# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
## 2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: SOUTHWESTERN MIDDLE SCHOOL

District Name: Volusia

Principal: Mamie N. Oatis

SAC Chair: Nancy Kinsley, Colleen Winburn

Superintendent: Margaret A. Smith

Date of School Board Approval: Pending School Board Action on December 11, 2012

Last Modified on: 10/19/2012

# PART I: CURRENT SCHOOL STATUS

## STUDENT ACHIEVEMENT DATA

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

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

## ADMINISTRATORS

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

| Position | Name | Degree(s)/ Certification(s) | # of Years at Current School | # of Years as an Administrator | Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year) |
| --- | --- | --- | --- | --- | --- |
| Principal | Mamie Oatis | BA Special Education Masters in Educational Leadership Certifications Emotionally Handicapped Mentally Handicapped School Principal Specific Learning Disabilities | 10 | 21 | 2012 - C School, (52%R/46%M; 64% R/55%M; 64%R/56%M) 2011 - B School, AYP74% (67% R/56% M; 60% R/59% M; 60% R/61% M) 2010 – A School, AYP 74% (53% R/65% M; 67% R/47% M; 65% R/55% M) * 2009 – A School, AYP 85% (59% R/62% M; 70% R/52% M; 63% R/49% M) * 2008 – A School, AYP 85% (49% R/57% M; 72% R/ 61% M; 62% R/43% M) * 2007 – C School, AYP 85% (40% R/52% M; 56% R/44% M; 65% R/42% M) * 2006 – B School, AYP 82% (47% R/57% M; 51% R/41% M; 60% R/41% M) * *(Proficient Reading/Math; Learning Gains R/M; Lowest 25% R/M) Prior to 2005, I was a highly qualified administrator who continually improved my leadership skills through ongoing professional development. I strive to provide quality leadership and support to my faculty and staff as we worked toward |

| | | | | | increasing student achievement. |
|---|---|---|---|---|---|
| Assis Principal | Abigail P. Backer | BA Physical Education Masters in Educational Leadership | 9 | 3 | 2012 - C School, (52%R/46%M; 64% R/55%M; 64%R/56%M) 2011 - B School, AYP74% (67% R/56% M; 60% R/59% M; 60% R/61% M) 2010 – A School, AYP 74% (53% R/65% M; 67% R/47% M; 65% R/55% M) * |
| Assis Principal | Charles D. Bynum | BA Physical Education Masters in Educational Leadership | 3 | 7 | 2012 - C School, (52%R/46%M; 64% R/55%M; 64%R/56%M) 2011 - B School, AYP74% (67% R/56% M; 60% R/59% M; 60% R/61% M) 2010 – A School, AYP 87% (52% R/60% M; 68% R/55% M; 61% R/49% M) * 2009 – B School, AYP 74% (45% R/60% M; 57% R/51% M; 60% R/48% M) * 2008 – B School, AYP 72% (46% R/63% M; 58% R/ 53% M; 56% R/42% M) * 2007 – C School, AYP 77% (42% R/60% M; 58% R/ 50% M; 57% R/46% M) * 2006 – A School, AYP 87% (43% R/57% M; 58% R/ 51% M; 62% R/52% M) * |
| Assis Principal | Kristina Wiseman | BS ESE MST in Educational Leadership | 1 | 1 | N/A - First year administrator |

## 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 | Nancy S. Kinsley | BA – English/Speech MST – English K12Reading Endorsement English (5-9) English (6-12) Speech (6-12) Middle Grades Endorsement ESOL (K-12) | 13 | 12 | 2012 - C School, (52%R/46%M; 64% R/55%M; 64%R/56%M) 2011 - B School, AYP74% (67% R/56% M; 60% R/59% M; 60% R/61% M) 2010 – A School, AYP 74% (53% R/65% M; 67% R/47% M; 65% R/55% M) * 2009 – A School, AYP 85% (59% R/62% M; 70% R/52% M; 63% R/49% M) * 2008 – A School, AYP 85% (49% R/57% M; 72% R/ 61% M; 62% R/43% M) * 2007 – C School, AYP 85% (40% R/52% M; 56% R/44% M; 65% R/42% M) * 2006 – B School, AYP 82% (47% R/57% M; 51% R/41% M; 60% R/41% M) * Prior to 2005, I was a highly qualified coach who continually improved my skills through ongoing professional development. I strive to provide quality coaching while working towards increasing student achievement. |

## EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

| | Description of Strategy | Person Responsible | Projected Completion Date | Not Applicable (If not, please explain why) |
|---|---|---|---|---|
| 1 | 1. New Teacher Mentoring Program | Administration | June 2013 | |
| 2 | 2. Department PLC Activities | Administration | June 2013 | |
| 3 | 3. Book Studies | Admiinistration Nancy Kinsley | May 2013 | |
| 4 | 4. Professional Development | Administration | April 2013 | |
| 5 | 5. Celebrations/Teacher Recognitions | Administration | June 2013 | |
| 6 | 6. Leadership Team consist of faculty members from all content areas | Administration | June 2013 | |

| 7 | 7. Admnistrators are empowering and coaching faculty members for leadership positions | Administration | June 2013 | |

## Non-Highly Effective Instructors

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

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

| Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective. | Provide the strategies that are being implemented to support the staff in becoming highly effective |
|---|---|
| Currently, based on VSET summative report, no teacher has less than an effective rating | N/A |

## 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 |
|---|---|---|---|---|---|---|---|---|---|
| 45 | 2.2%(1) | 24.4%(11) | 28.9%(13) | 44.4%(20) | 37.8%(17) | 86.7%(39) | 26.7%(12) | 2.2%(1) | 17.8%(8) |

## 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 |
|---|---|---|---|
| Susan Tyree, retired VCS Exploratory Technology teacher, school volunteer Abigail Backer, Assistant Principal Rosa Salgado/Mary K. Smith, Elective Department Contacts | Angelina Morales | First year teacher | S. Tyree - PITSCO training A. Backer - E3 Empowerment R. Salgado/MK Smith- Elective Department Orientation/Training Elective PLC |
| David Finkle, Andrea Finkle, Language Arts Department Contacts | Jessica Jones | New Teacher to SMS | Provide Writing Strategies and Instructional Practices in the classroom Implementation of Spring Board Common Core State Standards |
| David Finkle, Andrea Finkle, Language Arts Department Contact | Jennifer Diaz | New Teacher to SMS | Provide Writing Strategies and Instructional Practices in the classroom. Implementation of Spring Board Common Core State Standards |
| Mary Ellis, Specialist Media Services Mamie Oatis, Principal Colleen Winburn, SMS Media Clerk | Kellie Pait | First Year Media Specialist | School Media Services Destiny and SAM Orientation/Training |
| Abigail Backer | Monica Guidotti | First Year Teacher | Provide support and school training for implementation of ESOL/Reading Curriculums Assist with monitoring of ESOL Program |
| Dr. Patricia Arnold,retired VCS Science Teacher/Volunteer Julie Taylor, Science | Quentin Singleton | New Teacher to SMS | Provide science department support and training. |

# ADDITIONAL REQUIREMENTS

## Coordination and Integration

Note: For Title I schools only

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

### Title I, Part A

Title I, Part A
Under Title I Part A, our school works with outside agencies that provide specific services to targeted children and their families. These organizations team with our school to provide specific services to students, parents, and staff, including all special needs groups. It is the expectations of those involved in these partnerships that the activities and services will benefit the students by providing the children served with support, tools, and materials they need to be ready to learn as they move down the appropriate path to graduation.
Programs supported by Title I at Southwestern Middle School include:
* AVID Elective Teacher Salary
* AVID Tutors
* Parenting Workshops/Meetings/Materials

### Title I, Part C- Migrant

The District Migrant Education Program Coordinator, and Migrant Support Staff work together to provide services and support to the migrant students and their parents. The MEP District Coordinator works with Title I and other programs to ensure students needs are met. The Migrant Education Program provides the following:
* Translation Services for parent/teacher conferences
* Parent support through parent activity nights and workshops on school success upon request
* Medical Assistance through guidance referrals to outside community agencies
* Food Assistance through referrals to food assistance programs

### Title I, Part D

The district receives funds to support the N & D programs to accelerate the rate of student achievement and close the achievement gaps for students in these programs. Services are coordinated with district DJJ and Neglected programs. Students are transitioned from DJJ centers back into SMS. Southwestern's goal is to ensure academic and social success. Students are monitored and provided support through grade level teams and the school's guidance department.

### Title II

N/A

### Title III

N/A

### Title X- Homeless

The school works closely with Pam Woods, Title X Coordinator, to ensure that the homeless students have the materials and resources they need to be successful. Based on the student registration form, students identified as Homeless are provided with food boxes during the holidays from Southwestern Middle School.

### Supplemental Academic Instruction (SAI)

N/A

### Violence Prevention Programs

Southwestern Middle School offers the following non-violence and anti-drug programs:
* Peer Mediation
* Why Try?
* Anti-Bullying Programs
* Crisis Training
* Red Ribbon Week
* TAB (Tigers Against Bullies) Club

Nutrition Programs

Southwestern Middle School offers a variety of Nutrition Programs including:
* Wellness Policy School Plan
* Free and Reduced Meal Plan
* Open Gym
* Tiger Tracks/Cross Country
* Tennis
* Girls Fitness Club
* American Heart Association Jump Rope
* 7 On 7 Flag Football
* Southwestern Tigers Eating Well (STEW)
* VOGUE - Zumba Class from FUTURES Grant

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

Activities for Career and Technical Education at Southwestern Middle School include:
* Career Day
* Technical Computer Lab
* Family/Consumer Science
* Open Media Night offers Basic Computer Instruction
* 4-H Tigers Club
* Exploratory Technology
* AVID Program incorporating guest speakers
* Florida Future Educators Association (FFEA)
* Adventures in Science/Flight Simulator
* U.S. History and Career Planning for the 8th grade students

Job Training

Southwestern Middle School offers career awareness opportunities through Career and Technical Education in Family and Consumer Science, Technology, and Health. Students are offered the opportunity to develop leadership skills through Career and Technical Student Organizations of FFA (4-H Tigers), FFEA, Jr. Beta, Jr. CEC, SGA, Why Try, Very Outstanding Girls Urging Excellence (VOGUE), Boyz to Men, Adventures in Science, Peer Counselors, and AVID. Southwestern also hosts a Career Day.

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.

The school-based MTSS Leadership Team identifies school-based resources (both materials and personnel) to determine the continuum of academic and behavioral supports available to students at Southwestern. Academic and behavioral data are considered in order to determine priorities and functions of other existing teams (e.g. Problem-Solving Team, Behavioral Leadership Team, and Professional Learning Communities). The Problem Solving process (i.e. Problem Identification, Analysis of Problem, Intervention Implementation and Response to Intervention) is used as the way of work of all teams and not just for individual student concerns. Adherence to the Problem Solving process ensures that individual, class-wide, and school-wide issues are addressed systematically with data; that interventions (supports) are tiered to the targeted problems; and that a plan is in place to monitor progress. The school-based MTSS leadership team meets regularly throughout the school year in order to address the academic and behavioral needs that develop throughout the year, as well as to monitor outcomes of supports and interventions.

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

The school's RtI Leadership Team functions as a natural extension of the school's Problem Solving Team (PST). The school's PST includes RtI as an explicit step of problem solving and addresses individual, as well as class, grade-level and school-wide issues. The PST is embedded in the infrastructure of the school. Core members of the PST are the principal, assistant principals, curriculum specialists, school psychologist, speech/language clinician, school counselors, school social worker and ad hoc teachers. In addition, since parent collaboration is essential for the success of PS/RtI implementation, parent input will be actively sought to enhance student outcomes.

The Leadership Team will focus meetings around two essential questions: 1) "How will we respond when they don't learn?" and 2)"How will we respond when they already know it?"

The team meets monthly to engage in the following activities:

Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team also will collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation

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

The school improvement plan (SIP)is data driven and focuses on areas of school-based need for both specific content areas as well as specific student populations. Similarly, MTSS is a data-driven framework that seeks to find solutions/resources matched in intensity to student need in academic and behavioral areas. The MTSS framework follows the district's four-step problem solving process, with RtI as an integral component of the process. As a result, the SIP is based on a strategic analysis of data, and identified resources are matched to the needs of the students/school. Building the SIP within the context of MTSS results in Southwestern determining the areas of most significant need and, as importantly, enables the school to develop a plan that can be addressed based on existing resources.

## 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.

Pinnacle Gradebook provides evidence of performance in core instruction across content areas. In addition, information gleaned from FAIR assessments, Interim assessments and FCAT provide valuable information regarding reading performance for both individuals and groups of students. Interim assessments and FCAT also provide critical information regarding student performance in the areas of mathematics, science, and writing. Pinnacle Insight reports provide further information regarding performance by both individual and groups of students (disaggregated by specific groups)in order to inform instruction and intervention. Behavioral expectations are communicated by the school to all students and parents. Those students who do not obtain proficiency in behavioral expectations are provided supports and interventions matched to student need. Office discipline data are maintained and monitored. Tier 2 and tier 3 supports/interventions and the response to these interventions are entered into the electronic PST system. Summary reports within the system are available to MTSS school-based leadership.

Describe the plan to train staff on MTSS.

The District Coordinator of MTSS in conjunction with the Deputy Superintendent for Instructional Services will be providing schools with relevant training materials on MTSS. In addition to an overview of MTSS that will be available to all schools, the foundational principles of MTSS and resources will be embedded within other resources and trainings (e.g. Deliberate Practices and Common Core State Standards Trainings).

Describe the plan to support MTSS.

School-based support for MTSS will be provided by the District MTSS Leadership Team. In turn, the school-based MTSS Leadership Team will disseminate relevant MTSS information to teachers and parents. Data-based meetings throughout the school year will identify those students in need of academic and/or behavioral supports. Furthermore, based on this data-based decision making, supports will be implemented and monitored. School-specific reports, such as those available in Pinnacle Insight, will facilitate the development of a data-based MTSS framework. This data, in conjunction with identified school-based tiered resources, will ensure that a Multi-Tiered System of Supports is an overarching framework that guides the work of the school.

Literacy Leadership Team (LLT)

## School-Based Literacy Leadership Team

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

Principal: Provides a common vision for the use of data-based decision-making by promoting and ensuring that educators are implementing District's MTSS and the Volusia Problem Solving/RtI model for those students who do not respond effectively to core instruction. For those students who do not respond positively to interventions beyond core, ensures that the school's Problem Solving Team (PST) is accessed as needed. The principal ensures adequate professional development is scheduled for the faculty.

General Education Teachers: Provide information about core instruction, participate in student data collection, deliver Tier I instruction/intervention, collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/instructions with Tier 2/3 activities.

Exceptional Student Education (ESE) Teachers: Participate in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching; encompassing Problem Solving/RtI practices when addressing the needs of ESE students with a focus on potential reintegration into General Education based on data.

Reading Coach: Develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically-based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

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

The Literacy Leadership Team meets quarterly to discuss concerns of staff to meet the needs of the students. They spearhead school-wide projects such as plagiarism and cross-curricular activities. The focus is to help students become college/life ready, promoting higher educational opportunities and the higher level literacy skills needed to be successful at the post-secondary level and in life.

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

The major initiatives this year are school wide implementation of Plagiarism Policy to help deter plagiarism and to encourage academic honesty,incorporate AVID strategies across the curriculum, and PLC activities related to the Common Core for all content areas.

## Public School Choice

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

## *Elementary Title I Schools Only: Pre-School Transition

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

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.

Southwestern Middle School has the support of the Administration and Reading Coach to ensure that all teachers receive professional development related to current reading research and instructional pedagogy. All classroom teachers integrate Common Core Literacy Standards into their content-specific curriculum to support their students' critical reading and writing skills.

## *High Schools Only

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?

Southwestern Middle School offers students elective courses in art, technology, home economics, music, and career study. Many of these courses focus on job skills. Every year, students and parents participate in a course selection/curriculum fair that exposes them to next year's curriculum to inform their course selection. After the fair, students meet with a counselor to decide what classes will be taken. Parents are invited to these meetings and final course selection is sent home for parent's signature.

## Postsecondary Transition

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.<br><br>Reading Goal #1a: | Students achieving proficiency (FCAT Level 3) in reading will increase by 2%. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 25% (158) | 27% ((195) |

| Problem-Solving Process to Increase Student Achievement | | | | | |
|---|---|---|---|---|---|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | Students with limited background knowledge and vocabulary skills will have difficulty in reading comprehension | Students will use researched-based reading strategies to overcome reading comprehension. | Administration Reading Coach | The Reading Department's PLC will meet to determine the effectiveness of chosen strategies. | 2013 FCAT |

| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | |
|---|---|
| 1b. Florida Alternate Assessment:<br>Students scoring at Levels 4, 5, and 6 in reading.<br><br>Reading Goal #1b: | Students scoring at Levels 4, 5, and 6 on FAA in reading will remain at 1 student |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 17% (1) | 17% (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 | There is a need for more collaboration time amongst teachers of students with cognitive disabilities | Participation in ESE Department and PLC meetings | Administration ESE Team | Check student progress data using Unique Reports | Unique Reports FAA Scores |

| 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. | Students achieving above proficiency (FCAT Levels 4 and 5) |

| | | | in reading will increase by 3%. |
|---|---|---|---|

| Reading Goal #2a: | | | |
|---|---|---|---|

| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
|---|---|
| 27% (171) | 30% (217) |

| Problem-Solving Process to Increase Student Achievement | | | | |
|---|---|---|---|---|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | Many of the Level 4 and 5 students are enrolled in Spanish. They will need to have strategies related to the Reading FCAT | Level 4 and 5 students will learn to incorporate reading strategies into their Spanish and Language Arts classes | Administration Reading Coach Spanish Instructor Language Arts department | The Reading Department's PLC will meet to determine the effectiveness of the chosen strategies | 2013 FCAT |

| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | |
|---|---|
| 2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b: | Students scoring at or above Level 7 on FAA in reading will be 5 students |

| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
|---|---|
| 83% (5) | 83% (5) |

| Problem-Solving Process to Increase Student Achievement | | | | |
|---|---|---|---|---|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | There is a need for more collaboration time amongst teachers of students with cognitive disabilities | Participation in ESE Department and PLC meetings | Administration ESE Team | Check student progress data using Unique Reports | Unique Reports FAA Scores |

| 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: | Students making Learning Gains in reading will increase by 3%. |

| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
|---|---|
| 64% (356) | 67% (485) |

| 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 | Community programs offered after school, such as PAL Football and Cheerleading, hinder participation in after-school programs at the school | Students will be provided with support programs to work on identified areas of the Reading FCAT 2.0 | Administration Reading Coach | The Reading Department's PLC will meet to determine the effectiveness of the strategies | summative assessments |
| 2 | Students with poor background knowledge and vocabulary have difficulty with comprehension | Students within the single block intensive reading classes will have "Why Try?" guidance program presented in their classes | Guidance | Students successfully complete the guidance program | Guidance portfolio |

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.<br><br>Reading Goal #3b: | Students making learning gains on the FAA reading will increase by 1 student |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 67% (4) | 80% (5) |

| Problem-Solving Process to Increase Student Achievement | | | | |
|---|---|---|---|---|

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|---|---|---|
| 1 | There is a need for more collaboration time amongst teachers of students with cognitive disabilities | Participation in ESE Department and PLC meetings | Administration ESE Team | Check student progress data using Unique Reports | Uniques Reprots FAA Scores |

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.<br><br>Reading Goal #4: | Students in Lowest 25% making learning gains in Reading will increase by 3%. |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 59% (89) | 62% (95) |

| Problem-Solving Process to Increase Student Achievement | | | | |
|---|---|---|---|---|

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|---|---|---|
| 1 | Motivation, parental support and involvement often hinder participation in support programs | Students will work on identified areas of individual needs in relation to the common | Administration Reading Coach | The Reading Department's PLC will meet to determine the effectiveness of the | 2013 FCAT |

| | | core and Reading FCAT 2.0 | | implemented progress monitoring strategies | |
|---|---|---|---|---|---|

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 # <br> In 2012-2013, we will reduce the achievement gap through Safe Harbor of 58 % proficient <br><br> 5A : |
|---|---|

| Baseline data 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
|---|---|---|---|---|---|---|
| | 53% | 58% | 64% | 68% | 72% | |

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. <br><br> Reading Goal #5B: | In 2012-13, the student subgroups by ethnicity will reduce the achievement gap through Safe Harbor |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| White: 64% made satisfactory progress in reading <br> Black: 31% made satisfactory progress in reading <br> Hispanic: 43% made satisfactory progress in reading <br> Asian: N/A <br> American Indian: N/A | White: 68% will make satisfactory progress in reading <br> Black: 38% will make satisfactory progress in reading <br> Hispanic: 49% will make satisfactory progress in reading <br> Asian: N/A <br> American Indian: N/A |

| | | Problem-Solving Process to Increase Student Achievement | | | |
|---|---|---|---|---|---|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | Students entering from out-of-state and private/non-public schools do not have the related strategies for FCAT Reading <br><br> Motivation and parental support often hinder participation in support programs <br><br> LEP students have not acquired the academic language to accomplish the related strategies for FCAT Reading | Students will work on identified areas of the Reading FCAT 2.0 in relation to classroom strategies and within the intervention labs | Administration Reading Coach | The Reading Department's PLC will meet to determine the effectiveness of the strategies implemented into the classroom | 2013 FCAT |
| 2 | Students entering from out-of-state and private/non-public schools do have have the related strategies for FCAT Reading <br><br> Motivation and parental support often hinder participation in support programs <br><br> LEP students have not acquired the academic language to accomplish | Students will be progress monitored in the identified areas of the Reading FCAT 2.0 by using the FAIR assessments that will be administered in the 1st, 3rd, and 4th quarters | Administration Reading Coach | The Reading Department's PLC will meet to determine the effectiveness of the progress monitoring throughout the school year. | FAIR Assessments |

| | | | | |
|---|---|---|---|---|
| the related strategies for FCAT Reading | | | | |

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.<br><br>Reading Goal #5C: | In 2012-2013, the achievement gap for ELL students will be reduced through Safe Harbor |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 13% made satisfactory progress | 22% will make satisfactory progress |

<table>
<tr><th colspan="6">Problem-Solving Process to Increase Student Achievement</th></tr>
<tr><th></th><th>Anticipated Barrier</th><th>Strategy</th><th>Person or Position Responsible for Monitoring</th><th>Process Used to Determine Effectiveness of Strategy</th><th>Evaluation Tool</th></tr>
<tr><td>1</td><td>Challenges of working with students who come with ELL backgrounds and significant gaps in vocabulary</td><td>Provide high-quality vocabulary instruction throughout the day</td><td>Administration Reading Coach</td><td>Participation in school-based professional development, coupled with follow-up observations</td><td>2013 FCAT CELLA</td></tr>
</table>

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.<br><br>Reading Goal #5D: | In 2012-2013, the achievement gap for SWD students will be reduced through Safe Harbor |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 23% made satisfactory progress in reading | 31% will make satisfactory progress in reading |

<table>
<tr><th colspan="6">Problem-Solving Process to Increase Student Achievement</th></tr>
<tr><th></th><th>Anticipated Barrier</th><th>Strategy</th><th>Person or Position Responsible for Monitoring</th><th>Process Used to Determine Effectiveness of Strategy</th><th>Evaluation Tool</th></tr>
<tr><td>1</td><td>Challenges of working with students who do not have exposure to high-level acadmeic vocabulary in their homes</td><td>Implementation of a school-wide literacy system that emphasizes a unified, systematic approach to the teaching of vocabulary using research-based strategies</td><td>Administration Reading Coach</td><td>Participation in school-based professional development, coupled with follow-up observations</td><td>2013 FCAT</td></tr>
</table>

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.<br><br>Reading Goal #5E: | In 2012-2013, the achievement gap for Economically Disadvantaged students will be reduced through Safe Harbor |
|---|---|

| | 2012 Current Level of Performance: | | 2013 Expected Level of Performance: | | |
|---|---|---|---|---|---|
| | 44% made satisfactory progress | | 50% will make satisfactory progress | | |

| | | 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 | Challenges with working with SES students, parental support, and nonparticipation in support programs | Students will work on identified areas of the Reading FCAT 2.0 in relation to the various support programs of extended day/enrichment activities/researched based strategies | Administtration | The Reading Department's PLC will meet to determine the effectiveness of the strategies each quarter and progress monitor | 2013 FCAT Results |

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

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

| PD Content /Topic and/or PLC Focus | Grade Level/Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g. , PLC, subject, grade level, or school-wide) | Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
|---|---|---|---|---|---|---|
| Teachers will collaborate and have professional dialogue about effective teaching practices | Grades 6-8 | Administration | School-wide | May 2013 | Lesson plans and curriculum reflect implementation and integration of Literacy and Writing strategies | Administration Department Chairs |
| Common Core standards and strategies that support achieving the Anchor Literacy and Writiing Standards | Grades 6-8 | Administration | School-wide | May 2013 | Observations Lesson Plans | Administration Department Chairs |
| Book studies | Grades 6-8 | Administration | School-wide | May 2013 | Reflection data | Administration |
| Provide teachers with ESE awareness and strategies | Grades 6-8 | Administration | School-wide | May 2013 | Observations | Administration |

Reading Budget:

| Evidence-based Program(s)/Material(s) | | | |
|---|---|---|---|
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | $0.00 |
| | | | Subtotal: $0.00 |
| **Technology** | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | $0.00 |
| | | | Subtotal: $0.00 |
| **Professional Development** | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| 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 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. <br><br> CELLA Goal #1: | The percentage of students scoring proficient in Listening/Speaking on CELLA will increase by 2% |
| 2012 Current Percent of Students Proficient in listening/speaking: | |
| 58% (14) | |

| Problem-Solving Process to Increase Student Achievement | | | | | |
|---|---|---|---|---|---|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | Providing comprehensible instruction to English Language Learners | Ensure teachers use English Language Proficiency Standards for English Language Learners | Administration | Ongoing monitoring of formative assessments | CELLA IPT FCAT |

| Students read in English at grade level text in a manner similar to non-ELL students. | |
|---|---|
| 2. Students scoring proficient in reading. <br><br> CELLA Goal #2: | The percentage of students scoring proficient in Reading on CELLA will increase by 2% |
| 2012 Current Percent of Students Proficient in reading: | |

42% (10)

| | Problem-Solving Process to Increase Student Achievement | | | | |
|---|---|---|---|---|---|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | Providing comprehensible instruction to English Language Learners | Ensure that teachers use English Language Proficiency Standards for English Language Learners | Administration | Ongoing monitoring of formative assessments | CELLA IPT FCAT |

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

| 3. Students scoring proficient in writing.<br><br>CELLA Goal #3: | The percentage of students scoring proficient in Writing on CELLA will increse by 2% |
|---|---|

2012 Current Percent of Students Proficient in writing:

25% (6)

| | Problem-Solving Process to Increase Student Achievement | | | | |
|---|---|---|---|---|---|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | Providing comprehensible instruction to English Language Learners | Ensure that teachers use English Language Proficiency Stnadards for English Language Learners | Administration | Ongoing monitoring of formative assessments | CELLA IPT FCAT |

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.<br><br>Mathematics Goal #1a: | Students achieving proficiency (FCAT Level 3) in math will be increased by 2% |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 30% (186) | 32% (232) |

| Problem-Solving Process to Increase Student Achievement | | | | |
|---|---|---|---|---|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | The students' prior knowledge is hindering their ability to complete the rigor of the math curriculum | Students needing additional support will be provided before and after school math sessions | Administration Department Chair | Students will be progress monitored | DA Assessments; 2013 Math FCAT |

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

| 1b. Florida Alternate Assessment:<br>Students scoring at Levels 4, 5, and 6 in mathematics.<br><br>Mathematics Goal #1b: | Students achieving at Levels 4, 5, and 6 on FAA math will remain at 0 students |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 0% | 0% |

| Problem-Solving Process to Increase Student Achievement | | | | |
|---|---|---|---|---|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | There is a need for more collaboration time amongst teachers of students with cognitive disabilities | Departments meetings to support collaboration of teachers | Administration | Student progress data using Unique Reports | Unique Reports Survey |

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.<br><br>Mathematics Goal #2a: | Students achieving above proficiency (FCAT Levels 4 and 5) in mathematics will increase by 3%. |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |

| | | | | |
|---|---|---|---|---|
| 16% (102) | | 19% (137) | | |

| 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 time to devote to professional dialogue about teaching practices | Participate in professional development on Lesson Study and rigor | Administration Department Chair | Monitor student placement and observe progress, providing before and after school support as needed | DA Assessments 2013 Math FCAT |

| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | |
|---|---|
| 2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b: | Students scoring at or above Level 7 on FAA math will remain at 100% |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 100% (6) | 100% (6) |

| Problem-Solving Process to Increase Student Achievement | | | | |
|---|---|---|---|---|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | There is a need for more collaboration time amongst teachers of students with cognitive disabilities | Participation in ESE Department and PLC meetings | Administration ESE Team | Check student progress data using Unique Reports | Unique Reports FAA Scores |

| 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: | Students making Learning Gains in mathematics will increase by 3%. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 53% (311) | 56% (406) |

| 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 |
| | Community programs offered after school, such as PAL Football and | Students will have opportunities to participate in before, | Administration Department Chair | Students will be progress monitored to determine the effectiveness of the | DA Assessments 2013 Math FCAT |

| | 1 | Cheerleading, hinder participation in after-school programs at the school | during and after school math support programs | | math support program | |

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

| 3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b: | Students making learning gains in FAA math will increase to 100% |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 83% (5) | 100% (6) |

### Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|---|---|---|
| 1 | There is a need for more collaboration time amongst teachers of students with cognitive disabilities | Participation in ESE Department and PLC meetings | Administration ESE Team | Check student progress data using Unique Reports | Unique Reports FAA Scores |

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: | Students in Lowest 25% making learning gains in Mathematics will increase 3%. |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 52% (80) | 55% (85) |

### Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|---|---|---|
| 1 | Motivation, parental support and involvement often hinder participation in support programs | Students will be provided with before and after school tutoring, including Open Media Nights | Administration Department Chair | Students will be progress monitored throughout the school year to determine the most effective strategies | DA Assessments 2013 Math FCAT |

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

| 5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%. | Middle School Mathematics Goal # |
|---|---|
| | In 2012-2013, we will reduce the achievement gap through Safe Harbor of 52% proficiency |
| | 5A : |

| Baseline data 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
|---|---|---|---|---|---|---|
| | 47% | 52% | 59% | 63% | 68% | |

| 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.<br><br>Mathematics Goal #5B: | In 2012-13, each subgroup will reduce the achievement gap through Safe Harbor |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| White: 56% making satisfactory progress<br>Black: 24% making satisfactory progress<br>Hispanic: 39% making satisfactory progress<br>Asian: N/A<br>American Indian: N/A | White: 60% will make satisfactory progress<br>Black: 32% will make satisfactory progress<br>Hispanic: 45% will make satisfactory progress<br>Asian: N/A<br>American Indian: N/A |

| | Problem-Solving Process to Increase Student Achievement | | | | |
|---|---|---|---|---|---|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | Motivation and parental support often hinder participation in support programs | Students will be provided with before, during and after school tutoring, including Open Media Nights | Administration Department Chair | Students will be progress monitored throughout the school year to determine the most effective strategies | DA Assessments 2013 Math FCAT |

| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup: | |
|---|---|
| 5C. English Language Learners (ELL) not making satisfactory progress in mathematics.<br><br>Mathematics Goal #5C: | In 2012-2013, the achievement gap for ELL students will be reduced through Safe Harbor |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 13% made satisfactory progress | 22% will make satisfactory progress |

| | 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 | Challenges working with students who come from ELL backgrounds with significant gaps in vocabulary | Provide high-quality vocabulary instruction throughout the day | Administration | Participation in school-based professional development, coupled with follow-up observations | DA Assessments 2013 FCAT |

| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup: | |
|---|---|
| 5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.<br><br>Mathematics Goal #5D: | In 2012-2013, the achievement gap for SWD students will be reduced through Safe Harbor |

| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
|---|---|
| 22% made satisfactory progress | 30% will make satisfactory progress |

| 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 | Challenges working with students who do not have exposure to high-level academic vocabulary in their homes | Provide high-quality vocabulary instruction throughout the day | Administration | Participation in school-based professional development, coupled with follow-up observations | DA Assessments 2013 FCAT |

| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup: | |
|---|---|
| 5E. Economically Disadvantaged students not making satisfactory progress in mathematics.<br><br>Mathematics Goal #5E: | In 2012-2013, the achievement gap for Economically Disadvantaged students will be reduced through Safe Harbor |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 37% making satisfactory progress in mathematics | 43% will make satisfactory progress in mathematics |

| Problem-Solving Process to Increase Student Achievement | | | | |
|---|---|---|---|---|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | Challenges with working with SES students, parental support, and nonparticipation in support programs | Students will be provided with before, during and after school tutoring, including Open Media Nights | Administration Department Chair | Students will be progress monitored throughout the school year to determine the most effective strategies | DA Assessments 2013 Math FCAT |

*End of Middle School Mathematics Goals*

# Algebra End-of-Course (EOC) Goals

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

| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | |
|---|---|
| 1. Students scoring at Achievement Level 3 in Algebra.<br><br>Algebra Goal #1: | Increase percentage of students scoring at Level 3 in Algebra 1 will increase by 3% |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 63% (55) | 66% (32) |

| 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 are not yet familiar with the Common Core Standards in Math | Provide professional development on embedding the 8 Standards for Mathematical Practices into daily instruction as appropriate | Administration Department Chair | Ongoing monitoring of formative assessments and teacher observations by administrators | DA Assessments 2013 FCAT |

| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | |
|---|---|
| 2. Students scoring at or above Achievement Levels 4 and 5 in Algebra.<br><br>Algebra Goal #2: | Increase percentage of students scoring at Level 4 or 5 in Algebra 1 will increase by 3% |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 17% (15) | 20% (10) |

| Problem-Solving Process to Increase Student Achievement | | | | | |
|---|---|---|---|---|---|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | Lack of time for professional dialogue about teaching practices | Participate in professional development on Lesson Study to focus on elements of similarities, differences, summarizing, and note taking | Administration | Partcipate in professional development, coupled with follow-up observations | DA Assessments 2013 FCAT |

| Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target | | | | | | |
|---|---|---|---|---|---|---|
| 3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%. | Algebra Goal #<br><br>3A : | | | | | |
| Baseline data 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
| | | | | | | |

| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup: | |
|---|---|
| 3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra.<br><br>Algebra Goal #3B: | |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| | |

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

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

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

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

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

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

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

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

| 3E. Economically Disadvantaged students not making satisfactory progress in Algebra. | |
|---|---|

| Algebra Goal #3E: | |
| --- | --- |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| | |

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

# Geometry End-of-Course (EOC) Goals

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

| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | |
| --- | --- |
| 1. Students scoring at Achievement Level 3 in Geometry.<br><br>Geometry Goal #1: | |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| | |

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

| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | |
| --- | --- |
| 2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.<br><br>Geometry Goal #2: | |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| | |

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

---

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

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

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

---

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

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

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

---

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

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

| | Problem-Solving Process to Increase Student Achievement |
|---|---|

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

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

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

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

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

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

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

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

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

*End of Geometry EOC Goals*

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

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

| PD Content /Topic and/or PLC Focus | Grade Level/Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g. , PLC, subject, grade level, or school-wide) | Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
|---|---|---|---|---|---|---|
| Teachers will collaborate and have professional dialogue about effective teaching practices | Grades 6-8 | Administration | School-wide | May 2013 | Lesson plans and curriculum will reflect implementation and integration of Literacy and Writing startegies | Administration Department Chairs |
| Provide teachers with ESE awareness and strategies | Grades 6-8 | Administration | School-wide | May 2013 | Observations | Administration |
| Training teachers on Common Core standards and strategies to use strategies that support the Anchor Literacy and Writing Standards | Grades 6-8 | Adminstration | School-wide | May 2013 | Observations Lesson plans | Administration Department Chairs |
| Book studies | Grades 6-8 | Administration | School-wide | May 2013 | Reflection data | Administration |

Mathematics Budget:

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

*End of Mathematics Goals*

# Elementary and Middle School Science Goals

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

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

| 1a. FCAT2.0: Students scoring at Achievement Level 3 in science.  Science Goal #1a: | Students achieving proficiency (FCAT Level 3) in science will increase by 3% |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 38% (68) | 41% (98) |

| 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' limited background knowledge and lack of interest in science hinder their academic achievement | Students will be provided support through our After School Adventures in Science and Model Airplane Clubs. Membership participation will be encouraged by science and math teachers. Additional support will be available during monthly Science Wednesday Assemblies. | Department Chair Dr. Patty Arnold- former SMS Science Teacher/School Volunteer Andy Bowen, Model Airplane Club Sponsor/Volunteer | Students will be progress monitored throughout the school year to determine the most effective strategies. | DA Assessments 2013 Science FCAT |

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

| 1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.  Science Goal #1b: | Students achieving levels 4, 5, and 6 proficiency in FAA science will increase by 2% |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| N/A | 100% (3) |

| Problem-Solving Process to Increase Student Achievement | | | | |
|---|---|---|---|---|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | Students' background knowledge and lack of interest in Science hinder their progress | Students will be provided with before and after school Adventrues in Science/Flight Simulator and Science Wednesdays | Administration Department Chair | Students will be progressed monitored throughout the school year to determine the most effective strategies | DA Assessments 2013 FCAT |

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

| | 2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science.<br><br>Science Goal #2a: | Students achieving above proficiency (FCAT Levels 4 and 5) in science will increase by 2% |
|---|---|---|
| | 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| | 14% (30) | 16% (38) |

| 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 | Find more advanced Science materials using existing resources | Ensure that staff members receive professional development related to effective strategies in Science; NASA Program | Department Chair Administration | Students will be progress monitored throughout the school year to determine the most effective strategies | DA Assessments 2013 Science FCAT |

| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | |
|---|---|
| 2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science.<br><br>Science Goal #2b: | Students scoring at or above level 7 in FAA science will be maintained |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 100% (1) | 100% (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 | There is a need for more collaboration time amongst teachers of students with cognitive disabilities | Discussion of application of skills and knowledge at a higher level and in various settings | ESE Team Administration | Check student progress data | Unique Reports Survey |

**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 | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
|---|---|---|---|---|---|---|

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | | meetings) | | |
| Teachers will collaborate and have professional dialogue about effective teaching practices | Grades 6-8 | Administration | School-wide | May 2013 | Lesson plans and curriculum reflect implementation and integration of Literacy and Writing strategies | Administration Department Chairs |
| Book studies | Gardes 6-8 | Administration | School-wide | May 2013 | Reflection data | Administration |
| Common Core standards and strategies that support achieving the Anchor Literacy and Writing Standards | Grades 6-8 | Administration | School-wide | May 2013 | Observations Lesson plans | Administration Department Chairs |
| Provide teachers with ESE awareness and strategies | Grades 6-8 | Administration | School-wide | May 2013 | Observations | Administration |

Science Budget:

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

*End of Science Goals*

# Writing Goals

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

| | |
|---|---|
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | |
| 1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing.<br><br>Writing Goal #1a: | Students scoring at Achievement Level 3.0 and higher will increase by 3% |

| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
|---|---|
| 83% (149) | 86% (207) |

| 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 | Targeted students lack skills to generating ideas for paragraphs and details | Implement Writing Intervention Programs, provide individual instruction for targeted students before, during and after school. | Department Chair | To exit the program, students will need to produce one level 4 or above essay of both expository and persuasive writing | FCAT writing rubric applied to past test topics |
| 2 | Parent involvement is difficult to obtain | Evening activities with refreshments for student and parent writing activities, such as: Writing Camp, AVID Parent Meetings, AVID GYST, and Write On! Family Night | Administration | Parent Surveys and student/parent participation | 2013 FCAT |

| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | |
|---|---|
| 1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b: | Students scoring at Achievement Level 4 or higher on the FAA writing will increase by 2% |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 100% (1) | 100% (3) |

| Problem-Solving Process to Increase Student Achievement | | | | |
|---|---|---|---|---|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | There is a need for more collaboration time amongst teachers of students with cognitive disabilities | Implement Access courses in all core academic areas | Administration ESE Team | Check student progress data using Unique Reports | Unique Reports Survey FAA Scores |

## 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 | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
|---|---|---|---|---|---|---|

| | | | | | meetings) | |
|---|---|---|---|---|---|---|
| Teachers will collaborate and have professional dialogue about effective teaching practices | Grades 6-8 | Administration | School-wide | May 2013 | Lesson plans and curriculum will reflect implementation and integration of Literacy and Writing strategies | Administration Department Chairs |
| Common Core standards and strategies that support achieving the Anchor Literacy and Writing Standards | Grades 6-8 | Administration | School-wide | May 2013 | Observations Lesson plans | Administration Department Chairs |
| Book studies | Grades 6-8 | Administration | School-wide | May 2013 | Reflection data | Administration |
| Provide teachers iwth ESE awareness and strategies | Grades 6-8 | Administration | School-wide | May 2013 | Observations | Administration |

Writing Budget:

| Evidence-based Program(s)/Material(s) | | | |
|---|---|---|---|
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | $0.00 |
| | | | Subtotal: $0.00 |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | $0.00 |
| | | | Subtotal: $0.00 |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| 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 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.<br><br>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.<br><br>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<br><br>Attendance Goal #1: | Decrease the number of the excessive absences and tardies by 10% |
|---|---|
| 2012 Current Attendance Rate: | 2013 Expected Attendance Rate: |
| 95.94% | 96% or higher |
| 2012 Current Number of Students with Excessive Absences (10 or more) | 2013 Expected Number of Students with Excessive Absences (10 or more) |
| 154 | 139 |
| 2012 Current Number of Students with Excessive Tardies (10 or more) | 2013 Expected Number of Students with Excessive Tardies (10 or more) |
| 264 | 238 |

| 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 motivation for attendance and reduction of tardies without parental support | Identify students who have excessive absences/tardies and provide guidance interventions and Tiger | Principal's Leadership Team | Reports gathered on a quarterly basis and given to the Principal's Leadership Team and Faculty | Quarterly Attendance Rate Reports |

| | | | | | |
|---|---|---|---|---|---|
| | | Eyes (Tardy Intervention Program) | | | |
| 2 | Parents allow students to stay at home | Quarterly student recognition of perfect attendance and no tardies giving incentives such as business partner coupons | Principal | Attendance will be monitored on a quarterly basis | Quarterly attendance and tardy reports |
| 3 | Parents allow students to stay at home | Stress the imporatnce of attendacne through ConnectEd, Attendance Contests, School Newsletter | Administration, Guidance. School Social Worker, Attendance Contact | Attendance will be monitored on a quarterly basis | Quarterly attendance and tardy reports |

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<br><br>Suspension Goal #1: | Decrease the number of in-school and out-of-school suspensions by at least 10% |
| 2012 Total Number of In–School Suspensions | 2013 Expected Number of In-School Suspensions |
| 885 | 797 |
| 2012 Total Number of Students Suspended In-School | 2013 Expected Number of Students Suspended In-School |
| 260 | 234 |
| 2012 Number of Out-of-School Suspensions | 2013 Expected Number of Out-of-School Suspensions |
| 304 | 274 |
| 2012 Total Number of Students Suspended Out-of-School | 2013 Expected Number of Students Suspended Out-of-School |
| 147 | 133 |

| 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 motivation for success affects their behavior | Provide guidance interventions for identified students who have excessive in-school and out-of school suspensions | Administration | Quarterly reports of in-school and out-of-school suspensions will be gathered and given to the Principal's Leadership Team and Guidance for evaluation | Quarterly in-school and out-of-school suspension reports |
| 2 | Classroom behavior modification strategies are not being utilized consistently | Professional Development with classroom strategies in relation to RtI - B | Administration | Quarterly reports of in-school and out-of-school suspensions will be gathered and given to the Principal's Leadership Team and Guidance for evaluation | Quarterly in-school and out-of-school suspension reports |

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 | | | | | | |

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<br><br>Parent Involvement Goal #1:<br><br>*\*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.* | Increase parent involvement/participation in all school-based activities by 5% |
| 2012 Current Level of Parent Involvement: | 2013 Expected Level of Parent Involvement: |
| We are a 5-Star and have Golden and Silver School Award recognitions | We will obtain the 5-Star, Golden and Silver School awards. Parents will be participating in support programs and evening activities. |
| 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 | Refer to PIP | Refer to PIP | Refer to PIP | Refer to PIP | Refer to PIP |
| 2 | Parents schedules would not allow them to attend the meetings | Monthly parental guidance meetings and Coffee Chats/Book Study | Guidance Personnel | Parents implement strategies introduced during the monthly parental meetings | Parent survey |
| 3 | Parents schedules would not allow them to attend the events | Evening activities for parents: Parent Internet Cafe Math Night Festival of the Arts Science Fair Night Social Studies Fair AVID GYST (Get Your Stuff Together) Event AVID Parent Nights Curriculum Fair | Administration Department Chairs | Parents assist students to become successful | Parent Survey |

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

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

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

Parent Involvement Budget:

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

*End of Parent Involvement Goal(s)*

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

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

| Based on the analysis of school data, identify and define areas in need of improvement: | |
|---|---|
| 1. STEM<br><br>STEM Goal #1: | Increase participation in the Science Fair and Math Counts by 5% |

| | Problem-Solving Process to Increase Student Achievement | | | | |
|---|---|---|---|---|---|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | Lack of time to participate in STEM areas | Publicize opportunitieis for student and parent participation in extracurricular STEM events via website, ConnectEd, and newsletter | Administration Department chairs | Provide family night activities | 2013 FCAT |

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

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

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

STEM Budget:

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

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

*End of STEM Goal(s)*

## Career and Technical Education (CTE) Goal(s)

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

| Based on the analysis of school data, identify and define areas in need of improvement: | |
|---|---|
| 1. CTE<br><br>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)

No Additional Goal was submitted for this school

# FINAL BUDGET

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

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

## Technology

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

## Professional Development

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

## Other

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

# 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.

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# School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✓ Yes. Agree with the above statement.

| Projected use of SAC Funds | Amount |
|----------------------------|--------|
| SAC Funds will be used for: * NCTE - Professional Development for David and Andrea Finkle * Reading Materials * Student Recognition * Parent Involvement | $1,058.45 |

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

The activities for Southwestern Middle School's School Advisory Council (SAC) for the upcoming year will include overseeing the School Improvement Plan (SIP) and hearing periodic reports pertaining to the SIP goals and objectives. The school's content areas will make presentations to the SAC members about activities related to the SIP. Members also will have opportunities to learn about

school programs, such as: AVID, parent/family nights, student motivation, and school progress. Southwestern Middle School's Title I Parent Involvement Plan (PIP) will be shared with parents during the monthly SAC and Parent/Teacher/Student Organization (PTSO) meetings. Parents will be offered opportunities to share comments and made recommendations for allocated funds

# AYP DATA

# SCHOOL GRADE DATA

No Data Found

| Volusia School District SOUTHWESTERN MIDDLE SCHOOL 2010-2011 | | | | | | |
|---|---|---|---|---|---|---|
| | Reading | Math | Writing | Science | Grade Points Earned | |
| % Meeting High Standards (FCAT Level 3 and Above) | 67% | 56% | 86% | 50% | 259 | 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 | 60% | 59% | | | 119 | 3 ways to make gains: <br>● Improve FCAT Levels <br>● Maintain Level 3, 4, or 5 <br>● Improve more than one year within Level 1 or 2 |
| Adequate Progress of Lowest 25% in the School? | 60% (YES) | 61% (YES) | | | 121 | 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 | | | | | 499 | |
| Percent Tested = 100% | | | | | | Percent of eligible students tested |
| School Grade* | | | | | B | Grade based on total points, adequate progress, and % of students tested |

| Volusia School District SOUTHWESTERN MIDDLE SCHOOL 2009-2010 | | | | | | |
|---|---|---|---|---|---|---|
| | Reading | Math | Writing | Science | Grade Points Earned | |
| % Meeting High Standards (FCAT Level 3 and Above) | 70% | 63% | 88% | 55% | 276 | 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 | 61% | 64% | | | 125 | 3 ways to make gains: <br>● Improve FCAT Levels <br>● Maintain Level 3, 4, or 5 <br>● Improve more than one year within Level 1 or 2 |
| Adequate Progress of Lowest 25% in the School? | 62% (YES) | 67% (YES) | | | 129 | 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 | | | | | 530 | |
| Percent Tested = 100% | | | | | | Percent of eligible students tested |
| School Grade* | | | | | A | Grade based on total points, adequate progress, and % of students tested |