment data reports on a biweekly basis

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:	In order to increase the overall percentage of students achieving above proficiency in science, Margate Middle School will implement educational enrichment activities geared towards applying FCAT science benchmarks to real world applications.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 29% (2) of students achieved above proficiency level 7 in science	By June 2013, 43% (3) of students are expected to achieve above proficiency level of 7 in science

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
	Diverse student abilities and prior knowledge of science skills and concepts	Utilize additional guided Science inquiry-type activities using technology and multimedia tools to facilitate learning involving both verbal and visual information	Nadia Greenwood Science Department Chair ESE Specialist	Classroom Walk Through data will focus on instructional practices and materials will be collected to analyze the frequency of various methods of instruction used in the	Formative Assessments Review data chats portfolios, and ThinkCentral assessment data reports on a

1		such as IMACS Vitural Labs, Gizmos, Digital Lessons, and United Streaming videos. Building and activating student knowledge strategies will be outlined in teacher's weekly lesson plans and align with the Science IFC. Student will have the opportunity to participate in extended learning activities during their STEM elective and participation in the district Science Fair.		classroom. Teachers will discuss progress and share common activities and discussions used to active students prior knowledge during weekly department learning communities	biweekly basis

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
STEM PLC	All grades and subjects	Ms. Ragin	Whole School	Tuesday mornings; biweekly	Classroom walkthroughs; team interdisciplinary projects	Ms. Ragin, Magnet Coordinator
Vernier Probeware training	Science department; all grade levels	Mr. Daniel Ms. Ragin	Science Department	Once each quarter during a science department meeting	Laboratory walkthroughs; lesson plans	Mr. Bronstein, administrator over science department
Gizmos training	Science department; all grade levels	Mr. Daniel Ms. Ragin	Science Department	Once each quarter during a science department meeting	Classroom walkthroughs, lesson plans, and utilization reports	Mr. Bronstein, administrator over science department Ms. Ragin, Magnet Coordinator
Marzano: the Arts and Sciences of Teaching	All grades and subjects	Department Chairs and leadership team	Whole School	Tuesday mornings; biweekly	Classroom walkthroughs	Grade level administrators
Common Core Standards PLC	All grades and subjects	Department Chairs and leadership team	Whole School	Monday mornings; biweekly	Classroom walkthroughs	Grade level administrators

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Team Building	Supplies for team building training	Title I	$38.40
			Subtotal: $38.40
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
Common Core	Substitutes for coverage and stipends for training.	Title I	$1,660.00
Inquiry Science 6-8	Substitutes for coverage during training	Title I	$1,200.00
Unwrapping the Benchmarks	Substitutes for coverage during training	Title I	$600.00
			Subtotal: $3,460.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Team Training	Stipend for teacher participants	Title I	$1,000.00
			Subtotal: $1,000.00
			Grand Total: $4,498.40

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:	Teachers will instruct students on both expository and persuasive writing strategies that will enable students to score a 3.0 or higher on the FCAT writing test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, 80.8% (271) of students scored a 3.0 or higher in writing	By June 2013, 86% (288) of students are expected to score a level 3 or higher in writing

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of accountability for writing across the curriculum.	Implementing writing programs and portfolio samples in all content areas. Common Core trainings for performance tasks.	Leena Itty Intern Principal Nadia Greenwood, Science Department Chair Sameka Thompson, Social Studies Department Chair	Bi-monthly PLCs where teachers will present and discuss data gathered after grading and scoring student writing prompts	FCAT style writing prompts administered to all grades at the middle of each quarter
2	Lack of continuity across the grade level on the usage of the Six Traits as a Revision Process for writing	In house staff development for effectively using the Six Traits Rubric to assess student writing	Laura Barris Department Chair	Teachers will use Writer's Workshops to teach students strategies for using Six Traits in their writing and when revising	Student Portfolios
	Students not provided with enough	Provide students with opportunities to write	Laura Barris	Teacher evaluation of student writing on	Department meeting data

3	opportunities to write based on their personal interests and experiences.	based on their own personal interests and experiences by completing Springboard embedded assessments.	Department Chair	Springboard embedded assessments and discussion of results at department meetings.	chat following scoring of embedded assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	Teachers will instruct students on both expository and persuasive writing strategies that will enable students to score a 4.0 or higher on the Florida Alternate Writing Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, 42.8% (3) of the students scored level 4 or higher on the Florida Alternate Writing Assessment.	By June 2013, 57% (4) of the students will score level 4 or higher on the Florida Alternate Writing 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 accountability for writing across the curriculum.	Implement writing programs and portfolio samples in all content areas. Common Core trainings for performance tasks.	Leena Itty Intern Principal Nadia Greenwood, Sciene Department Chair Sameka Thompson, Social Studies Department Chair	Bi-monthly PLCs where teachers will present and discuss data gathered after grading and scoring student writing prompts	FCAT style writing prompts administered to all grades at the middle of each quarter Student Portfolios
2	Lack of continuity across the grade level on the usage of the Six Traits as a Revision Process for writing	In house staff development for effectively using the Six Traits Rubric to assess student writing. School-wide writing scale for performance tasks.	Laura Barris Department Chair ESE Specialist	Share best practices during department PLCs and classroom walk throughs.	Student Portfolios

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
Team Training	Supplies for team training	Title I	$38.40
			Subtotal: $38.40
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
Common Core	Substitutes for covering and stipends for training	Title I	$1,660.00
			Subtotal: $1,660.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Team Training	Stipend for training	Title I	$1,000.00
			Subtotal: $1,000.00
			Grand Total: $2,698.40

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:	
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 Civics. Civics Goal #2:	

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

Problem-Solving Process to Increase Student Achievement

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

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

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

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

Civics Budget:

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

End of Civics Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	Margate Middle School will continue to monitor and reinforce the academic advantages of attending school on a daily basis. Teachers will accurately document student attendance in all classes.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
In June 2012, Margate Middle School's overall attendance rate was 94.7%	By June 2013, Margate Middle School's overall attendance rate will increase to 96%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
In June 2012, 112 of 1044 students had excessive absences	By June 2013, 104 of 1320 students are expected to have excessive absences
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
In June 2012, 145 of 1044 students had excessive tardies in 2011.	By June 2013, 131 of 1310 students are expected to have excessive tardies

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 parental supervision at home to ensure that students attended all classes daily	Incentives for attendance and attendance contract with students and parents	Rosemary Miranda Guidance Director	Analyze weekly attendance report data	Attendance report
2	Student tardy to classes on a habitual basis	Parent Conferences and Parent Link, followed by a guidance referral.	Rosemary Miranda Guidance Director	Analyze pinnacle report and teacher referrals.	Compare to previous school year, reduction and days tardy and reduction of minutes tardy
3	Chronic accumulation of absences.	Referrals will be made to the school social worker and school guidance counselor.	Rosemary Miranda Guidance Director	Review attendance record and meeting with social worker	Decrease in the number of chronic absences

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:	Margate Middle School is currently implementing an In-School Suspensions program, our school also offers after school detentions and Saturday School. Additionally counselors, teachers and administration works closely with parents to provide positive enforcements and rewards for student behaviors.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
By June 2012, 86% (874) of students received In-School suspension	By June 2013, 80% (1048) of students received In-School suspension
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
By June 2012, 34% (341) of students were suspended In-School	By June 2013, 30% (393) of students were suspended In-school

2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
By June 2012, 14% (144) of students received Out-of-School suspension	By June 2013, 10% (131) of students received Out-of-School suspension
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
By June 2012, 9% (95) of students were suspended Out-of-School	By June 2013, 5% (66) of students were suspended Out-of-School

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of implementation of discipline strategies and common school wide behavior plan	Develop School wide behavior plan that addresses specific behavior needs in the school. Develop proactive strategies to reduce misbehavior using positive reinforcements and rewards	Andrew Bronstein, Assistant Principal	Uniform implementation of plan across all grade levels Common area observations and supervision	Reduction in disciplinary referrals Reduction in student suspensions Increase in positive interactions with students
2	Fidelity of implementation of classroom disciplinary procedures	Provide CHAMPS to refresh strategies for leaders who will be monitoring the effectiveness of the implementation.	Andrew Bronstein Assistant Principal	Analyzing team data at Bi-weekly team meetings	Discipline Matrix and the changes in discipline referrals
3	Lack of student engagement during instructional time	Increase student motivation Build positive relationships with students Provide positive feedback to students on their progress and success frequently Provide a high ratio of positive interactions Increase opportunities for students to respond by developing interesting and interactive lesson plans Increase time on task and minimize disruptions Staff development in these areas	Administrators RtI team	Classroom Walkthroughs Data chats Coaching/mentoring logs RTI notes and supporting documentation Staff Development Records	Reduction in disciplinary referrals Reduction in student suspensions

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
BASIS 2.0	All	District	School leadership team	October 4, 2012	Data chats	Ms. Itty, administrator
Discipline committee	All	Ms. Barth	School leadership team, specified school leaders and aspiring administrators	Early release days	Data chats	Mr. Bronstein, administrator
Margate Intervention Team (MIT)	All	Ms. Miranda	School leadership team	Tuesdays afternoons; weekly	Data chats, Intervention tiers	Ms. Miranda, guidance director

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: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	By June 2013, the percentage of parents participating in school-wide and Title I activities will increase to 95%.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:

By June 2012, 93% (967) of parents participated in school activities.	By June 2013, 95% (1245) of parents participated in school activities.

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	Work schedules	Make events/activities available at multiple times.	Administration	Analyze parent sign-in sheets	Increased parent involvement
2	Lack of motivation to attend	Provide child care and refreshments, materials, incentives	Administration	Analyze parent sign-in sheets	Increased attendance at events
3	See PIP	See PIP	See PIP	See PIP	See PIP

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

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

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

Parent Involvement Budget:

Evidence-based Program(s) / Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Parent Trainings	Supplies for parent trainings	Title I	$500.00
Parent Trainings	Refreshments	Title I	$1,808.00
Communication with Parents	Agendas	Title I	$2,509.00
Parent Trainings	Handouts and flyers for advertisment	Title I	$550.00
Innovative Program Advertisement	Flyers, brochures and DVDs for SELECT PLUS and STEM	Title I	$500.00
			Subtotal: $5,867.00
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
Annual Parent Seminar	Registration for four parents to attend	Title I	$160.00
			Subtotal: $160.00
Other			

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $6,027.00

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	Increase STEM literacy for all students by providing alternative STEM education

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 technology	To compensate for the lack of technology on campus, a calendar is created for adequate distribution of time in labs and with laptop carts.	Cara Coletti, Administrator over technology distribution Nikia Ragin, STEM magnet coordinator	Technology will be granted to teachers as they ask for it. Teachers putting in requests first will have the first option of the days they need the lab or cart.	The technology distribution calendar will give all students the chance to interact with technology. Because of this their technology literacy will increase and can be evidenced by the Student Tool for Technology Literacy (ST2L).
2	Lack of funding	A grant writing team will be formed to write mini grants to fun STEM activities such as field trips, after school clubs, and competition team. Also, we will solicit business partners to help offset costs of these events	Cara Coletti, Administrator over STEM magnet program, Partners in Education, and grant writing Nikia Ragin, STEM magnet coordinator	The grant writing team will report incoming awards monthly to determine effectiveness. Also, if we have secured at least one Partner to assist each STEM project, it will be a success.	Ms. Coletti will produce a report of the total grant amount rewarded to the school as well as all Partners added.

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

Vernier Probeware	All grades, science teachers	Rod Daniel	Entire science department	November 2012	Vernier activity calendar that goes along with IFC will be developed.	Rod Daniel Nikia Ragin
STEM PLC (Interdisciplinary project-based learning)	All grade levels and subjects	Nikia Ragin	School-wide	Biweekly	Mini projects planned and implemented biweekly by a team of teachers will be obsereved through classroom walk throughs and lesson plans	Nikia Ragin Leena Itty
Imacs Robotics software	All grades, math teachers	Lisa Cunnigham	Entire math department	October 2012	Monitored by student usage reports	Nikia Ragin

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:	

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						

CTE Budget:

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

End of CTE Goal(s)

Additional Goal(s)

n/a Goal:

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

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

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

Budget:

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

End of n/a Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Team Training	Supplies for training	Title I	$76.80
Mathematics	Team Building	Supplies for team building training	Title I	$38.40
Science	Team Building	Supplies for team building training	Title I	$38.40
Writing	Team Training	Supplies for team training	Title I	$38.40
Parent Involvement	Parent Trainings	Supplies for parent trainings	Title I	$500.00
Parent Involvement	Parent Trainings	Refreshments	Title I	$1,808.00
Parent Involvement	Communication with Parents	Agendas	Title I	$2,509.00
Parent Involvement	Parent Trainings	Handouts and flyers for advertisment	Title I	$550.00
Parent Involvement	Innovative Program Advertisement	Flyers, brochures and DVDs for SELECT PLUS and STEM	Title I	$500.00
				Subtotal: $6,059.00

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	Common Core Training	Substitutes and training	Title I	$3,320.00
Reading	CRISS Training	Substitutes	Title I	$1,200.00
Reading	MG Social Studies Textbook Training	Substitutes	Title I	$1,200.00
Reading	MS Reading Item Specs	Training	Title I	$5,000.00
Reading	Reading Endorsement	Substitutes	Title I	$3,300.00
Mathematics	Common Core	Substitutes for covering teachers to allow for Common Core training and stipends for training	Title I	$1,660.00
Mathematics	CRISS for math	Substitutes for covering teachers to allow for CRISS training	Title I	$1,200.00
Mathematics	Unwrapping the Benchmarks	Substitutes for covering teachers to allow for training	Title I	$600.00
Science	Common Core	Substitutes for coverage and stipends for training.	Title I	$1,660.00
Science	Inquiry Science 6-8	Substitutes for coverage during training	Title I	$1,200.00
Science	Unwrapping the Benchmarks	Substitutes for coverage during training	Title I	$600.00
Writing	Common Core	Substitutes for covering and stipends for training	Title I	$1,660.00
Parent Involvement	Annual Parent Seminar	Registration for four parents to attend	Title I	$160.00
				Subtotal: $22,760.00

Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Team Training	Stipend for teacher participants	Title I	$2,000.00

Mathematics	Team Training	Stipend for teacher participants	Title I	$1,000.00
Science	Team Training	Stipend for teacher participants	Title I	$1,000.00
Writing	Team Training	Stipend for training	Title I	$1,000.00
				Subtotal: $5,000.00
				Grand Total: $33,819.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

Priority	Focus	Prevent	NA

Are you a reward school: Yes No

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

No Attachment (Uploaded on 10/19/2012)

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
Purchase of Action magazines for Reading department.	$349.25

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

Each department will present strategies and valuable information during the year at SAC meetings to provide parents and community stakeholders with the necessary information to share in the decision-making process through continuos review of the school improvement plan.

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 MARGATE MIDDLE SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	59%	66%	82%	38%	245	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	65%	69%			134	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	74% (YES)	63% (YES)			137	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					516	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Broward School District MARGATE MIDDLE SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	58%	68%	92%	33%	251	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	65%	69%			134	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	69% (YES)	61% (YES)			130	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					515	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested