

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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

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

School Name: KISSIMMEE MIDDLE SCHOOL

District Name: Osceola

Principal: Paula Evans

SAC Chair: Rebeca Arias

Superintendent: Melba Luciano

Date of School Board Approval:

Last Modified on: 9/25/2012

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	Paula Evans	Bachelors of Science in Physical Education and a Master's in Educational Leadership.	24	14	Principal of Kissimmee Middle School for the past 8 years. KMS School Grade for 2011-2012: C(Did not met AYP). 40% of students reading at or above grade level. 36% of students at or above grade level in math. 76% of students are meeting state standards in writing (KMS has met the criteria).
Assis Principal	Miguel Mediavilla	Bachelor of Arts in Secondary Education, Master's in Interdisciplinary Studies in Curriculum and Instruction. Modified core in Educational Leadership and currently pursuing and Ed.D in Educational Leadership.	3	7	Assistant Principal of KMS for the past two year. School Grade 2011-2012: C. Previous Performance Record as an AP: Kissimmee Middle School 2010-2011 School Grade: C.

		Certifications include English (6-12), ESOL Endorsement, Educational Leadership and School Principal.		
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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 Coach	Rebeca Arias	Master's in Curriculum and Instruction. Certification: Reading Endorsement, ESOL (K-12), Middle Grades Intergrated Curriculum (5-9) and ESE (K-12).	8	1	2011-2012, C (Did not meet AYP).
Learning Resources Specialist	Gayle Mckenzie	Master's in Reading, BA in Elementary and ESOL (K-12).	5	5	2011-2012, C (Did not meet AYP). 2010-2011, B (Did not met AYP). 2009-2010, C

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	Recruitment for highly qualified teachers take place at district job fairs, state job fairs, and out of state recruitment job fairs.	Administration	August 2012	
2	Learning Focused Solution and PDA Training	Professional Development	Ongoing	
3	Technology in the classroom ie..Smart boards, ELMOS, and Smart Response	Professional Development	Ongoing	
4	Teacher Mentoring Program	Roydrick Scott	June 2013	
5	Professional Learning Communities	Community Leader	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
17%(13)	Professional Development courses that focus on the endorsement such as Gifted, ESOL and Reading.

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
72	8.3%(6)	41.7%(30)	31.9%(23)	12.5%(9)	52.8%(38)	100.0%(72)	9.7%(7)	0.0%(0)	29.2%(21)

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
Michele Quinn	Amy Lawton	For All: Hold a valid Professional Educator's Certificate, has a minimum of three years teaching experience, trained in using observation tools, conferencing, and Professional Development Plans. Also, all mentors must demonstrate effective teaching performance and teaching the same subject as the mentee. All mentors must have High Performing or High Performing and one Satisfactory on their last assessment.	Plan conferences/meetings with new teachers designed to improve performance or to provide instruction on methods. Also, must help with their portfolio development. Help develop Individual Professional Development Plans.
Andrea Darsch	Christina Ferreria		
Laurie Connor	Daryl Parks		
Kelley Mulvihill	Janice Walker		

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

Services are provided to ensure requiring additional remediation is assisted through Extended Learning Program. The district

coordinates with Title II and Title III in ensuring staff development needs are provided.

Title I, Part C- Migrant

Migrants Liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure students need are met.

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with the District Drop-out prevention programs.

Title II

District receives supplemental funds for improving basic education programs through the purchase of technology and equipment to supplement education programs. New technology(Smart boards, Elmo's, and Laptops) in classrooms will increase the instructional strategies provided to students.

Title III

Services are provided through the district for education materials and ELL district services to improve the education of immigrant and English Language Learners.

Title X- Homeless

District Social Worker provides resources(clothing, school supplies, social services referrals) for students identifiedas homeless. SAC also has set aside funds to help our students in need of uniforms and school supplies.

Supplemental Academic Instruction (SAI)

SAI dollars are for Grade Recovery programs. At the end of the school year students that have failed two courses are eligible to participate.

Violence Prevention Programs

The school offers an anti-bullying program throughout the district and incorporates monthly lesson within the classroom on character education topics. Kissimmee Middle School also has a school psychologist on staff as issues arise.

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

Kissimmee Middle School offers four CTE courses including; Business Applications, Exploratory Technology, Family and Consumer Scicence, and Information Technology.

Job Training

N/A

Other

N/A

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Donna Cox(coach)
Gayle Mckenzie
Maria Alvarado
Rebeca Arias
Terry Clanton-Keahey

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?

In the past four year the RtI Leadership Team met on a weekly basis and discussed students' needing interventions. Various people were assigned to visit students' classes and write a narrative of what the student was doing. Weekly student check-ins and reward systems were used as well as teachers provided appropriate interventions and document their effectiveness.

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?

Meeting once a week. This year the team will maintain weekly contact with parents, find mentors as needed, advise teachers of student needs while monitoring students academic progress. The team can then suggest participation in tutoring programs as needed and encourage students to achieve all that is within their capabilities and use positive suggestions. Students will be recognized for their efforts. RtI shares the goals of the school-that all students will be challenged to achieve excellence and will be supported by school staff. Parental Involvement will be encouraged and parents will receive regular reports on their children's progress.

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.

Notes were kept at all meetings and members were assigned to implement strategies. Tiers were based on the percentages for each level and tier. The school psychologist handled all the graphing and data entry based on reports of team members.

Describe the plan to train staff on MTSS.

A full day workshop was given by the district and was attended by all our RtI team members and principal. The purpose and value of this training was explained clearly and team members collaborated to propose a variety of ways of helping students attain certain goals.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Paula Evans, Principal
Miguel Mediavilla, Assistant Principal
Gayle Mckenzie, Learning Resources Specialist
Rebeca Arias, Reading Coach
Maggie Cundiff, 6th Grade Dean
Maria Alvarado, 8th Grade Dean
Chad Ryan, 7th Grade Dean
Ruth Amoroso, ESOL Compliance Specialist

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

The KMS LLT meets once a week. Each member reports to the LLT on upcoming absences or temporary duties elsewhere. Any changes in coverage or responsibilities to take care of those absences are arranged at that time. Then each member reports

out on progress, areas of concern, or upcoming events with in their area. This may include an increase in overall discipline referrals or a rash of a specific type of discipline referral, ongoing or upcoming assessments or assessment results, scheduling issues, RTI concerns, or adjustments in procedures or routines. This reporting and discussion varies weekly as the needsof the school change. Both administrators lead discussions and provide clarification when needed. All members ask questions or make suggestions on topics as they arise.

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

Increasing the fidelity of school and classrooms best practices in academics and behavioral expectations through consistent procedures, routines, and accountability is expected to impact both students' growth as measured by the FCAT and personal growth as students learn to be accountable for their behavior choices. This one initiative includes the Learning Focused processes and structures, Positive Behavior Support, various interventions to support students learning, and routines that provide a safe, calm learning environment.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

n/a

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

n/a

*High Schools Only

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

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

n/a

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

n/a

Postsecondary Transition

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

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

n/a

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	To improve student achievement in reading by meeting the state average as measured by the FCAT reading test. All students scoring level 3 as measured by the FCAT will be placed in advanced reading
2012 Current Level of Performance:	2013 Expected Level of Performance:
40% of 1,179 students achieved proficiency (Level 3 in the FCAT).	50% of approximately 1,179 students.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Mobility Rate	Reading/Language Arts, Social Studies, and Science will focus on different reading strategies during CIM.	Reading Coach, teachers and Dept. Chairs.	Teachers meet montly in a collaborative effort to discuss strategies to improve student performance.	PLC agendas, notes, and attendance.
2	Attendance	All students will be encourage to read the Sunshine State books, compete in Battle of the Books, and complete 2+ Teenbiz articles per week.	All reading and language arts.	Progress monitoring of CIM assessments and Teenbiz scores.	CIM Assessment data and Teenbiz 3000 data.
3	Not using higher order thinking questions during instruction.	All content and elective teachers will include higher order thinking questions as part of their instruction and in their 3 exams each nine weeks.	Teachers, reading coach, LRS and Principal	Teachers will create H.O.T questions for instructions and classroom assessment based on the reading materials being used.	Lesson plans, copies of classroom assessments.
4	1.1 Mobility Rate	1.1 Reading/Language Arts, Social Studies and Science will participate Professional Learning Community monthly to examine data.	Reading Coach, Teachers and Dept. Chair	Teachers meet monthly in a collaborative effort to discuss strategies to improve student performance	PLC agenda, notes and attendance
5	1.2 Attendance	1.2 All students will be encouraged to read that Sunshine State books, compete in Battle of the Books, and do 2+ TeenBiz articles per week.	All teachers may use TB . Reading teachers use it daily.	Progress monitoring of AR Assessments and TeenBiz scores.	AR Reports and TeenBiz Reports,
6	1.3 Development of bank of Higher Order Thinking Questions applicable to instruction	All content and elective teachers will include essay and reading higher order thinking question in regular instruction and in required 3 exams each 9 weeks	Teachers, reading coach, LRS and Principal	Teachers will create H.O.T questions for instructions and classroom assessment based on the reading materials.	Lesson Plans, Copies of classroom assessments

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

of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	To increase student achievement in reading levels of 4, 5, and 6.
2012 Current Level of Performance:	2013 Expected Level of Performance:
20% of 25 students.	40% of approximately 25 students.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Mobility Rate	All teachers will participate in a professional learning community monthly to examine data, and collaborate on student academic needs.	Reading coach, Learning Resource Specialist, Department chairs.	Teachers meet monthly in a collaborative effort to discuss strategies to improve student performance using CIM Assessments.	CIM Assessments and FCAT
2	Attendance	All students will be encourage to read the Sunshine States books and compete in Battle of the books, in addition, complete 2+ Teenbiz articles per week.	Reading and Language Arts teachers.	Progress monitoring of CIM Assessments and Teenbiz Assessments (1st, 2nd and 4th quarter)	FCAT, CIM Assessment, and Teenbiz Level Set Assessment.
3	Not using higher order thinking questions during instruction.	All content and elective teachers will include higher-order thinking questions as part of their instruction and their 3 exams each nine weeks.	Teachers, reading coach, LRS, and principal.	Teachers will create or use higher order thinking questions in the classroom assessments based on the reading materials being used.	Lesson plans and copies of classroom assessments.

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	To improve student achievement in reading by meeting the state average as measured by the FCAT reading test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
16% of 1,179 students achieved above proficiency.	25% of approximately 1,179 students

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Mobility Rate	All teachers will participate in a Professional Learning Community monthly to examine data, and collaborate on student academic needs.	Reading Coach, LearningResourceSpecialist, Department Chair	Teachers meet monthly in a collaborative effort to discuss strategies to improve student performance	District assessments; FCAT
	Attendance	All students will be encouraged to read	Reading and Language Arts teachers have SSYRA	Progress Monitoring of AR scores and TeenBiz	FCAT, STAR, Teenbiz Levelset,

2		the Sunshine State Books and compete in the Battle of the books; 2+ Teenbiz articles completed per week	libraries; All teacher may use TeenBiz, but reading teachers use Teenbiz daily	scores	FCAT
3	Development of bank of Higher Order Thinking questions applicable to all instruction	Teachers will include essay and higher order thinking questions in instruction and in required 3 exams each 9 weeks	Principal	Exam Evaluation	District Assessments; Classroom Assessments

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	To increase the number of students making a level 7 on the reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
24% of 25 students.	40% of approximately 25 students.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Mobility Rate	All teachers will participate in a Professional Learning Community monthly to examine data and collaborate on specific strategies for students' needs.	ESE Department Chair and ESE teachers	Teachers meet monthly in a collaborative effort to discuss strategies to improve students' performance.	PLC agenda, minutes and data tracking.

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:	To increase the number of students making Learning Gains in reading
2012 Current Level of Performance:	2013 Expected Level of Performance:
62% of 1179 students made learning gains.	80% of approximately 1179 students will make learning gains.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Mobility Rate	All teachers will participate in a Professional Learning Community monthly to examine data and collaborate.	Reading Coach, dept. chairs, Reading/language Arts teachers	Teachers meet monthly in a collaborative effort to discuss strategies to improve student performance	PLC agenda, attendance, and notes

2	Attendance	All students will be encouraged to read the Sunshine State Books and compete in Battle of the Books; Complete 2+ Teenbiz articles per week with scores of 70% or higher	Reading & Language Arts teachers will have SSYRA libraries; All teachers may use Teenbiz, but reading teachers use it daily	Progress monitoring of AR tests and Teenbiz scores	FCAT, STAR, & TeenBiz Levelset
3	Developing Higher Order Thinking Questions	All content and elective teachers will include essay and higher order thinking question in regular instruction and in required 3 exams each 9 weeks	All teachers, administrators, Reading coach, and LRS	Progress monitoring of assessments,	District Assessment, Classroom assessments, Lesson plans

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	To increase student achievement in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
49% of 25 students.	60% of approximately 25 students.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Mobility Rate	ESE teachers will participate in PLC monthly to examine data in reading and reading strategies.	ESE department chair and ESE teachers.	Teachers meet monthly in a collaborative effort to discuss strategies to improve student performance.	PLC notes, agendas and attendance. In addition, data tracking.

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	To increase the students in Lowest 25% making learning gains in reading
2012 Current Level of Performance:	2013 Expected Level of Performance:
71% of 281 students in the lowest 25% made learning gains in reading.	80% of approximately 281 students in the lowest 25% will make learning gains in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Mobility Rate	Teachers will participate in Professional Learning Community monthly to examine data	Reading Coach, Department Chair	Teachers meet monthly in a collaborative effort to discuss strategies to improve student performance	PLC attendance and meeting notes, agendas

2	Lack of print rich environment in home	To increase access to the SSYRA 2011-12 Books, classroom libraries will be purchased for the reading and language arts classrooms	Reading Coach	AR testing, Student participation in book talks, Battle of the Books and reading club	Budget Summary; Classroom walkthroughs
3	History of low academic performance and low parent involvement	Build academic competence through teaching of skills, accountability for supplies, and classroom behaviors that promote success	Department Chair, Reading Coach, LearningResourceSpecialist	Establish classroom rules for proper behavior and student responsibility for supplies; Teacher will follow LFS and PBS strategies	Classroom walkthroughs, lesson plans, Student grades

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

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

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	To improve student achievement in all subgroups.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 40% (471) Black: NA Hispanic: 39%(459) Asian: NA American Indian: NA	White: 60% (471) Black: NA Hispanic: 60% (459) Asian: NA American Indian: NA

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Mobility rate	Teacher will participate in Professional Learning Community monthly to examine data	Reading coach and Department Chair	Teachers will meet montly in a collaborative effort to discuss strategies to improve students performance.	PLC attendance, meeting notes and agenda
2	History of low academic performance and low parent involvement	Build academic competence through teaching of skills, accountability for supplies, and classroom behaviors that promote success.	Dept. chairs, Reading Coach and LRS.	Establish classroom rules for proper behavior and student responsibility for supplies, Teacher will follow LFS and PBS strategies.	Classroom walkthroughs, lesson plans and student grades

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	
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satisfactory progress in reading. Reading Goal #5C:	To improve student achievement in all subgroups in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
39%	50%

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	Low student performance and high mobility rate.	utilizing Access Points for ELLs and strategies from A+Rise	ESOL Teachers, Reading Coach and Administrator	Progress monitoring and student participation	Lesson plans, classroom on going assessments

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	To improve student achievement in all subgroups in reading
2012 Current Level of Performance:	2013 Expected Level of Performance:
45% (approx. 200)	60% (approx. 200)

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	Low student performance and high mobility rate	Reading Goal page of the IEP so teachers can focus on the specific goals of the students.	Reading Coach, Resource Compliance Specialist	Student Participation, FCAT Chats, Reading Endurance Challenge weekly averages	FAIR, District Assessments, FCAT
2	Low student performance and attendance	All content and elective teachers will include essay and higher order thinking questions in regular instruction and in reg 3 exams each 9 weeks.	all teachers, administration, and reading coach	progress monitoring (ex. summarizing strategies and classroom assessments)	District formative assessments and classroom assessment

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	To improve student achievement in all subgroups in reading
2012 Current Level of Performance:	2013 Expected Level of Performance:
39%(approx. 950)	60% of approximately 950 students.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Low academic performance and high Mobility Rate	Teachers will participate in a reading Professional Learning Community monthly to evaluate the data.	Reading Coach, All teachers, Dept. Chair, and LRS.	Teachers meet monthly in a collaborative effort to discuss strategies to improve student academic performance.	PLC attendance, minutes, and agenda.
2	Low academic performance and attendance	All teachers will implement scaffolding and Chunking strategies in the instruction.	All teachers and Dept. Chair	Student participation, classroom assessments and ongoing monitoring	Classroom instruction and assessments.

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
Lesson Study	6-8 Reading	Reading Coach and District Trainer	6-8 Reading and Social Studies	1st semester reading 2nd semester Social Studies	Lesson Plans, Data Sheets and Action Plans	KMS and Lesson Study Fac.
Thinking Maps	6-8 Reading and District Trainer	Reading Coach and District Trainer	6-8 Reading and Social Studies	2nd semester	Lesson plans and classroom walkthroughs	Administrator and reading coach
FAIR	6-8 Reading Level 1 and 2 students	Reading Coach	Reading Teachers, all grade level	Sept. 2012	Small group instruction, differentiation of instruction based on the FAIR toolkit	Reading Coach
Instructional Focus Calendar	6-8 Reading and Language Arts Teachers	Reading Coach and Language Arts Dept. Chair	Reading and Language Arts	Sept. 2012	Small group instruction, Data Chat and CIM Assessments every two week.	Reading Coach
NGSSS and Common Core Standards	6-8 Reading, Social Studies, Science and Language Arts	Reading Coach and Dept. Chairs	Reading, L.A., Science and Social Studies	Sept. 2012	Unit and Lesson planning, 3 per 9 week assessments.	Reading Coach and Learning Resource Specialist
Learning Focused Training	6-8 Reading Science, Social Studies and L.A.	Consultants, Reading Coach, LRS and Administration	All content teachers, all grades, will meet by content area on assigned days	Quarterly throughout the school year.	Lesson planning, Classroom observation, instructional observations	Administrator

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Increase reading levels	Read 180	Title 1	\$1,000.00
			Subtotal: \$1,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount

Increase reading proficiency	Compass Lab	Title 1	\$2,600.00
To increase proficiency in reading (ESOL)	Voyager SOLO/Vocabulary	Title 1	\$7,250.00
			Subtotal: \$9,850.00
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: \$10,850.00

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.		To increase student proficiency in listening and speaking part of CELLA.			
CELLA Goal # 1:					
2012 Current Percent of Students Proficient in listening/speaking:					
60% of the students scored proficient in listening and speaking.					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Mobility Rate	Teachers will participate in a Professional Learning Community to focus on ESOL strategies and use A+Rise.	ESOL Teachers and Reading Coach	Progress monitoring	SOLO and CIM Assessments.

Students read in English at grade level text in a manner similar to non-ELL students.					
2. Students scoring proficient in reading.		To increase student proficiency level in reading.			
CELLA Goal #2:					
2012 Current Percent of Students Proficient in reading:					
33% of the students score proficient in reading.					
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	Mobility Rate	Utilize strategies from A+ Rise and CIM Focus Strategies.	Reading Coach and ESOL Teachers	Progress monitoring of CIM and SOLO	SOLO Assessment and CIM assessments.

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

3. Students scoring proficient in writing. CELLA Goal #3:	To increase the level score of the writing component of CELLA.
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2012 Current Percent of Students Proficient in writing:

38% of the students scored proficient in writing.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Mobility Rate	ESOL teachers will support students using writing strategies and tools such PDA. In addition, teachers will incorporate writing daily in their lessons.	Reading Coach and ESOL teachers	Osceola Writes and school writing assessments will be used for progress monitoring.	Osceola Writes and school writing assessments.

CELLA Budget:

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

Middle School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	To improve student achievement in mathematics by meeting the state average as measured by the FCAT Mathematics test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
21% of 1179 students achieved proficiency.	40% of approximately 1179 students

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1 Low student performance due to mobility rate.	1.1 Teachers will participate in a Math Professional Learning Community.	1.1 Learning Resource Specialist (LRS) Math Teachers	1.1 Teachers will meet monthly to collaborate and share effective instructional strategies. Teachers will include hands-on activities at least once a week in the classroom.	1.1 Meeting notes, agenda, Attendance sheet
2	1.2 Low student performance	1.2 All students will be encouraged to participate in fun extended learning opportunities.	1.2 Assistant Principal and LRS	1.2 Progress Monitoring , teacher follow-up phone calls, FCAT chats, incentive programs	1.2 Attendance sheet for student participation and grades.
3	1.3 Low student performance	1.3 All students will have a daily log/CIM that focuses on the 3 Big Ideas, as well, supporting ideas. Next Generation Standards.	1.3 Math teachers	1.3 Student will participate in a daily log/CIM and be assessed on a weekly basis and monthly.	1.3 Copies of assessment data and samples of daily log/CIM exercises.
4	1.4 Low student performance	1.4 Work collaboratively with all departments to incorporate higher order thinking skills and reading/vocabulary strategies to aid in Mathematics standards acquisition.	1.4 LRS, Department Chairs, Math teachers, and Reading Coach	1.4 Teachers will incorporate higher level thinking strategies and reading/vocabulary strategies in all assignments.	1.4 Teacher participation in lesson study, lesson plans, tests that reflect higher order thinking.

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal # 1b:	To improve student achievement in math levels (4,5, and 6).
2012 Current Level of Performance:	2013 Expected Level of Performance:
24% of 25 students.	40% of approximately 25 students.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Low performance due to mobility rate.	Teacher will participate in the Professional Learning Community to discuss data and math strategies.	ESE Dept. Chair	Teachers will meet monthly to collaborate and share effective instructional strategies. Teachers will include hands-on activities at least once a week.	Meeting notes and data tracking of students progress.

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	To improve student achievement in mathematics by meeting the state average as measured by the FCAT 2.0 Mathematics test. All students scoring level 4 & 5 as measured by the FCAT will be placed in an honors math course.
2012 Current Level of Performance:	2013 Expected Level of Performance:
9% of 1,179 students achieved proficiency (FCAT Level 4 & 5)	25% of approximately 1,179 students

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1 Mobility Rate	1.1 Teachers will participate in a Math Professional Learning Community monthly to collaborate and share effective instructional strategies, including hands-on activities at least once a week.	1.1 Learning Resource Specialist (LRS)	1.1 Student Participation and Progress Monitoring	1.1 District Formative Assessments Monthly Daily Log Assessment (CIM)
2	1.4	1.4 Work collaboratively with all departments to incorporate higher order thinking skills and reading/vocabulary strategies to aid in content specific standards acquisition.	1.4 LRS, Department Chairs, Math teachers, and Reading Coach	1.4 Progress monitoring, teacher implementation, lesson plans	1.4 Formative assessments, end of quarter exams, benchmark assessments
3	1.2 Attendance	1.2 All students will be encouraged to participate in fun extended learning opportunities.	1.2 Assistant Principal and LRS	1.2 Progress Monitoring	1.2 End of Quarter Exams
4	1.3	1.3 All students will have a daily log that focuses on the 3 Big Ideas, as well, supporting ideas. Next Generation Standards.	1.3 Math teachers and LRS	1.3 Student Participation and Progress Monitoring	1.3 Benchmark Assessments

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics.	To improve student achievement in mathematics level.
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Mathematics Goal #2b:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
24% of 25 students.		40% of approximately 25 students.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Mobility Rate	Teacher will participate in Professional Learning Community monthly to collaborate and share effective instructional strategies in math.	ESE Dept. Chair and ESE Teachers	Students participation and progress monitoring.	PLC notes on data tracking and progress monitoring.

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	To increase the number of students making Learning Gains in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
57% of 1179 students made learning gains in mathematics	70% of approximately 1179 students will make learning gains.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1 Mobility Rate	1.1 Teachers will participate in a Math Professional Learning Community monthly to collaborate and share effective instructional strategies, including hands-on activities at least once a week.	1.1 Learning Resource Specialist (LRS)	1.1 Student Participation and Progress Monitoring	1.1 District Formative Assessments Monthly Daily Log Assessment (CIM)
2	1.4	1.4 Work collaboratively with all departments to incorporate higher order thinking skills and reading/vocabulary strategies to aid in content specific standards acquisition.	1.4 LRS, Department Chairs, Math teachers, and Reading Coach	1.4 Progress monitoring, teacher implementation, lesson plans	1.4 Formative assessments, end of quarter exams, benchmark assessments
3	1.2 Attendance	1.2 All students will be encouraged to participate in fun extended learning opportunities.	1.2 Assistant Principal and LRS	1.2 Progress Monitoring	1.2 End of Quarter Exams
4	1.3	1.3 All students will have a daily log that focuses on the 3 Big Ideas, as well, supporting ideas. Next Generation Standards.	1.3 Math teachers and LRS	1.3 Student Participation and Progress Monitoring	1.3 Benchmark Assessments

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal # 3b:	To increase student achievement in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
81% of 25 students	100% of approximately 25 students.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Mobility Rate	Working collaboratively to incorporate math strategies specifically to the students' need.	ESE Dept. Chair and ESE teachers.	Progress monitoring, teacher implementation and lesson plans.	Progress Monitoring and data tracking.

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:	To increase the students in Lowest 25% making learning gains in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
64% of 285 students in Lowest 25% made learning gains in Mathematics.	80% of approximately 285 students in Lowest 25% will make learning gains in Mathematics.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.4	1.4 Work collaboratively with all departments to incorporate higher order thinking skills and reading/vocabulary strategies to aid in content specific standards acquisition.	1.4 LRS, Department Chairs, Math teachers, and Reading Coach	1.4 Progress monitoring, teacher implementation, lesson plans	1.4 Formative assessments, end of quarter exams, benchmark assessments
2	1.1 Mobility Rate	1.1 Teachers will participate in a Math Professional Learning Community monthly to collaborate and share effective instructional strategies, including hands-on activities at least once a week.	1.1 Learning Resource Specialist (LRS)	1.1 Student Participation and Progress Monitoring	1.1 District Formative Assessments Monthly Daily Log Assessment (CIM)
3	1.2 Attendance	1.2 All students will be encouraged to participate in fun extended learning	1.2 Assistant Principal and LRS	1.2 Progress Monitoring	1.2 End of Quarter Exams

		opportunities.			
4	1.3	1.3 All students will have a daily log that focuses on the 3 Big Ideas, as well, supporting ideas. Next Generation Standards.	1.3 Math teachers and LRS	1.3 Student Participation and Progress Monitoring	1.3 Benchmark Assessments

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Middle School Mathematics Goal #				
		5A :				
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:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	To improve student achievement in all subgroups in Mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 47% (approx. 470) Black: NA Hispanic: 33% (450) Asian: NA American Indian: NA	White: 80% of (approx. 470) Black: NA Hispanic: 85% (approx. 450) Asian: NA American Indian: NA

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1 Mobility Rate	1.1 Teachers will participate in a Math Professional Learning Community monthly to collaborate and share effective instructional strategies, including hands-on activities at least once a week.	1.1 Learning Resource Specialist (LRS)	1.1 Student Participation and Progress Monitoring	1.1 District Formative Assessments Monthly Daily Log Assessment (CIM)
2	1.2 Attendance	1.2 All students will be encouraged to participate in fun extended learning opportunities.	1.2 Assistant Principal and LRS	1.2 Progress Monitoring	1.2 End of Quarter Exams
3		1.3 All students will have a daily log that focuses on the 3 Big Ideas, as well, supporting ideas. Next Generation Standards.	1.3 Math teachers and LRS	1.3 Student Participation and Progress Monitoring	1.3 Benchmark Assessments
4		1.4 Work collaboratively with all departments to incorporate higher order thinking skills and reading/vocabulary strategies to aid in	1.4 LRS, Department Chairs, Math teachers, and Reading Coach	1.4 Progress monitoring, teacher implementation, lesson plans	1.4 Formative assessments, end of quarter exams, benchmark assessments

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	To improve student achievement in all subgroups in mathematics
2012 Current Level of Performance:	2013 Expected Level of Performance:
43% (approximately 506 students)	60% of approximately 506 students.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1		1.3 All students will have a daily log that focuses on the 3 Big Ideas, as well, supporting ideas. Next Generation Standards.	1.3 Math teachers and LRS	1.3 Student Participation and Progress Monitoring	1.3 Benchmark Assessments
2		1.4 Work collaboratively with all departments to incorporate higher order thinking skills and reading/vocabulary strategies to aid in content specific standards acquisition.	1.4 LRS, Department Chairs, Math teachers, and Reading Coach	1.4 Progress monitoring, teacher implementation, lesson plans	1.4 Formative assessments, end of quarter exams, benchmark assessments
3	1.1 Mobility Rate	1.1 Teachers will participate in a Math Professional Learning Community monthly to collaborate and share effective instructional strategies, including hands-on activities at least once a week.	1.1 Learning Resource Specialist (LRS)	1.1 Student Participation and Progress Monitoring	1.1 District Formative Assessments Monthly Daily Log Assessment (CIM)
4	1.2 Attendance	1.2 All students will be encouraged to participate in fun extended learning opportunities.	1.2 Assistant Principal and LRS	1.2 Progress Monitoring	1.2 End of Quarter Exams

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	To improve student achievement in all subgroups in mathematics
2012 Current Level of Performance:	2013 Expected Level of Performance:
46% of 200 students.	65% of approximately 200 students.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1 Mobility Rate	1.1 Teachers will participate in a Math Professional Learning Community monthly to collaborate and share effective instructional strategies, including hands-on activities at least once a week.	1.1 Learning Resource Specialist (LRS)	1.1 Student Participation and Progress Monitoring	1.1 District Formative Assessments Monthly Daily Log Assessment (CIM)
2	1.2 Attendance	1.2 All students will be encouraged to participate in fun extended learning opportunities.	1.2 Assistant Principal and LRS	1.2 Progress Monitoring	1.2 End of Quarter Exams
3		1.3 All students will have a daily log that focuses on the 3 Big Ideas, as well, supporting ideas. Next Generation Standards.	1.3 Math teachers and LRS	1.3 Student Participation and Progress Monitoring	1.3 Benchmark Assessments
4		1.4 Work collaboratively with all departments to incorporate higher order thinking skills and reading/vocabulary strategies to aid in content specific standards acquisition.	1.4 LRS, Department Chairs, Math teachers, and Reading Coach	1.4 Progress monitoring, teacher implementation, lesson plans	1.4 Formative assessments, end of quarter exams, benchmark assessments

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	To improve student achievement in all subgroups in mathematics
2012 Current Level of Performance:	2013 Expected Level of Performance:
42% of approximately 900 students	60% of approximately 900 students.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1 Mobility Rate	1.1 Teachers will participate in a Math Professional Learning Community monthly to collaborate and share effective instructional strategies, including hands-on activities at least once a week.	1.1 Learning Resource Specialist (LRS)	1.1 Student Participation and Progress Monitoring	1.1 District Formative Assessments Monthly Daily Log Assessment (CIM)
2	1.2 Attendance	1.2 All students will be encouraged to participate in fun extended learning opportunities.	1.2 Assistant Principal and LRS	1.2 Progress Monitoring	1.2 End of Quarter Exams
		1.3 All students will have	1.3 Math teachers	1.3 Student Participation	1.3 Benchmark

3		a daily log that focuses on the 3 Big Ideas, as well, supporting ideas. Next Generation Standards.	and LRS	and Progress Monitoring	Assessments
4		1.4 Work collaboratively with all departments to incorporate higher order thinking skills and reading/vocabulary strategies to aid in content specific standards acquisition.	1.4 LRS, Department Chairs, Math teachers, and Reading Coach	1.4 Progress monitoring, teacher implementation, lesson plans	1.4 Formative assessments, end of quarter exams, benchmark assessments

End of Middle School Mathematics Goals

Algebra End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	To improve students achievement in mathematics by meeting the state average as measured by the Algebra EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
54% of 104 students.	70% of approximately 104 students.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Mobility Rate	Teachers will participate in a Math Professional Learning Community monthly meeting to collaborate and share effective math strategies.	Learning Resource Specialist and Math Teachers.	Student participation and progress monitoring.	Algebra Assessment and teacher's classroom assessments.

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

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	To increase student achievement in Algebra 1 EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% of 104 students.	50% of approximately 105 students.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1	Mobility Rate	Teachers will participate in a professional learning community monthly to collaborate and share instructional strategies in math to incorporate in their lessons.	LRS and Math Teachers	Student participation and progress monitoring.	District assessments and teachers' assessments.
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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

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

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. Algebra Goal #3B:						
2012 Current Level of Performance:			2013 Expected Level of Performance:			
<input type="text"/>			<input type="text"/>			
Problem-Solving Process to Increase Student Achievement						
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
No Data Submitted						

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

3C. English Language Learners (ELL) not making satisfactory progress in Algebra. Algebra Goal #3C:						
2012 Current Level of Performance:			2013 Expected Level of Performance:			
<input type="text"/>			<input type="text"/>			
Problem-Solving Process to Increase Student Achievement						

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

Problem-Solving Process to Increase Student Achievement

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

Geometry End-of-Course (EOC) Goals

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

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

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

Geometry Goal #3B:

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

Problem-Solving Process to Increase Student Achievement

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

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

3C. English Language Learners (ELL) not making satisfactory progress in Geometry.

Geometry Goal #3C:

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

Problem-Solving Process to Increase Student Achievement

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

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.

Geometry Goal #3D:

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

Problem-Solving Process to Increase Student Achievement

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

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

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

Problem-Solving Process to Increase Student Achievement

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

End of Geometry EOC Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Learning Focused training new teachers	6-8 Mathematics	Learning Focused Consultants and LRS	6-8 Math Teachers	Ongoing throughout the school year	Lesson plans and instructional practice.	LRS, principal and assistant principal
Lesson study	6-8 Mathematics	LRS	6-8 Math Teachers	Ongoing throughout the school year	Lesson Study meeting and practice	LRS
Putting Data into Practice	6-8 Math and Science	LRS, Math and Science Department Chairs	Math and Science Teachers	Weekly	Lesson study and PLCs	LRS
Math Manipulative	6-8 Math Teachers	LRS	PLC/Math Teachers	Ongoing	Students' participation, district assessments and classroom assessments.	LRS

Mathematics Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
Increase number of students scoring at level 3 or above on FCAT 2.0	Big Ideas workbooks	Title 1	\$9,200.00
			Subtotal: \$9,200.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Increase math scores	Calculators	Title 1	\$210.00
			Subtotal: \$210.00
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: \$9,410.00

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:		1. To raise student science scores to the district level as measured by FCAT science scores			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
32% of 400 students achieved level 3.		50% of approx. 400 students will achieve a level 3.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1A Low student performance due to mobility rate and attendance.	1.1A Teacher participation in PLCs monthly, share instructional strategies and lesson study.	1.1A Science Dept Chair Teachers Learning Resource Specialist (LRS) Administration	1.1A Monthly meetings to collaborate and compare reading challenge data	1.1A Data from reading challenge CIM; Teacher attendance sheet
2	1.1B Low student performance due to mobility rate and attendance.	1.1B Teachers will focus instruction on building science academic vocabulary and include weekly hands-on labs to enhance instruction.	1.1B Teacher Administration LRS	1.1B Student participation and assessment of lab and quiz data.	1.1B CIM quiz data; Lab Assessment
	1.2 Low Reading Comprehension	1.2 Teachers will include reading	1.2 Teacher Reading Coach	1.2 Progress Monitoring by spreadsheet of	1.2 Teacher Assessments,

3	comprehension which reflects complex text and higher level thinking questions in at least 3 of their quarterly exams.	LRS Administration	monthly science scores	Lesson plans
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	To increase student scores in science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
40% of 5 students	60% of approximately 5 students.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Mobility Rate	Teachers participate in a PLC montly, share instructional strategies and lesson study cycle.	ESE teachers and dept. chair	Monthly meetings to collaborate and compare science data. In addition, progress monitoring.	data tracking and assessments.

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	2.To raise student science scores to the district level as measured by FCAT science scores.
2012 Current Level of Performance:	2013 Expected Level of Performance:
3% of 383 students achieved level 4 or 5.	6% of approx. 380 students will achieve level 4 or 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	2.1B Low student performance due to mobility rate and attendance.	2.1B Teachers will focus instruction on building science academic vocabulary daily and include weekly hands-on labs to enhance instruction.Honor students will participate in science fair.	2.1B LRS Teacher Administration	2.1B Student Participation and Progress Monitoring	2.1B Science Fair Competition, Lesson plans
	2.2 Low Reading Comprehension	2.2 Teachers will include reading comprehension which	2.2 Teacher Reading Coach LRS	2.2 Progress Monitoring	2.2 District Formative Assessment

2	reflect complex text and higher level thinking questions in at least 3 of their quarterly exams	Administration		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:				
2012 Current Level of Performance:	2013 Expected Level of Performance:			
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Lesson Study	6-8 Science Teachers	Science Dept. Chair	Lesson study and PLC meeting	Once a month	Teachers will meet once a month to discuss and analyze data from assessments and develop lesson plan based on the students' needs.	Science Dept. Chair and LRS

Science Budget:

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

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

End of Science Goals

Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	To surpass the state average in Writing as measured by the FCAT 2.0
2012 Current Level of Performance:	2013 Expected Level of Performance:
76% of 400 students got 4 or above	85% of approximately 400 students will receive a 4 or higher.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1 Low student performance due to Mobility Rate of students & Attendance	1.1 Language Arts, Science, & Social Studies Teachers will support students' writing using PDA as a resource and incorporate writing daily in their subject matter lessons.	1.1 Reading Coach & Language Arts, Science, & Social Studies Teachers	1.1 Through PDA training, teachers will model how to map-out the topic information that is provided in each lesson. This information will be organized into a pre-write frame by the student. All writing exercises will include the PDA process.	1.1 Language Arts ~ Monthly Osceola Writes Science & Social Studies ~ students will be assessed by completed pre-write frames. Social Studies ~ assessments would include writing a summary of class reading materials (ie. Textbook)
2		1.2 Students will utilize the FCAT Writing Rubric. Students' progress will be monitored with monthly writing prompts	1.2 Language Arts Teachers	1.2 Progress Monitoring – spread sheet containing monthly writing scores. The FCAT Writing Rubric will be displayed in the classroom, and each student will receive a copy of the rubric.	1.2 Language Arts ~ Monthly Osceola Writes using the FCAT Rubric, and classroom walk-thru

3		1.3 Science & Social Studies Teachers will learn the PDA Process and Writing Rubric for grading	1.3 Language Arts Teachers, Administration & Reading Coach	1.3 Workshops will be provided to Science & Social Studies teachers on the PDA Process and the Writing Rubric	1.3 Attendance sheet & administrative walk-thru.
4	1.4 mobility rate	1.4 Language Arts Teachers will participate in monthly Professional Learning Community Meetings	1.4 Language Arts Chair	1.4 Monthly PLCs will focus on how to reach performance goal with the challenge of our high mobility rate.	1.4 Attendance sheet and meeting agenda.
5		1.5 Language Arts team will provide Extended Learning Opportunities to students struggling with the PDA Process.	1.5 Language Arts Chair & Language Arts Team	1.5 Students will be identified by the Language Arts Team as being in need of Extended Learning Opportunities to ensure student comprehension of the PDA Process	1.5 Writing assignments created in the Extended Learning Opportunity.

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:	To increase the students level score in writing.
2012 Current Level of Performance:	2013 Expected Level of Performance:
60% of 5 students.	80% of approximately 5 students.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Mobility Rate	ESE teachers will use different writing strategies such as PDA and other resources in their classrooms. In addition, incorporate writing daily in their lessons.	ESE teachers and dept. chair	Progress monitoring	classroom writing assessments.

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
PDA Writing Training	All 6-8 Language Arts Teachers	PDA Consultants	6-8 Language Arts Teachers	Two sessions during the first nine weeks	Lesson plans and classroom observation	Administrator and Reading Coach

Professional Learning Community	6-8 Language Arts Teachers	Language Arts Chair and Reading Coach	6-8 Language Arts Teachers	Once a month	Lesson plans and classroom observations	Administrator, Language Arts Chair, and Reading Coach
Learning Focused	6-8 Language Arts Teachers	LFS Consultant, Reading Coach and LRS	All 6-8 Language Arts Teachers	Throughout the school year	Lesson plans and classroom observation	Administrators and Reading Coach
Lesson Study	6-8 Language Arts Teachers	Reading Coach and Language Arts Dept. Chair	6-8 Language Arts Teachers	Once every nine weeks	Lesson Study Cycle	Reading Coach and Language Arts Chair

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
PDA	PDA consultants	District	\$5,000.00
			Subtotal: \$5,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$5,000.00

End of Writing Goals

Civics End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:				
1. Students scoring at Achievement Level 3 in Civics.				
Civics Goal #1:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

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

Civics Budget:

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

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

End of Civics Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Attendance					
Attendance Goal # 1:		To increase daily average attendance to 95%			
2012 Current Attendance Rate:		2013 Expected Attendance Rate:			
Rate 94%		Expected 96%			
2012 Current Number of Students with Excessive Absences (10 or more)		2013 Expected Number of Students with Excessive Absences (10 or more)			
2012 Excessive Absences 29%		2013 expected 26%			
2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
2012 Excessive Tardies 7%		2013 Expected 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	Avoidance of school due to low academic performance	Incentive program at the end of each quarter	Grade level chairs	Teachers implementing classroom incentives	Monitoring ODMS data
2	Students providing family child care/transportation Issues	Begin tracking after 3 unexcused absences	Classroom teacher/attendance clerk	Referral to social worker/counselor/RTI	Average Daily Attendance report
3		Referral to attendance officer after 3 unexcused absences	Attendance clerk	Data entry- tracks student attendance- makes referrals to attendance officer	ETI meetings; ADA
4		Out dials daily to parent/guardian	Attendance clerk / Tech specialist	Tech contact send out-dial each morning	ADA

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

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

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

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal # 1:	Reduce OSS and ISS by 10%
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
963	700
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School

402	300
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
1358	1000
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
482	300

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 patterns of poor choices/ lack of negative attitude towards implementation of consequences	Continue use of ISS	Deans	Analyze quarterly ODMS data	ODMS data
2		Elective class for habitual offenders (i.e. "Making Positive Choices")	RTI coach/classroom teacher	Students will be selected due the high referral rate; curriculum will include evidence-based materials	Daily tracking sheets, number of referrals
3		Student reward days for positive behavior	PBS Team Leader	Reward activity once a nine weeks	ODMS data
4	Minimal parent involvement	Offer parent choice to attend school with student	Dean/Administration	In lieu of suspension, parent may attend school for that period of time	ODMS data
5	Student patterns of poor choices/ lack of negative attitude towards implementation of consequences	Daily JAG rewards for positive choices	All school faculty, staff and administration	Teachers give students JAGS based on School wide expectations	Discipline data by teacher/classroom/grade level
6	Inconsistent classroom expectations	Training all classroom teachers in CHAMPS strategies	PBS Team, district facilitator	All teachers will implement CHAMPS strategies in the classroom	Discipline data by teacher/classroom/grade level

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
PBS Strategies	6-8	Deans and PBS Team	School-Wide	Beginning of each quarter	Discipline incidents	Deans

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Reduce the number of suspensions	PBS student incentives	school budget	\$1,000.00
			Subtotal: \$1,000.00
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: \$1,000.00

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Parent Involvement					
Parent Involvement Goal #1:		To increase overall parent hours at Kissimme Middle School while maintaining gold star volunteer status from our parents.			
*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.					
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
22% (260 parents)		Increase current level by 10 percent.			
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
	Barriers may include single family homes, multiple jobs, evening shift with employer, language barrier, socio economic barrier, and child care issues.	Strategies will involve a multi step approach. We plan to have parent recruitment at open house through a computer lab in the media center to register parents for the OASIS program with our OASIS coordinator. We will also print mini flyers	Parent volunteer hours will be monitored by our OASIS coordinator Elizaabeth Diaz and our SAC Chair, Rebeca Arias.	We will compare number of parents at last year events with current year. These events will include, athletic, fine arts, academic and social events at Kissimmee Middle School.	Gold Star Status and parent involvement at monthly SAC Meetings. OASIS log of volunteer hours and assignments.

1		<p>with OASIS registration steps for those parents that would prefer to register at home. We will create interest through our diverse programs and events including, History Fair and Science Fair nights, AVID program themed nights, Honor Roll Recognition Breakfast, TIPS/Title I meetings monthly SAC meetings and designated parent report card pick up. To encourage more participation we will offer events at times that are more convenient for parents. Meetings will often be offered in the a.m. and then again in the p.m. to encourage more parent participation. We also plan to advertise through parent call outs, Jagroar and flyers. Provide incentives to students to increase parent participation.</p>			
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

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

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Increase parental involvement	agendas	school improvement	\$4,500.00
Subtotal:			\$4,500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
Subtotal:			\$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount

No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$4,500.00

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:

1. STEM

STEM Goal #1:

Problem-Solving Process to Increase Student Achievement

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

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

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

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

STEM Budget:

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

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:				
1. CTE				
CTE Goal #1:				
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
Reading	Increase reading levels	Read 180	Title 1	\$1,000.00
Mathematics	Increase number of students scoring at level 3 or above on FCAT 2.0	Big Ideas workbooks	Title 1	\$9,200.00
Suspension	Reduce the number of suspensions	PBS student incentives	school budget	\$1,000.00
Parent Involvement	Increase parental involvement	agendas	school improvement	\$4,500.00
				Subtotal: \$15,700.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Increase reading proficiency	Compass Lab	Title 1	\$2,600.00
Reading	To increase proficiency in reading (ESOL)	Voyager SOLO/Vocabulary	Title 1	\$7,250.00
Mathematics	Increase math scores	Calculators	Title 1	\$210.00
				Subtotal: \$10,060.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Writing	PDA	PDA consultants	District	\$5,000.00
				Subtotal: \$5,000.00
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: \$30,760.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

No Attachment (Uploaded on 9/6/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Describe projected use of SAC funds	Amount
No data submitted	

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

SAC meetings every month during the school year. In addition, we will be having parent nights for parents and night (science and AVID activities) and information parent night (ESOL information and Open House).

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Osceola School District KISSIMMEE MIDDLE SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	53%	49%	87%	37%	226	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	65%	72%			137	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	71% (YES)	77% (YES)			148	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					511	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Osceola School District KISSIMMEE MIDDLE SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	53%	47%	92%	27%	219	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	62%	68%			130	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	68% (YES)	70% (YES)			138	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					487	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested