

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: INDEPENDENCE MIDDLE SCHOOL

District Name: Palm Beach

Principal: Lori Bonino

SAC Chair: Christy Hobbs

Superintendent: E. Wayne Gent

Date of School Board Approval:

Last Modified on: 11/1/2012

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

Dr. Mike Grego, Chancellor  
K-12 Public Schools  
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325 West Gaines Street  
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## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

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

<a href="#">School Grades Trend Data</a>
<a href="#">Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data</a>
<a href="#">High School Feedback Report</a>
<a href="#">K-12 Comprehensive Research Based Reading Plan</a>

### 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	Ms. Lori Bonino	B.S. in Education, M.S. in Education, Principal K-12	5	25	2008-2012 "A" school rating at IMS; 2001-2007 "A" rating at Lighthouse Elementary School; 1999-2000 "A" rating at Palm Beach Gardens Elementary School
Assis Principal	Dr. Kathy Carden	Ed.D in Educational Leadership, M.A. in Education, B.S. in Physical Education, Principal K-12	9	13	2004-2012 "A" school rating at IMS, 2000-2003 "A" school rating at Watson B. Duncan Middle School
Assis Principal	Mr. Scott Duh	BS in History & Political Science, MA in Education, Educational Leadership	7	6	2006-2012 "A" school rating at IMS
Assis Principal	Mr. Martest Sheffield	BS in Computer Science, MS in Educational Leadership, Educational Leadership	9	12	2004-2012 "A" school rating at IMS

## 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)
n/a					

## 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	IMS utilizes our Independence Middle Teacher Assistance Program (ITAP) to retain highly qualified beginning teachers	Administration ITAP coordinator	May 2013	
2	We work closely with HR to obtain HQ teachers.	Administration Confidential Secretary HRMD staff	August 2013	
3				

## 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
Two instructional staff members are not HQ	Both teachers will take the necessary coursework/tests to become highly qualified.

## 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
84	2.4%(2)	27.4%(23)	33.3%(28)	38.1%(32)	35.7%(30)	97.6%(82)	6.0%(5)	11.9%(10)	41.7%(35)

## 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
Sue Klement	All Independence Teacher Assistance Program (ITAP) participants	Beginning Teacher Assistance Program (BTAP) trained	monthly meetings
Jimi Hataway	Shelby Roker	Experienced mentor familiar with the subject matter and requirements.	Formal and informal observations, IPDP, monthly meetings
Debi Franklin	Lilyann Cubero	Experienced mentor familiar with the subject matter and academy program.	Formal and informal observations, IPDP, monthly meetings
Joan Trusler	Rachel Leggett	Experienced mentor familiar with the subject matter and requirements.	Formal and informal observations, IPDP, monthly meetings
Mary Ali-Smith	Naomi Dunbar	Experienced mentor familiar with the subject matter and requirements.	Formal and informal observations, IPDP, monthly meetings
Howard Desimone	Bryan Lopez	Experienced mentor familiar with requirements due to lack of subject matter qualified mentor.	Formal and informal observations, IPDP, monthly meetings

## ADDITIONAL REQUIREMENTS

### Coordination and Integration

**Note: For Title I schools only**

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

Title I, Part A

N/A

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

N/a

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

District-wide implementation of Single School Culture as well as Appreciation of Multicultural Diversity.

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The school-based RtI Leadership Team is comprised of the following members: principal-Ms. Bonino, assistant principals - Dr. Carden, Mr. Duhy and Mr. Sheffield, ESE contact- Mrs. Appleby, ELL contact- Mrs. Gulczewski, school psychologist- Mrs. Richey, classroom teachers, and guidance staff- Ms. Brent and Mrs. Gulczewski.

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?

Our MTSS leadership team meets weekly to identify students that are exhibiting academic and/or behavioral issues. Together we diagnose and develop interventions. A follow up meeting is held to monitor student performance/progress.

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

The MTSS leadership team is instrumental in developing the SIP by assisting with needs assessment for professional development, academic interventions and SWPBS initiatives. This team also monitors student academic performance to ensure that we are on track for meeting our SIP goals and objectives.

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.

The team uses data from EDW including: diagnostics, FCAT scores, FAIR results, EOC data, student discipline data, attendance data, SASSY. The data is analyzed for each student that is referred to the team so that we may implement research-based interventions to assist and monitor the student progress.

Describe the plan to train staff on MTSS.

Our MTSS Coordinator provides staff development at Faculty Meetings, PDD's and through participation in the MTSS process.

Describe the plan to support MTSS.

The administrative team attends all meetings and follows up to ensure that case managers are on task and student performance is monitored in a timely fashion.

## Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Principal, Mary Ali; Reading Teacher, Kathy Hoffman; Reading Teacher, Elaine Snyder; Reading Teacher, Lisa Petroccia; Media Specialist and Heather Lukasik, DIL.

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

team meets monthly to review the progress of our students in reading overall and more specifically; our intensive reading students.

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

To review student performance data in literacy to ensure we are on track for meeting our SIP objectives and that each student is meeting his/her desired level of performance.

## 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.

Every instructional staff member is aware of our SIP initiatives and they are responsible for implementing research-based literacy instruction methods within their content area. Teachers must have data chats with each student to review performance in literacy. We provide school-wide and individual rewards for growth in reading performance.

### \*High Schools Only

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

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

N/A

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that

students' course of study is personally meaningful?

N/A

## Postsecondary Transition

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

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

N/A

## PART II: EXPECTED IMPROVEMENTS

### Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading.  Reading Goal #1a:	Students achieving proficiency (FCAT level 3) in Reading will maintain proficiency and experience learning gains on the 2013 Reading test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
All students in grades 6-8, 77% (786) of students scored a level 3 on the 2012 administration of the FCAT Reading test.	In grades 6-8, 79% (1044) of students will achieve proficiency (Level 3) on the 2013 administration of the FCAT Reading test.

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1A.1. Students who are proficient do not receive the benefit of intensive reading instruction.	1A.1. To differentiate instruction within the core area subjects to meet the needs of the various learners in an effort to increase proficiency in reading.	1A.1. Administration, classroom teachers	1A.1. Fall and Winter Diagnostic results, CORE K-12 results	1A.1. 2013 FCAT Reading
2	1A.2. Lack of Drop Everything And Read (DEAR)	1A.2. Required Summer Reading, Reading Counts program and incentives to be implemented.	1A.2. All teachers and media specialist.	1A.2. Reading Counts Quizzes, SRI results, Diagnostics, Teacher based assessment/testing, Summer Reading Packets/Quizzes	1A.2. 2013 FCAT Reading

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.  Reading Goal #1b:	Students achieving levels 4, 5, and 6 on the FAA in reading will increase from 33% to 35% on the 2013 FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 6-8, 33% (1) of the students were proficiency on the 2012 FAA Test.	In grades 6-8, 35% (1) of the students will increase in reading proficiency on the 2013 FAA test.

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Individual student reading	Student will receive	Administration,	FAIR test,	FAA test

1	ability may be below grade level.	reading instruction with certified reading teacher.	Intensive Reading teacher	Fall & Winter Diagnostics, SRI
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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:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	Students achieving above proficiency (FCAT level 4), in reading, will increase by at least 3% on the 2013 FCAT Reading test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 6-8, 47% (480) of the students performed above proficiency (FCAT levels 4 & 5) on the 2012 Reading test.	In grades 6-8, 50% (661) of the students will perform above proficiency (FCAT 4 & 5) on the 2013 FCAT Reading test.

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2A.1. Students scoring levels 4 and 5 do not receive intensive reading instruction, nor do they receive the benefit of tutorial services in reading.	2A.1. All students scoring level 4 and 5 in the core tested areas will be provided with differentiated instruction and data chats will be used throughout the school year to monitor their performance.	2A.1. Administration, Classroom teachers	2A.1. Fall and Winter Diagnostic results, SAL-P reports, CORE K-12 reports, EDW reports	2A.1. 2013 FCAT Reading
2	2A.2. Students will receive enrichment instruction through all core classes in order to help maintain reading proficiency.	2A.2. Will receive enrichment through differentiated instruction in all core classes.	2A.2. Administration, Classroom teachers	2A.2. Fall and Winter Diagnostic test scores	2A.2. 2013 FCAT Reading

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	Students achieving levels 7 or above on the FAA in reading will increase from 67% to 72% on the 2013 FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 6-8, 67% (2) of the students achieved level 7 or above in reading proficiency on the 2012 FAA Test.	In grades 6-8, 72% (2) of the students will achieve level 7 or above in reading proficiency on the 2013 FAA test.

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student may not be receiving intensive reading instruction.	Student will receive reading instruction through ESE Language Arts.	Administration, ESE classroom teacher	Fall & Winter diagnostics, FAIR test, SRI	FAA test

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



of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in reading.  Reading Goal #3a:	The number of students making learning gains in reading will increase from 69% to 74% on the 2013 administration of the FCAT 2.0 Reading test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 6-8, 69% (734) of the students made learning gains on the 2012 Reading test.	In grades 6-8 74% (978) of the students will make learning gains on the 2013 FCAT Reading test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3A.1. Not all students make learning gains or remain constant, some students' gains will go down.	3A.1. Provide on-going data chats, parent conferences and incentives to motivate students to make learning gains on the FCAT.  Review diagnostic data to provide differentiated instruction.	3A.1. Administration and all classroom teachers.	3A.1. Diagnostic Results, FCAT results.	3A.1. 2013 FCAT results
2	3A.2. Levels 3, 4 & 5 students will not have Intensive Reading instruction.	3A.2. SAL-P data chats will be periodically held with all students for the purpose of goal setting and differentiated instruction.	3A.2. Administration and all classroom teachers.	3A.2. Administration will follow up with students and classroom teachers to ensure data chats are held.  Diagnostics will be reviewed by teachers.	3A.2. 2013 FCAT Reading
3	3A.3. DEAR time has been eliminated.	3A.3. Implement Reading Counts, Summer Reading Program.	3A.3. Media Specialist and classroom teachers.	3A.3. Fall and Winter Diagnostics in Reading.	3A.3. Fall & Winter Diagnostics, SRI Results, 2013 FCAT Reading.
4	3A.4. Student lack of motivation	3A.4. SAL-P data chats, Reading Counts incentive program, Encourage parental support.	3A.4. Media Specialist and classroom teachers.	3A.4. Fall and Winter Diagnostics in Reading.	3A.4. Fall & Winter Diagnostics, SRI assessments, 2013 FCAT Reading.

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.  Reading Goal #3b:	In grades 6-8, 5% of students will make learning gains on the 2013 FAA test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 6-8, 0% of students did not make learning gains on the 2012 FAA test.	In grades 6-8, 5% (1) of students will make learning gains on the 2013 FAA test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student not receiving Intensive Reading instruction.	Student will receive reading instruction through ESE core subjects.	ESE Teacher, Classroom teachers, Administration	Fall & Winter Diagnostics, FAIR Assessments, SRI testing	FAA test

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:	Students in the lowest 25% will experience learning gains from 66% to 70% on the 2013 FCAT 2.0 Reading test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 6-8, 66% (674) of the students in the lowest 25% made learning gains in reading on the 2012 FCAT Reading test.	In grades 6-8 70% (925) of the students in the lowest 25% will experience learning gains on the 2013 FCAT Reading test.

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	4A.1. A number of our lowest 25% did not make learning gains specifically our SWD and ED students.	4A.1. We will provide differentiated instruction and monitor student performance throughout the school year to ensure that learning gains are made for our lowest 25%.	4A.1. Administration, Classroom teachers	4A.1. Data Chats, SAL-P reports, Diagnostic reports, FCAT reports	4A.1. 2013 FCAT Reading test
2	4A.2. Chronic student absences	4A.2. Home contact for all unexcused absences and absences longer than 2 days without school notification by parent or guardian.  Use of motivational incentives such as Reading Olympics competitions and incorporating the arts into reading instruction.	4A.2. Guidance Counselors, Administration, Attendance personnel, Classroom teachers	4A.2. Students' progress will be monitored through the use of SRI, FAIR, and Diagnostics. In addition, Level 1 students will include the use of READ 180 assessment data and reports.  Percent of students making progress toward benchmark will be assessed through reading diagnostic assessments.	4A.2. Assessment data (FCAT, Reading Diagnostics, SRI, READ 180 reports, SAL-P) will determine if students are progressing towards proficiency on benchmarks and/or making adequate progress on benchmarks.
3	4A. 3. Opportunities for reading outside of the classroom.	4A. 3. Encourage 20 minutes of reading daily outside of classroom.	4A. 3. Parents/Guardians, Classroom teacher	4A. 3. Students' progress will be monitored through the use of SRI, FAIR, and Diagnostics. In addition, Level 1 students will include the use of READ 180 assessment data and reports.  Percent of students making progress toward benchmark will be assessed through reading diagnostic assessments.	4A. 3. Assessment data (FCAT, Reading Diagnostics, SRI, READ 180 reports, SAL-P) will determine if students are progressing towards proficiency on benchmarks and/or making adequate progress on benchmarks.
	4A.4. Students not completing	4A.4. Agendas and Edline will	4A.4. Parents/guardians,	4A.4. Students' progress will be	4A.4. Assessment data

4	assigned classwork and homework which inhibits growth in reading.	be checked on a daily basis. Student conferencing will be performed in order to monitor progress.	Classroom teachers, Administration, Students	monitored through the use of SRI, FAIR, and Diagnostics. In addition, Level 1 students will include the use of READ 180 assessment data and reports. Percent of students making progress toward benchmark will be assessed through reading diagnostic assessments.	(FCAT, Reading Diagnostics, SRI, READ 180 reports, SAL-P) will determine if students are progressing towards proficiency on benchmarks and/or making adequate progress on benchmarks.
5	4A.5. Disfluency in oral reading	4A.5. Use of Six Minute Solution or other fluency program on a regular basis	4A.5. Intensive Reading teachers	4A.5. Students' progress will be monitored through the use of SRI, FAIR, and Diagnostics. In addition, Level 1 students will include the use of READ 180 assessment data and reports. Percent of students making progress toward benchmark will be assessed through reading diagnostic assessments.	4A.5. Assessment data (FCAT, Reading Diagnostics, SRI, READ 180 reports, SAL-P) will determine if students are progressing towards proficiency on benchmarks and/or making adequate progress on benchmarks.

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 # By 2017, 90% of IMS students will be proficient in reading as evident on the 2017 standardized test (PARCC). 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	77	83	84	86	88	

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:	Student subgroups by ethnicity will make satisfactory gains in reading, with a 5% growth increase in each subgroup.			
2012 Current Level of Performance:	2013 Expected Level of Performance:			
White: 82% Black: 45% Hispanic: 68% Asian: 90% American Indian: 54%	White: 87% Black: 50% Hispanic: 73% Asian: 95% American Indian: 59%			
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
5B.1. Only FCAT level 1 and 2 take intensive reading.	5B.1. Other levels in all subgroups will receive reading instruction	5B.1. All classroom teachers	5B.1. Progress monitored through the use of SAL-P data chats focusing on	5B.1. 2013 FCAT Fall & Winter diagnostics,

1		through core classes. Students in all subgroups will be encouraged to participate in an after-school reading tutorial.	Reading tutorial teacher	diagnostic testing, SRI assessments, FAIR and Reading Counts.	EDW reports, SRI, Reading Counts
2	5B.2. Lack of class reading.	5B.2. Classroom teachers will be encouraged to take students to media center to check out books.  Students will be encouraged to participate in Reading Counts incentive program.  Students will be required to complete summer reading.	5B.2. All classroom teachers  All classroom teachers, Media Specialist  Language Arts teachers, Media Specialist	5B.2. Students required to complete Reading Counts tests.	5B.2. Reading Counts tests.
3	5B.3. Hispanic students may not have English spoken at home.	5B.3. Students will receive English instruction through core classes.	5B.3. All classroom teachers	5B.3. Progress will be monitored through data chats and diagnostic data.	5B.3. Fall & Winter Diagnostics, EDW reports
4	5B.4. Technology may not be available to students in all subgroups.	5B.4. Media center will be open on Monday, Wednesday and Friday mornings to allow students to use computers.	5B.4. Media Specialist	5B.4. Progress will be monitored through diagnostic data.	5B.4. 2013 FCAT test, diagnostics

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

5C. English Language Learners (ELL) not making satisfactory progress in reading.  Reading Goal #5C:	The percentage of ELL students not making satisfactory progress in reading will decrease from 13% to 8% on the 2013 FCAT Reading Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 6-8, 13% (2) of our ELL students scored at proficiency on the 2012 Reading FCAT Test.	In grades 6-8, 18% (3) of our ELL students will score at proficiency on the 2013 Reading FCAT Test.

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5C.1. English language proficiency	5C.1. Provide literacy instruction to our ELL students	5C.1. ELL Contact, Instructional Staff,  Community Language Facilitator, Parents	5C.1 SRI scores, Fall Diagnostics	5C.1. SRI scores, FCAT scores
2	5C.2. Parent knowledge of the English Language	5C.2. Provide parent meetings to share students' progress (when needed).	5C.2. ELL Contact, Instructional Staff,  Community Language Facilitator, Parents	5C.2. SRI scores, Fall Diagnostics, FCAT scores	5C.2. SRI scores, FCAT scores

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading.  Reading Goal #5D:	In grades 6-8 74% of SWD students will make satisfactory progress in reading on the 2013 Reading FCAT test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 6-8, 69% (188) of our SWD students made satisfactory progress on the 2012 Reading FCAT Test.	In grades 6-8, 74% (127) of our SWD students will make satisfactory progress in reading on the 2013 Reading FCAT Test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5D.1. Approximately 51% of our SWD did not make AYP.	5D.1. We will provide meaningful and differentiated instruction in order to assist these students in meeting AYP.	5D.1. Administration, ESE Contact, ESE teachers, Classroom teachers	5D.1. Data chats, SAL-P reports, FCAT reports	5D.1. 2013 FCAT Reading test
2	5D.2. Poor vocabulary and lack of independent reading outside of school	5D.2. Provide intensive reading classes for all SWD that are scoring below proficiency in reading	5D.2. Instructional Staff, ESE Teachers, ESE Contact, Reading Teachers	5D.2. SRI Scores, EDW reports, Fall & Winter Diagnostics, FCAT scores	5D.2. 2013 FCAT Reading test

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

5E. Economically Disadvantaged students not making satisfactory progress in reading.  Reading Goal #5E:	In grades 6-8, 62% of economically Disadvantaged students will meet proficiency and/or meet state requirements for the 2013 FCAT Reading test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 6-8, 57% (198) of our economically disadvantaged students made proficiency and/or meet state requirements on the 2012 Reading FCAT Test.	In grades 6-8, 62% (230) of our economically disadvantaged students will meet proficiency and/or meet state requirements on the 2013 Reading FCAT Test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5E.1. Approximately 57% of our ED students did not meet AYP.	5E.1 We will provide meaningful and differentiated instruction to ensure that these students make AYP.	5E.1. Administration, Classroom teachers	5E.1 SAL-P reports, Diagnostic reports, FCAT reports	5E.1. 2013 FCAT Reading Scores
2	5E.2. Lack of independent reading outside of school	5E.2. Utilize community and school resources in order to provide ED students with appropriate literature	5E.2. Students, Parents, Instructional Staff, Media Specialist	5E.2. Classroom performance, Reading Diagnostics, SRI	5E.2. 2013 FCAT Reading Scores
3	5E.3. Lack of literary resources in the home	5E.3. Increase independent reading time at home	5E.3. Students, Parents, Instructional Staff, Media Specialist	5E.3. Classroom performance, Reading Diagnostics, SRI	5E.3. 2013 FCAT Reading Scores

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Differentiated Instruction	6, 7, 8	District Curr. Specialists	School-wide	PDD (monthly)	Agendas, Observation	PDC, Administration
High Yield Reading Strategies	6, 7, 8	District & School Based Staff	School-wide	PDD (monthly)	Agendas, Observation	PDC, Administration
CB Test Taking Strategies	6, 7, 8	District Staff	School-wide	PDD (monthly)	Agendas, Observation	PDC, Administration

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide high interest books for students at all academic levels: below, at and above proficiency in reading across all grade levels.	Follett Bound hard cover and E-Books	SAC School Improvement Funds	\$1,000.00
Students scoring below proficiency in reading will receive supplemental FCAT prep instruction through the use of practice workbooks.	FCAT prep workbooks	Break Away-Triumph Learning Buckle Down Triumph Learning	\$1,000.00
Subtotal:			\$2,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Students will engage in close reading both in and outside of school using Edmodo, the Subtext application for I Pad via Google E-Books, Follett Shelf E-Books and the free E-Books. Teachers will set-up profiles and group students to allow them to connect with cross-curricula fiction and non-fiction texts, determine main idea and author's purpose, draw inferences, document supporting details, and continually improve their comprehension and literary analysis skills in an electronic mode which allows students to engage in discourse with the teacher and peers in a supervised setting both in school and independently.	Edmodo, Common Core Standards, Google E-Books, Follett Shelf E-Books, I Books, Project Based Learning on-Line Community, additional on-line curriculum specific communities within Edmodo.	SAC School Improvement Funds & PTO	\$1,000.00
Subtotal:			\$1,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
During PDD, teachers will attend a sixty minute session to enroll themselves in Edmodo, create their profiles, create their groups and	Computer labs, Edmodo School		

then explore online communities and resources related to their academic areas. Teachers will post their group code and the etiquette letter of introduction to parents and students on Edline. Teachers may complete the TrainU course also available from the district website.	code, Edline, TrainU Departments may explore the costs of various apps desired for purchase specific to content areas or for school-wide use.	PBCSD Professional Development No additional cost to the school to enroll and set up. App prices vary.	\$50.00
			Subtotal: \$50.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
Incentives	Reading Counts school-wide reading incentive	School Improvement Funds	\$1,050.00
			Subtotal: \$1,050.00
			<b>Grand Total: \$4,100.00</b>

End of Reading Goals

## Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking. CELLA Goal #1:		In grades 6-8, 78% of our ELL students will score proficient in listening/speaking.			
2012 Current Percent of Students Proficient in listening/speaking:					
In grades 6-8, 73% (16) ELL students were proficient in listening/speaking in 2012.					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Lack of language support at home.	1.1. English language instruction received in intensive reading and language arts.	1.1. Reading teachers ESOL certified teachers All classroom teachers	1.1. SAL-P data chats Fall & Winter diagnostics	1.1. FCAT scores EDW reports Fall & Winter diagnostics SRI FAIR

Students read in English at grade level text in a manner similar to non-ELL students.					
2. Students scoring proficient in reading. CELLA Goal #2:		In grades 6-8, 37% of our ELL students will score proficient in reading.			
2012 Current Percent of Students Proficient in reading:					
In grades 6-8, 32% (7) students scored proficient on the 2012 FCAT Reading test.					
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	2.1. Reading outside of the classroom.	2.1. Media center visits will be encouraged in all content area classrooms.  Students will be encouraged to read nightly by teachers.	2.1. Media Specialist, Reading teachers,  All classroom teachers	2.1. SAL-P data chats, Fall & Winter diagnostics	2.1. 2013 FCAT Reading scores

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

3. Students scoring proficient in writing.

CELLA Goal #3:

In grades 6-8, 46% of our ELL students will score proficient in writing.

2012 Current Percent of Students Proficient in writing:

In grades 6-8, 41% (9) ELL students scored proficient on the 2012 FCAT Writing test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3.1. Lack of language support at home.	3.1. English language instruction received in intensive reading and language arts.	3.1. Reading teachers ESOL certified teachers All classroom teachers	3.1. SAL-P data chats Fall & Winter diagnostics	3.1. FCAT scores EDW reports Fall & Winter diagnostics SRI FAIR

CELLA Budget:

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



Subtotal: \$0.00

Grand Total: \$0.00

*End of CELLA Goals*

## Middle School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics.  Mathematics Goal # 1a:	Students achieving proficiency (FCAT level 3), in math, will increase from 76% to 81% on the 2013 FCAT Mathematics Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 6-8, 76% (948) of students achieved a level 3 on the 2012 administration of the FCAT Mathematics Test.	In grades 6-8, 81% (1070) of students will achieve a level 3 on the 2013 administration of the FCAT Mathematics test.

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1A.1 Students that are proficient do not receive the benefit of an After-School Tutorial/Enrichment Program	1A.1. To differentiate instruction within the core area subjects to meet the needs of the various learners in an effort to increase proficiency in math.  Provide weekly morning math enrichment opportunities.	1A.1. Instructional Staff Administration	1A.1. Fall and Winter Diagnostic CORE K-12 Classroom Assessments Interim Benchmark Assessments	1A.1. Math Diagnostic SAL-P reports 2013 FCAT Mathematics score

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:	Students achieving levels 4, 5, and 6 on the FAA in mathematics will increase from 67% to 72% on the 2013 FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 6-8, 67% (2) of students achieved proficiency on the 2012 administration of the FCAT Mathematics Test.	In grades 6-8, 72% (1) of students will achieve high standards on the 2013 administration of the FCAT Mathematics test.

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student receives instruction through ESE class.	Increase instruction of test taking strategies.	ESE Instructional staff	Monitor classroom assessments	FAA test

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	
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Level 4 in mathematics. Mathematics Goal #2a:	Students achieving above proficiency (FCAT level 4 or 5) in math will increase from 46% to 51% on the 2013 FCAT Mathematics Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 6-8, 46% (573) of the students performed above proficiency (FCAT levels 4 and 5) on the 2012 administration of the FCAT Mathematics Test.	In grades 6-8, 51% (674) of the students will achieve above proficiency (FCAT levels 4 and 5) on the 2013 administration of the FCAT Mathematics test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2A.1 Students scoring level 4 or 5 do not receive enrichment opportunities.	2A.1. Students will be provided with differentiated instruction and data chats will be used throughout the school year to monitor student performance	2A.1. Instructional Staff Administration	2A.1. Math Diagnostics SAL-P Reports Core K-12 results EDW	2A.1. 2013 FCAT Mathematics scores

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	We will maintain our current achievement level of 100% of our ESE students scoring at or above level 7 in Math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 6-8, 100% (2) students scored at or above a level 7 on the 2012 Florida Alternative Assessment.	In grades 6-8, 100% (1) will score at or above a level 7 on the 2013 Florida Alternative Assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2B.1. Students taking the FAA this year may be at a lower ability level than students in prior years.	2B.1. Analyze students prior data to determine proficiency level and achievement gaps.	2B.1. Individual ESE teachers	2B.1. EDW reports Teacher assessments	2B.1. FAA scores

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	The number of students making learning gains in mathematics will increase from 72% to 77% on the 2013 FCAT Mathematics Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 6-8, 72% (765) of the students made learning gains on the 2012 administration of the FCAT Mathematics Test.	In grades 6-8, 77% (845) of the students will make learning gains on the 2013 administration of the FCAT Mathematics Test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3A.1. Students do not practice math skills outside of school environment	3A.1. Provide ongoing data chats, parent conferences and incentives to motivate students that make learning gains on the FCAT	3A.1. Instructional Staff Parents Students Administration	3A.1. Math Diagnostic scores EDW SAL-P	3A.1. 2013 FCAT Mathematics Scores
2	3A.2. Students will not be eligible for tutorial.	3A.2. SAL-P chats will be held with all students for the purpose of goal setting.	3A.2. Administration Classroom teachers	3A.2. Administration will follow up with students and teachers	3A.2. Fall & Winter Diagnostics

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:	The number of students making learning gains in math will increase from 33% to 38% on the 2013 FAA test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 6-8, 33% (1) of the students made learning gains in math on the 2012 FAA test.	In grades 6-8, 38% (1) of the students will make learning gains in math on the 2013 FAA test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3B.1. Students do not practice math skills outside of the school environment.	3B.1. Provide ongoing data chats, parent conferences and incentives to motivate students.	3B.1. Instructional staff, Parents, students, administration	3B.1. EDW, SAL-P, subject assessments	3B.1. 2013 FAA math scores

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.  Mathematics Goal #4:	Students in the lowest 25% will increase their learning gains from 57% to 62% on the 2013 FCAT Mathematics Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 6-8, 57% of the students in the lowest 25% made learning gains on the 2012 administration of the FCAT Mathematics Test.	In grades 6-8, 62% of the students in the lowest 25% will make learning gains on the 2013 administration of the FCAT Mathematics Test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1	4A.1. A number of our lowest 25% did not make learning gains, specifically our SWD and ED students.	4A.1. We will provide differentiated instruction and monitor student performance throughout the school year to ensure that learning gains are made for our lowest 25%.	4A.1. Administration, Classroom teachers	4A.1. Data Chats, SAL-P reports, Diagnostic reports, FCAT reports	4A.1. 2013 FCAT Mathematics scores
2	4A.2. 43% of our students within the lowest 25% did not make learning gains on the 2012 FCAT Math test.	4A.2. Provide an After-School Tutorial Program for our targeted population	4A.2. Instructional Staff Administration	4A.2. Math Diagnostic Scores	4A.2. 2013 FCAT Mathematics scores

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 # By 2017, 90% of the students at IMS will be proficient in mathematics as evident on the 2017 standardized test (PARCC). 5A :					
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Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	76	83	85	87	88	

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:	Student subgroups by ethnicity will make satisfactory gains in math, with a 5% growth increase in each subgroup.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 79% Black: 50% Hispanic: 70% Asian: 100% American Indian: 54%	White: 84% Black: 55% Hispanic: 75% Asian: 100% American Indian: 59%

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	5B.1. Lack of motivation	5B.1. Classroom teachers will meet with low performing students to conduct data chats and motivation thru goal setting.	5B.1. Classroom teachers	5B.1. Fall & Winter diagnostic, CORE K-12 assessments	5B.1. 2013 FCAT Math scores

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics.  Mathematics Goal #5C:	The percentage of ELL students not making satisfactory progress in math will decrease from 40% to 35% on the 2013 FCAT Mathematics Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:

In grades 6-8, 40% (6) of ELL students achieved proficiency on the 2012 administration of the FCAT Mathematics Test.

In grades 6-8, 35% (6) of ELL students will achieve high standards on the 2013 administration of the FCAT Mathematics test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5C.1 Approximately 60% of our ELL students did not make satisfactory progress in mathematics.	5C.1 Classroom teachers will meet with low performing students to conduct data chats and motivation thru goal setting.	5C.1 Classroom teachers	5C.1 Fall & Winter diagnostics, CORE K-12 assessments	5C.1 2013 FCAT Math scores
2	5C.2 Students do not understand math concepts.	5C.2 Use of manipulatives in daily instruction.	5C.2 DIL, Administration	5C.2 Diagnostic tests, CORE K-12 assessments	5C.2 2013 FCAT Math scores

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.

The percentage of SWD not making satisfactory progress in math will decrease from 70% to 65% on the 2013 FCAT Mathematics Test.

Mathematics Goal #5D:

2012 Current Level of Performance:

2013 Expected Level of Performance:

In grades 6-8, 70% (191) of our students with disabilities made satisfactory progress in math on the 2012 FCAT Mathematics Test.

In grades 6-8, 65% (111) of our students with disabilities will make satisfactory progress on the 2013 FCAT Mathematics Test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5D.1. Approximately 51% of our SWD did not make AYP.	5D.1. Approximately 51% of our SWD did not make AYP.	5D.1. Administration, ESE Contact Person, ESE teachers, Classroom teachers	5D.1. Data chats, SAL-P reports, FCAT reports	5D.1. 2013 FCAT Mathematics Scores
2	5D.2. Approximately 30% of our SWD did not make satisfactory progress in mathematics.	5D.2. Provide differentiated instruction in order to assist these students make satisfactory progress in math.	5D.2. Instructional Staff Administration	5D.2. Math Diagnostic Scores SAL-P Data Chats	5D.2. 2013 FCAT Mathematics Scores

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

E. Economically Disadvantaged students not making satisfactory progress in mathematics.

The percentage of Economically Disadvantaged students not making satisfactory progress in math will decrease from 59% to 54% on the 2013 FCAT Mathematics

Mathematics Goal E:

2012 Current Level of Performance:

2013 Expected Level of Performance:

In grades 6-8, 59% (205) of our economically disadvantaged students made proficiency and/or meet state requirements on the 2012 FCAT Mathematics Test.

In grades 6-8, 54% (201) of our economically disadvantaged students will meet proficiency and/or meet state requirements on the 2012 FCAT Mathematics Test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5E.1. Approximately 41% of our ED students did not meet AYP.	5E.1 Provide relevant differentiated instruction in math  Increase the use of manipulatives, simulations, and hands-on activities to reinforce mathematical concepts	5E.1. Instructional Staff Administration	5E.1. Math Diagnostic Scores SAL-P	5E.1. 2013 FCAT Mathematics scores

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:	In grades 7- 8, 25% of our students will achieve a level 3 on the 2013 Algebra I EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 7-8, 22% (29) students achieved a level 3 on the 2012 Algebra I EOC.	In grades 7-8, 25% (56) students will achieve a level 3 on the 2013 Algebra I EOC.

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Gaps in learning due to the 7th grade students jumping to Algebra I Honors	1.1. Teachers will identify students that need additional support utilizing classroom performance and assessments.	1.1. Mathematics Teachers	1.1. Math Diagnostics EOC Diagnostics Core K-12 Results	1.1. 2013 Algebra I EOC
2	1.1. Gaps in learning due to the 7th grade students jumping to Algebra I Honors	1.2 Teachers will encourage student use of online practice i.e. interactmath.com.	1.2 Mathematics Teachers	1.2 Math Diagnostics EOC Diagnostics Core K-12 Results	1.2 2013 Algebra I EOC
3	1.1. Gaps in learning due to the 7th grade students jumping to Algebra I Honors	1.3 Teachers will provide extra help sessions and refer students to available tutoring sessions.	1.3 Mathematics Teachers	1.3 Math Diagnostics EOC Diagnostics Core K-12 Results	1.3 2013 Algebra I EOC

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.	In grades 7-8, 80% of students will achieve a level 4 or 5
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Algebra Goal #2:	on the 2013 Algebra I EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 7-8, 78% (104) of the students achieved level 4 or 5 on the 2012 Algebra I EOC.	In grades 7-8, 80% (179) will achieve a level 4 or 5 on the 2013 Algebra I EOC.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. Lack of experience solving word problems and in determining what technique to use to solve more advanced algebra problems	2.1. Teachers will utilize EOC Benchmark worksheets to supplement instruction and practice concepts applied to real world settings	2.1. Mathematics Teachers	2.1. Math Diagnostics EOC Diagnostics Core K-12 Results	2.1. 2013 Algebra I EOC
2	Students not familiar with tools and resources available on ePat.	2.2. Increase availability of computer lab for Algebra classes	2.2. Mathematics Teachers	2.2. Math Diagnostics EOC Diagnostics Core K-12 Results	2.2. 2013 Algebra I EOC

End of Algebra EOC Goals

## Geometry End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Geometry.  Geometry Goal #1:	In grades 7-8, 20% of our students will score a level 3 on the Geometry EOC in 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
n/a	In grades 7-8 20% (9) of our students will achieve a level 3 on the 2013 Geometry EOC test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Gaps in learning/skills due to students jumping from 6th grade to Algebra I Honors	1.1. Utilize instructional frameworks and identify students in need of remediation	1.1. Parents Students Mathematics Teachers Administration	1.1. Geometry EOC Diagnostics	1.1. 2013 Geometry EOC

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.	In grades 7-8, 80% of our students will score a level 4 or
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Geometry Goal #2:	5 on the Geometry EOC in 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Geometry EOC was not offered to grades 7-8 in 2012.	In grades 7-8, 80% of the students will score a level 4 or 5 on the 2013 Geometry EOC test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. Students may maintain proficiency however, they do not make adequate learning gains	2.1. Higher order Questions Differentiated Instruction Utilize online resources Math Competitions	2.1. Parents Students Mathematics Teachers Administration	2.1. Geometry EOC Diagnostics	2.1. 2013 Geometry EOC

*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
Quarterly District Professional Development for Math Dept.	6-8	District Staff	All Mathematics Teachers	Quarterly	Best Practices Sharing	PDC, DIL, Administration

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Department professional development training	Temporary coverage for professional development	SAC	\$500.00
			Subtotal: \$500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00

## Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT2.0: Students scoring at Achievement Level 3 in science.  Science Goal #1a:			The number of 8th grade students scoring level 3 in Science will increase from 47% to 52% by the June 2013 FCAT Science Test		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
In grade 8, 47% (179) students achieved a level 3 on the 2012 FCAT Science test.			In grade 8, 52% (229) of students will achieve level 3 on the 2013 FCAT Science test.		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1A.1. Students do not have the necessary content vocabulary	1A.1. Incorporate FCAT Explorer to increase vocabulary and comprehension skills	1A.1. Science Teachers Parents Students Administration	1A.1. Classroom Tests Science Diagnostics Interim Assessments	1A.1. 2013 FCAT Science Test
2	1A.2. Lack of computer access at home	1A.2. Incorporate usage of computer lab w/in science classes	1A.2. Science Teachers Administration	1A.2. Classroom performance Science Diagnostics	1A.2. 2013 FCAT Science Test.

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 maintain 100% of our students taking the FAA in science and scoring a level 7		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
In grades 6-8, 100% (2) of our students scored a level 7 on the 2012 Florida Alternative Assessment.			In grades 6-8, 100% (1) student will score a level 7 on the 2013 Florida Alternative Assessment.		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1B.1. Students have difficulties with vocabulary, reading fluency and comprehension	1B.1. Small group instruction/differentiated instruction	1B.1. Science Teachers Administration ESE Teachers	1B.1. Diagnostics Teacher/Student Data chat	1B.1. FAA Science Score

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:	Students scoring level 4 or 5 in Science will increase from 16% to 20% by the 2013 FCAT Science Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grade 8, 16% (63) of the students performed above proficiency (FCAT levels 4 and 5) on the 2012 administration of the FCAT Science Test.	In grade 8, 20% (88) of the students will achieve above proficiency (FCAT levels 4 and 5) on the 2013 administration of the FCAT Science Test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2A.1. Lack of available supplemental materials	2A.1 Use online and outside supplemental materials in science	2A.1 Science Teachers	2A.1. Classroom Assessments Science Diagnostics Interim Assessments	2A.1. 2013 FCAT Science Test
2	2A.2. Lack of parental involvement	2A.2. Increase parent usage of Edline and offer incentives	2A.2. Science Teachers	2A.2. Edline Monitoring Parental Feedback	2A.2. Edline management tool
3	2A.3. Lack of Teacher collaboration	2A.3. Increase collaboration beyond weekly meeting time	2A.3. Science Teachers	2A.3. Sign-in sheets Self Reflection	2A.3. Sign-in sheets

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science.  Science Goal #2b:	We will maintain our current achievement levels of 100% of our ESE students scoring at or above level 7 in Science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 6-8, 100% (2) students scored at or above a level 7 on the 2012 Florida Alternative Assessment.	In grades 6-8, 100% (1) students will score at or above a level 7 on the 2013 Florida Alternative Assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2B.1. In previous years only one student achieved a level 7 on the test.	2B.1. Reflect/analyze diagnostic scores to identify possible student levels below a level 7.	2B.1. Individual teachers	2B.1. EDW reports Student/teacher conference	2B.1. FAA scores

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Effective Instructional Strategies in science	6-8	Science Dept. DIL	Science Dept.	PDD (monthly)	Lesson plan review, Observation, Diagnostic scores/EDW	DIL Administration

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Hands-on Classroom Labs	Essential lab materials to reinforce concepts	School Improvement Funds	\$1,300.00
			Subtotal: \$1,300.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Departmental Planning	Temporary Coverage for planning purposes	School Improvement Funds	\$700.00
			Subtotal: \$700.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$2,000.00

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing.  Writing Goal #1a:	Students achieving proficiency (FCAT level 3 & higher) in writing will maintain proficiency and experience learning gains on the 2013 FCAT Writing test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grade 8, 87% (331) of the students will achieve high standards on the 2012 administration of the FCAT Writing test.	In grade 8, 92% (405) of the students will achieve high standards on the 2013 administration of the FCAT Writing test.
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1A.1. Student's background knowledge of grammar and mechanics	<p>1A.1. Students will use the writing process daily; work samples for monitoring growth will be kept.</p> <p>Student writing samples will be reviewed and scored by teachers on an on-going basis.</p> <p>Common core Standard monitoring and strengthening the writing process with proper grammar and mechanics.</p> <p>PDD- Writing Across the Curriculum – involve all subjects with grammar and mechanical writing strategies.</p>	<p>1A.1. Administration</p> <p>Language Arts teachers</p> <p>Mathematics teachers</p> <p>Science teachers</p> <p>Elective teachers</p>	<p>1A.1. Student writing portfolios to include different genres of writing.</p> <p>Palm Beach Writes scores and writing samples will be reviewed by teachers.</p> <p>Data will be discussed/analyzed at learning team meetings across the curriculum.</p>	<p>1A.1. Data will be used to monitor Palm Beach Writes scores – 2013.</p> <p>FCAT Writes scores 2012</p> <p>Grammar and Mechanics monitored across the curriculum.</p> <p>Track progress made in portfolio from 8/12 – 6/13.</p>

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.  Writing Goal #1b:	Students achieving level 4 or higher on the FAA will maintain 100% on the 2013 FAA test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 6-8, 100% (1) of the students scored 4 or higher in writing on the 2012 FAA test.	In grades 6-8, 100% (1) of the students will score 4 or higher in writing on the 2013 FAA test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1B.1 Students may not have the writing skills necessary for this level of writing.	1B.1 Writing across the curriculum to improve writing skills.	1B.1 Classroom teachers	1B.1 Palm Beach Writes, School-wide writing contest, classroom writing assignments	1B.1 2013 FAA test

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

Writing Across the Curriculum training for grammar and mechanical strategies for all teachers.	6-8 classroom teachers	DIL Language Arts	6-8 classroom teachers	Early release, ongoing	PDD sign in sheets, Review of lesson plans	Administration
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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
To provide coverage for language arts teachers so that they may meet to discuss anchor charts, scoring, etc.	Sub funds	SAC School Improvement Funds	\$500.00
			Subtotal: \$500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$500.00</b>

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:	
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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:	-Our attendance rate for students missing 11-20 days of school has decreased and we plan to decrease this percentage for all sub-groups.				
2012 Current Attendance Rate:	2013 Expected Attendance Rate:				
-Our attendance rate for 2011 we decreased the student attendance ratio from 17.19% to 14.66% of students that missed 11-20 days of school.	-We anticipate decreasing the attendance rate by 3% from 14.66% to 11.55% of students missing 11-20 days of school.				
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)				
-Currently, we had 198 students that missed 10 or more school days.	-We anticipate a 3% decrease in the number of students missing 10 or more days of school.				
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)				
-Currently, we have 3 students that have excessive tardies of 10 or more periods.	-We anticipate decreasing the amount of students that have excessive tardies of 10 or more periods by 2%.				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students will continue to have excessive absences.	Absent students will meet with an administrator after 5 absences in a grading period to discuss attendance.	Attendance clerk, administration.	Measurable decline in excessive absences on Attendance reports.	TERMS attendance report.
2					
3					

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
			<b>Grand Total: \$0.00</b>

*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:	Based on the SY11 discipline report, Independence Middle School will reduce the number of suspensions by 2% in 2012.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
IMS had 115 in-school suspension students during the 2010-2011 school year, which decreased from 188 in 2009-2010. Our suspension rate decreased from 13.75% in 2010 to 8.51% in 2011.	We anticipate having a 2% decrease in the ISS rate for 2011-2012.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
We had a total of 115 students receive in-school suspension for 2010-2011.	We anticipate reducing the number of students receiving in-school suspension to 110.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions

In 2011 we had 137 out of school suspensions.	We anticipate decreasing the number of out of school suspensions to 135 for 2012.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
We had 137 students suspended out of school in 2011.	We anticipate decreasing the number of out of school suspensions by 2%.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teacher buy-in and support	A Positive Behavior Support program will be implemented and utilized by the school to emphasize desired behaviors.	Administration, PBS Committee.	Monitoring of Discipline reports. EDW reports PBS surveys	EDW PBS surveys
2	Consequences for inappropriate behavior.	1. A Positive Behavior Support program will be implemented and utilized by the school to emphasize desired behaviors. 2. Monitoring of students with multiple discipline issues. 3. Character Education	Administration, PBS Committee	1. Monitoring of Discipline reports and PBS surveys. 2. Reduction in discipline referrals.	EDW, PBS surveys
3					

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

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

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

Suspension Budget:

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

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

*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:

<p>1. Parent Involvement</p> <p>Parent Involvement Goal #1:</p> <p><i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i></p>	<p>In grades 6-8, 81% of students will achieve a year's worth of progress in reading and math, according to the School Accountability Report (SAR).</p>
<p>2012 Current Level of Parent Involvement:</p>	<p>2013 Expected Level of Parent Involvement:</p>
<p>over 2500 parent involvement hours</p>	<p>In SY12 our number of students meeting proficiency on the 2012 FCAT Mathematics and Reading test will increase by 3%.</p>

### 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. Communication between parent(s), community and school.	1. Encourage families to attend Curriculum Night and to participate in Reading Counts, and scheduled "Reading Nights." 2. Reward students that meet RC goals. 3. Schedule "FCAT Math Night" 4. Edline use 5. Parent and community involvement (tutorial, mentoring)	1. Administration Media Specialist Reading Coach 2. Administration Media Specialist Reading Coach 3. Math Teachers 4. Edline contact	1. Collect participation data and survey families. 2. Track Student RC data.	1. Parent Attendance Sign-In sheets 2. RC management profiles
2					
3					

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

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

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

Parent Involvement Budget:

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

*End of Parent Involvement Goal(s)*

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

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM STEM Goal #1:			In grades 6-8, academic focus will be physics and nature of science.		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	1.1 Students do not have the background knowledge in STEM	1.1 Physical science labs in classroom activities.	1.1 Department Instructional Leader,	1.1 Teacher assessments specific to benchmarks	1.1 Chapter tests and activities, CORE K-12

1	benchmarks.	Review diagnostics. Cover nature of science through lessons all year long.	Teachers		
2	1.2 Cost of labs	1.2 Community sponsors	1.2 Department Instructional Leader	1.2 Research based materials	1.2 Chapter tests and activities

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
Science Summit - inquiry based hands on activities.	White boards, expo markers, various consumable/non lab supplies	Lab fees (approximately 15.00 per student)	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Using school based computer lab	Third computer lab	n/a	\$0.00
IPad (two for the department)	Educational applications supporting CORE benchmarks	SAC	\$800.00
			Subtotal: \$800.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
IPad/app training	Media specialist/IT with Apple knowledge	n/a	\$0.00
Inquiry Institute Supplemental Materials/books		SAC	\$650.00
			Subtotal: \$650.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Palm Beach Post Current Science Events	Newspaper	SAC	\$80.00
			Subtotal: \$80.00
			<b>Grand Total: \$1,530.00</b>

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:	Provide an opportunity for 20% of CTE students (100 out of 500) to participate in school-based enterprises, internships, extenships and/or on the job training.				
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	Time out of CTE computer classrooms for district and statewide computer tests.	Partnerships with community Provide school-work simulations.	CTE Teachers Administration	Teachers will use hands on activities to assist students.  Maintain progress reports of these students.	Classroom assessments including projects and tests.

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
CTE	6-8	District	CTE Teachers 6-8	August	Attendance	Administration
FBLA State Leadership Conference	6-8	State	CTE Business Teachers	April	Attendance	Administration

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
District Technology Conference	District Business	n/a	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
CTE Seminar	District	n/a	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount

CTE Recognition Dinner	District Career Choice programs department	SAC	\$200.00
			Subtotal: \$200.00
			Grand Total: \$200.00

*End of CTE Goal(s)*

## Additional Goal(s)

### Single School Culture Goal:

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. Single School Culture Goal Single School Culture Goal # 1:		Every school in Palm Beach County recognizes the importance of a single school culture and positive behavior. Independence will implement a school-wide positive behavior program designed to emphasize behavior expectations.			
2012 Current level:		2013 Expected level:			
n/a		In grades 6-8, 100% (1321) of our students will be introduced to a positive behavior program designed to improve school-wide behavior.			
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	Not all staff and students will adhere to the program.	A Positive Behavior Support Program will be put in place to promote single school culture in which all students and staff participate. Its purpose will be to build a climate where students know the behavior expectations through Eagles SOAR: S-Safety, O-Opportunity, A-Academics, R-Respect. In addition, students will demonstrate appropriate behaviors as designated in our school-wide matrix.	Classroom teachers, Non-instructional staff, Administration	Monitoring of Discipline referrals, School-Based Team referrals, EDW reports.	EDW reports

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

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

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



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
District approved form to reduce level 1 behaviors	Corrective Behavior Intervention Forms	PTO	\$0.00
Incentives for positive behavior	Incentives vary from movie passes to food items.	SAC	\$1,500.00
			Subtotal: \$1,500.00
			<b>Grand Total: \$1,500.00</b>

*End of Single School Culture Goal(s)*

## Appreciation for Multicultural Diversity Goal:

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. Appreciation for Multicultural Diversity Goal Appreciation for Multicultural Diversity Goal #1:	Every school in Palm Beach County recognizes and values the racial, ethnic, cultural and language diversity represented in their school. We see it as imperative that all staff members are actively involved in preparing students to interact effectively and positively in a multicultural society. Incorporating culturally responsive, research-based instructional practices across the curriculum affirms our commitment to emphasizing the important role of multicultural education in teaching and learning. School-based initiatives focus on professional development, intergroup relations, equity, democratic governance, and increased academic achievement opportunities for all students. Our goal is to foster appreciation by students and staff of the diverse racial, ethnic, cultural, and language diversity groups represented in our schools, our system, the United States, and the world.				
2012 Current level:	2013 Expected level:				
n/a	In grades 6-8, 35% (462) of our students will participate in a Multi-Cultural Fair in 2013.				
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
	Students do not	Hold a multicultural	Multicultural	Student participation,	EDW reports

1	respect others ethnicity.	fair/week and educate students school-wide about different cultures.	committee, Administration	Decrease in race related discipline infractions	
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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						

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 Appreciation for Multicultural Diversity Goal(s)

# FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Provide high interest books for students at all academic levels: below, at and above proficiency in reading across all grade levels.	Follett Bound hard cover and E-Books	SAC School Improvement Funds	\$1,000.00
Reading	Students scoring below proficiency in reading will receive supplemental FCAT prep instruction through the use of practice workbooks.	FCAT prep workbooks	Break Away-Triumph Learning Buckle Down Triumph Learning	\$1,000.00
Science	Hands-on Classroom Labs	Essential lab materials to reinforce concepts	School Improvement Funds	\$1,300.00
STEM	Science Summit - inquiry based hands on activities.	White boards, expo markers, various consumable/non lab supplies	Lab fees (approximately 15.00 per student)	\$0.00
				Subtotal: \$3,300.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Students will engage in close reading both in and outside of school using Edmodo, the Subtext application for I Pad via Google E-Books, Follett Shelf E-Books and the free E-Books. Teachers will set-up profiles and group students to allow them to connect with cross-curricula fiction and non-fiction texts, determine main idea and author's purpose, draw inferences, document supporting details, and continually improve their comprehension and literary analysis skills in an electronic mode which allows students to engage in discourse with the teacher and peers in a supervised setting both in school and independently.	Edmodo, Common Core Standards, Google E-Books, Follett Shelf E-Books, I Books, Project Based Learning on-Line Community, additional on-line curriculum specific communities within Edmodo.	SAC School Improvement Funds & PTO	\$1,000.00
STEM	Using school based computer lab	Third computer lab	n/a	\$0.00
STEM	IPad (two for the department)	Educational applications supporting CORE benchmarks	SAC	\$800.00
CTE	District Technology Conference	District Business	n/a	\$0.00
				Subtotal: \$1,800.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
	During PDD, teachers will attend a sixty minute session to enroll themselves in Edmodo, create their profiles, create their groups and then explore online communities and	Computer labs, Edmodo School code, Edline, TrainU	PBCSD Professional	

Reading	resources related to their academic areas. Teachers will post their group code and the etiquette letter of introduction to parents and students on Edline. Teachers may complete the TrainU course also available from the district website.	Departments may explore the costs of various apps desired for purchase specific to content areas or for school-wide use.	Development No additional cost to the school to enroll and set up. App prices vary.	\$50.00
Mathematics	Department professional development training	Temporary coverage for professional development	SAC	\$500.00
Science	Departmental Planning	Temporary Coverage for planning purposes	School Improvement Funds	\$700.00
Writing	To provide coverage for language arts teachers so that they may meet to discuss anchor charts, scoring, etc.	Sub funds	SAC School Improvement Funds	\$500.00
STEM	IPad/app training	Media specialist/IT with Apple knowledge	n/a	\$0.00
STEM	Inquiry Institute Supplemental Materials/books		SAC	\$650.00
CTE	CTE Seminar	District	n/a	\$0.00
				Subtotal: \$2,400.00
<b>Other</b>				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Incentives	Reading Counts school-wide reading incentive	School Improvement Funds	\$1,050.00
STEM	Palm Beach Post Current Science Events	Newspaper	SAC	\$80.00
CTE	CTE Recognition Dinner	District Career Choice programs department	SAC	\$200.00
Single School Culture	District approved form to reduce level 1 behaviors	Corrective Behavior Intervention Forms	PTO	\$0.00
Single School Culture	Incentives for positive behavior	Incentives vary from movie passes to food items.	SAC	\$1,500.00
				Subtotal: \$2,830.00
				<b>Grand Total: \$10,330.00</b>

## 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 10/1/2012)

## 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.

Projected use of SAC Funds	Amount
School Improvement activities as listed in the 2012-2013 School Improvement Plan	\$8,830.00

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

The SAC will work with the staff to review, develop, implement and support the school improvement plan. In addition they will work with the staff and PTO to increase parental involvement and academic performance.

# 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

Palm Beach School District INDEPENDENCE MIDDLE SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	87%	90%	95%	75%	347	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	67%	78%			145	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	69% (YES)	78% (YES)			147	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					639	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Palm Beach School District INDEPENDENCE MIDDLE SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	85%	87%	92%	68%	332	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	67%	77%			144	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?	67% (YES)	72% (YES)			139	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					615	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested