

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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325 West Gaines Street
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School Name: CORAL SPRINGS MIDDLE SCHOOL

District Name: Broward

Principal: Ian Murray

SAC Chair: Nicole Marsala

Superintendent: Robert Runcie

Date of School Board Approval: 12/4/12

Last Modified on: 10/18/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Ian Murray	Bachelors in Education from FAMU Masters in	10	10	06-07- AYP- NO- 97% proficient School Grade: A Reading: 67% made learning gains, 62% of lowest quartile made gains Math: 74% made learning gains. 59% of lowest quartile made learning gains 07-08- School Grade A AYP- NO- 87% proficient Reading: 67% made learning gains, 65% of lowest quartile made gains Math: 71% made learning gains in math, 58% of the lowest quartile made learning gains in math 08-09- School Grade A AYP- NO- 92% proficient Reading: 72% made learning gains, 73% of the lowest quartile made gains Math: 73% made learning gains in math, 64% of the lowest quartile made learning gains in math 09-10-

		Education Leadership from Nova University			<p>School Grade: A AYP NO- 79% proficient Reading: 67% made learning gains, 67% of the lowest quartile made gains Math: 70% made learning gains in math, 58% of the lowest quartile made learning gains in math</p> <p>10-11- School Grade: A AYP NO- 74% proficient Reading: 66% made learning gains, 67% of the lowest quartile made gains Math: 72% made learning gains in math, 63% of the lowest quartile made learning gains in math</p> <p>11-12- School Grade: A Reading: 66% made learning gains, 64% of the lowest quartile made gains Math: 69% made learning gains in math, 56% of the lowest quartile made learning gains in math</p>
Assis Principal	David Argent	<p>-Bachelors in Management -Bachelors in Finance -Master in Educational Leadership -Math 5-9 -Broward County Drop Out</p>	4	11	<p>07-08 (Coral Springs Middle School) 78% Level 3 or higher, Mathematics , 75% Level 3 or higher, Reading AYP, No- 87% proficient School Grade: A</p> <p>08-09 (Coral Springs Middle) 78% Level 3 or higher, Mathematics , 78% Level 3 or higher, Reading AYP, No- 92% proficient School Grade: A</p> <p>09-10 (Coral Springs Middle) 76% Level 3 or higher, Mathematics , 78% Level 3 or higher, Reading AYP, No- 79% proficient School Grade: A</p> <p>10-11 (Coral Springs Middle) 76% Level 3 or higher, Mathematics , 77% Level 3 or higher, Reading AYP, No- 74% proficient School Grade: A</p> <p>11-12 (Coral Springs Middle) 64% Level 3 or higher, Mathematics , 62% Level 3 or higher, Reading School Grade: A</p>
Assis Principal	Darline Karbowski	<p>-Masters Ed Leadership -Ed Leadership K-12 -Social Studies 5-9</p>	4.5	4.5	<p>08-09- School Grade: A 78% level 3 and higher in rdg, 78% level 3 or higher in math AYP-NO- 92% proficient</p> <p>09-10- School Grade: A 78% level 3 and higher in rdg, 76% level 3 or higher in math, AYP-NO 79% proficient</p> <p>10-11- School Grade: A 77% level 3 and higher in rdg, 76% level 3 or higher in math, AYP-NO 74% proficient</p> <p>11-12- School Grade: A 62% level 3 and higher in rdg, 64% level 3 or higher in math,</p>
Assis Principal	Channale Williams	<p>-Biology (6-12) - Ed Leadership K-12</p>	2	2	<p>Results from prior school- Lauderdale Lakes Science Data: 08-09- School Grade: B 29% of students made proficiency in Science AYP- No 79% Proficient</p> <p>09-10- School Grade: B 33% of students made proficiency in Science AYP- No 79% Proficient</p> <p>Coral Springs Middle Results 10-11- School Grade: A 52% of students made proficiency in Science AYP- No 74% Proficient</p> <p>11-12- School Grade: A 51% of students made proficiency in</p>

INSTRUCTIONAL COACHES

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (Percentage data for achievement levels, learning gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Donna Destefano	-Bachelors in Elementary Ed -Masters in Reading -ESOL Endorsement -Gifted Endorsement -Media Specialist -English 6-12	16	1	School Grade: School Grades: 06-07 A; 07-08 A; 08-09 A; 09-10 A; 10-11 A; 11-12 A AYP: 06-07- All grps passed reading 07-08- No- Black, Econ Disadv, ESE 08-09- No- Black 09-10- NO- Black, Hispanic, Econ Disadv, SWD 10-11- NO- Black, Hispanic, Econ Disadv, SWD Accountability Areas Reading: 06-07- % mtg high standards 77% % making learn gains 65% % gains from lowest 25%,68% 07-08- % mtg high standards 75% % making learn gains 67% % gains from lowest 25%,62% 08-09 % mtg high standards 78% % making learn gains 72% % gains from lowest 25%,73% 09-10 % mtg high standards 78% % making learn gains 67% % gains from lowest 25%,67% 10-11 % mtg high standards 77% % making learn gains 66% % gains from lowest 25%,67% 11-12 62% mtg high standards 66% making learn gains 64% gains from lowest 25%

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	PGP Development- based on data.	Administrators	June 2, 2013	
2	Reading Staff Development Use of Question Stems Incorporation of Common Core Readings Using the IFC	Reading Coach	June 2013	
3	Technology Staff Development Teachers training other teachers in the newest technology, and helping them in the classroom	Administrators	June 2013	
4	Department Meetings: Best Practices Offer guidance to teachers Share strategies	Department Chairs	June 2013	
5	Professional Learning Communities between and within departments	Administration	June 2013	
6	Staff training on differentiated instruction. Allow for mastery at every level and in every course	Administration through best practices	December 2012	

Non-Highly Effective Instructors

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

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

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

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
80	0.0%(0)	28.8%(23)	47.5%(38)	23.8%(19)	48.8%(39)	95.0%(76)	15.0%(12)	10.0%(8)	61.3%(49)

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
Ian Murray	Charles Dadas Heather Anderson David Piroozshad	Aspiring Administrator	Shadow administrator, AP designee Specific leadership projects, head committees
Darline Karbowski	Ruth Hager	Aspiring Administrator	Shadow administrator, AP designee Specific leadership projects, Head committees
Roxanne Rubiano	Ruby Carnrike	Similar ESE curriculum	Curriculum planning, behavior management, lesson plans
Kim Norton	Andrew Bayuk	Similar Science Curriculum	Curriculum planning, behavior management, lesson plans
Dave Piroozshad	Kim Pirisino	Elective Curriculum	Curriculum planning, behavior management, lesson plans

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Services provide funding for additional teachers during the instructional day. Title I also provides funding for parent involvement events and materials as well as professional development activities for all faculty and staff.

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

- Ian Murray, Principal
- Darline Karbowski, 6th grade Assistant Principal
- David Argent, 7th grade Assistant Principal
- Channale Williams, 8th grade Assistant Principal
- Donna DeStefano, Reading Coach
- Rose Walsh, ESE Specialist
- Nicole Beaney, Guidance Director
- Marielle Hilmers, Guidance Counselor

- Hal Krantz, ESE Support
- Marcy Flam, ESE Support
- Edouard Jean, ESE Support
- Jennifer Wells, School Psychologist
- Deena Adler, Social Worker

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?

- All teachers will access data to identify the need for differentiated instruction in the classroom, and to facilitate weekly team data chats among themselves in order to create hetero and homogenous grouping.
- On a quarterly basis administrators facilitate team data chats through the use of guiding questions to analyze students as groups and individuals, identify academic needs, and students who may need further intervention in the RtI process.
- During Pre-Planning for the 2012-2013 school year, teachers will begin their training to understand the roles, functions, and purpose of the RtI team.
- Ongoing training will provide faculty the opportunity to share data, techniques, and results with the RtI team.
- Training the staff to utilize information gathered by the RtI team to drive their curriculum and instructional delivery.
- Pre-Planning training including data collection, progress monitoring and graphing.
- Meetings twice a month to discuss and document individual student achievement and need based on assessment data, anecdotal data, and/or behavioral needs.
- Team will utilize the BASIS program and virtual counselor to collect and analyze data.

Coordinator: Channale Williams

Case Manager: Nicole Beaney

Roles/Functions

- Team will analyze the data to make sure the needs of the AYP subgroups are being met.
 - o Team will determine what other course of action is needed to help students.
 - o Team will share their information with the teachers and parents, so that all of the stakeholders can work together to help the students achieve.
 - o Team will analyze data to make sure that enrichment is being done to further the needs of the level 4/5 students.

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?

- Team utilized data from last year's school-wide assessments including but not limited to FCAT data, BAT testing, and mini-bats to analyze needs and set goals as well as to determine action steps.
- As a Tier 1 school-wide intervention all students keep data sheets in core subject areas. Students fill out data sheets under the direction of core teachers. Students create their own goals based on the data, have quarterly data chats with their team of teachers, revise goals when necessary, and update data to track progress.
- Individual students are evaluated with test data, grades, behavioral anecdotes, attendance, and referral data. A packet is then initiated for any student needing Tier 2 interventions, at which time the guidance counselor becomes the RtI case manager and compiles and records data in RtI packet on the student.
- Team analyzed data based on AYP subgroup and whole school data in order to determine necessary action steps such as Saturday School, Top Writers Club, After school tutoring, 90 minute reading blocks. Reading Coach will pull out the level 2 bubble students for additional reading help.
- Response to the intervention for students on tier 2 and 3 of the RtI process is graphed through use of a curriculum based measurement charting spreadsheet.

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.

ALL:

Virtual Counselor, Data Warehouse, Pinnacle, BASIS

Reading

FAIR testing, DAR, FORF, BAT 1 & 2, classroom assessment, PW Impact Pre and Post assessments, in class assessments.

Math

BAT 1&2, Study Island, End of chapter exams, End of Course Exams, End of Course BAT, in class assessments, Glencoe NGSSS student resource.

Science:

BAT 1 & 2, End of chapter exams, hands on inquiry activities, in class assessments.

Writing:

BAT 1 & 2, writing portfolio's, Springboard embedded assessments.

Behavior:

DMS, teacher detentions, parent conference notes, team minutes, mentorship program, LACE program, and pick six program.

Describe the plan to train staff on MTSS.

Training Responsibility: Channale Williams

- During Pre-Planning for the 2012-2013 school year, teachers will begin their training to understand the roles, functions, and purpose of the RtI team.
- Ongoing training will provide faculty the opportunity to share data, techniques, and results with the RtI team.
- Training the staff to utilize information gathered by the RtI team to drive their curriculum and instructional delivery.
- Pre-Planning training including data collection, progress monitoring and graphing.

Describe the plan to support MTSS.

Support of MTSS will be provided through continued staff support, trainings, and communication between stakeholders. Constantly reviewing the success of the MTSS program, making program revisions, and ensuring that all phases of the program are inline with the school need as well as state and county mandates.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Ian Murray, Principal
Darline Karbowski, Assistant Principal
Channale Williams, Assistant Principal
Donna Destefano, Reading Coach, ELL Teacher
Nicole Marsala, Social Studies Dept. Chair, 8th Grade Social Studies Teacher
Nicole Beaney, Guidance
Sarina Vistocco, 6th Grade Reading Teacher
Billie Dollins, Science Dept. Chair, 8th Grade Science Teacher
Rose Walsh, ESE Specialist.
Alex Bayuk, Title I Liason
Marielle Hilmers, ESOL Coordinator, Guidance Counselor
Dave Piroozshad, Elective Dept. Chair, 6-8 Grades Physical Education Teacher
Heather Comrie-Anderson, 7th Grade Social Studies Teacher
Thia Thomas, 7th Grade Science Teacher
Meredith Geraci, 6th Grade Language Arts Teacher
Cynthia Lambidis, 8th Grade Language Arts Teacher

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

The LLT meets to plan the initiatives for this upcoming school year. During the school year, the team meets regularly, once a month, to plan for trainings and PLCs as well as monitor LLT initiatives and goals. The team regularly reviews available reading and writing data (Reading BAT 1 and 2, Mini-Assessments, Writing Simulations and BATs) to assess literacy needs throughout the year so as to implement any needed trainings within the year and/or modify already scheduled focus areas (initiatives) related to literacy. The LLT ensures that all stakeholders work together to meet our school's reading goals.

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

1. Ensure that reading is infused in all content areas.
2. Promote literacy throughout the school through school-wide essay contests, writing simulations, book fairs, Barnes and Noble Night, book talks via televised school announcements, active classroom word walls, and classroom technology extensions (edmodo).
3. All teachers will follow the CSMS Reading Instructional Planning Map and implement the highlighted weekly focus, when and where appropriate in their content, that week.
4. During team meetings, teachers will collaborate on how to incorporate the RIPM within their content area for that week.
5. Team leaders will report how the RIPM was taught by each content area in the team mins.
6. Use the K-12 Reading Plan to ensure all students are appropriately placed in reading classes and the appropriate reading curriculum is taught.
7. Teachers will focus on text complexity within their curriculum using both literary and informational text.
8. CSMS will host a literacy parent night.

Public School Choice

Supplemental Educational Services (SES) Notification
[View uploaded file](#) (Uploaded on 9/5/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

*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.

- 1.Ensure that reading is infused in all content areas
- 2.Promote reading throughout the school through- school-wide essay contest, writing simulations, book fair, Barnes and Noble Night.
- 3.All teachers will follow the CSMS Reading Instructional Planning Map and implement the highlighted weekly focus, when and where appropriate in their content, that week.
- 4.During team meeting teachers will collaborate on how to incorporate the RIF within their content area for that week.
- 5.Team leaders will report how the RIPMs were taught by each content area in their team mins.
- 6.Use the K-12 Reading Plan to ensure all students are appropriately placed in reading classes and the appropriate reading curriculum is taught.

*High Schools Only

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

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

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

Postsecondary Transition

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

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	Coral Springs Middle saw a 1% decrease in score from 2010-2011 in Reading Proficiency. In 2010, 78% met or scored above proficiency in reading whereas in 2011, 77% met or scored above proficiency in reading. In 2012, 62% met or scored above proficiency in reading. In 2011, 37% (528) of students scored at a level 3 which was also a 1% decrease. In 2012, 29% (436) of students achieved a level 3 on FCAT reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (436) of students achieved a level 3 on FCAT reading.	32% of students will achieve a level 3 on FCAT Reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack the ability to apply basic reading skills to the content area.	All students will receive and apply effective reading strategies in their content area classroom. During team meetings, teachers will collaborate on how to incorporate reading strategies into their content area in alignment with the RIFC. Reading Coach will model reading strategies and coach the teacher through successful implementation. Reading Coach will collaborate with teachers to incorporate effective reading strategies into lesson plans.	D.Karbowski-6th Grade Admin. D. Argent-7th Grade Admin. C. Williams-8th Grade Admin. D. DeStefano-Reading Coach/Literacy Dept. Chair	Weekly Classroom Walkthroughs with data gathered to identify school wide trends, Implementation of the RIPM, Team Meeting Mins, lesson plans	BAT 1, BAT 2, Teacher generated assessment using FCAT stems
2	Many students require remediation not available during the regular school day	All students will be given the opportunity to attend Saturday School for enrichment.	D.Karbowski-6th Grade Admin. D. Argent-7th Grade Admin. C. Williams-8th Grade Admin. D. DeStefano-Reading Coach/Literacy Dept. Chair	Attendance, demonstration of mastery within the classroom setting	BAT 1 and 2, Florida Achieves-Reading, Destination Success - Reading, FCAT
3	Level 3 students are no longer in a reading class	Fragile 3's will be pulled out for extra support in reading. Reading Coach will assist content area teachers	D.Karbowski-Admin D. DeStefano-Reading Coach/Literacy Dept. Chair	Consistency of Attendance in the support group. Lesson plans	BAT scores, FCAT, FAIR

		with incorporating reading strategies into lesson plans.			
4	Students are unaware of how to review and reflect on their current data and use it to set goals for improvement.	Teachers will model for students the process of retrieving and using data to set goals and maintain a goal sheet. Teachers will hold quarterly ongoing data chats with students. Students will keep and update a goal sheet based on FCAT data, BAT 1 and 2, and mini-assessments.	D. Karbowski-Admin.	Students will show an increased awareness of their present level of performance. Students will identify areas needed for improvement and remediation. Teachers will check the goal sheets to ensure they are filled in accurately and to facilitate reformulation of goals as data changes.	BAT 1 and 2, FCAT, goal sheets
5	Students do not have experience with comprehension and analysis of complex text.	Teachers will provided students with experience and opportunities to read and analyze complex text through literature and novels in the Language Arts and Social Studies curriculum. During team meetings, teachers will collaborate on effective strategies for comprehension and analysis of complex text. The Reading Coach will model effective comprehension and analysis strategies in the classroom. The Reading Coach will assist teachers via PLCs with lesson plans that incorporate high level text as well as strategies to comprehend and analyze that text.	D.Karbowski-Admin. D.DeStefano-Reading Coach/Literacy Dept. Chair	Weekly Classroom Snapshots with data gathered to identify school-wide trends, implementation of the RIPM, Team Meeting Mins, implementation and follow through of strategy modeled by Reading Coach	BAT 1, BAT 2, Teacher-generated assessment using FCAT Stems, Common Core Performance Tasks, FAIR, use of AP analysis strategies

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:	11% (2) of students taking the FAA scored at Levels 4, 5, and 6 in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
11% (2) of students taking the FAA scored at Levels 4, 5, and 6 in reading.	In 2013 50% (8) of students taking the FAA will score at Levels 4, 5, and 6 in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students who are taking alternative assessment would benefit from a higher adult to student	Students will be supported by other students through Best Buddies program and the	C. Williams	Classroom Walkthroughs	Teacher Based Assessments

	ratio.	Peer Counseling program.			
2	Two students are profoundly mentally handicapped.	Visual representation of material using non-verbal strategies.	C. Williams	Classroom Walkthroughs	Teacher Based Assessments
3	Large numbers of incoming students in the 6th grade.	Continue successful strategies that led to the increased scores of students in past years.	C. Williams	Lesson Plans Walkthroughs	Teacher Based Assessments Florida Alternative Assessment

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	In 2010, 40% (559) of students achieved a level 4 or 5 on the FCAT Reading. In 2011, 40%(580) of students achieved a level 4 or 5 in reading. This indicated no change in percentage of students scoring at levels above proficiency. In 2012, 33% (492) of students achieved a level 4 or 5 in reading. This shows a 7% decrease.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (492) of students achieved a level 4 or 5 on the FCAT Reading.	36% of students will achieve above proficiency in 2013 on the FCAT Reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have difficulty thinking critically about what they are reading	Students will use Study Island in the classroom and at home. Reading Coach will assist teachers with incorporating critical reading strategies using complex text into their lesson plans. Reading Coach will model effective high level thinking strategies and coach the teacher through successful implementation.	D.Karowski-Admin. D.DeStefano-Reading Coach/Literacy Dept. Chair	Teachers can pull reports from Study Island. Lesson plans Classroom visits and observation	BAT 1 and 2, Teacher generated assessments, FCAT, FAIR
2	Students need to stay challenged	Teachers will incorporate high level instruction and materials into their curriculum on a regular basis. Reading Coach will model and assist teachers with incorporating high level strategies that engage students with text.	D. Karowski-Admin. D.DeStefano-Reading Coach/Literacy Dept. Chair	Weekly Classroom Snapshots with data gathered to identify school-wide trends Lesson plans	BAT 1 and 2, Teacher generated assessments using question stems, FCAT, PW IMPACT pre and post test
3	Students are not enrolled in a reading class	Students will incorporate reading strategies in their other content areas. Reading Coach will model reading strategies and coach the teacher through successful implementation. Reading Coach will collaborate with teachers to incorporate effective reading strategies into	D. Karowski-Admin. D.DeStefano-Reading Coach/Literacy Dept. Chair	Teacher lesson plans, walkthrough snapshots, team meeting minutes	BAT 1 and 2, Teacher-generated assessments, FCAT, FAIR testing results

		lesson plans.			
4	Students do not have experience with comprehension and analysis of complex text.	Teachers will provided students with experience and opportunities to read and analyze complex text through literature and novels in the Language Arts and Social Studies curriculum. During team meetings, teachers will collaborate on effective strategies for comprehension and analysis of complex text. The Reading Coach will model effective comprehension and analysis strategies in the classroom. The Reading Coach will assist teachers with lesson plans that incorporate high level text as well as strategies to comprehend and analyze that text.	D. Karbowski-Admin. D.DeStefano-Reading Coach/Literacy Dept. Chair	Weekly Classroom Walkthroughs with data gathered to identify school wide trends, Implementation of the RIPM, Team Meeting Mins	BAT 1, BAT 2, Teacher generated assessment using FCAT Stems, FAIR

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	42% (8) of students taking the Florida Alternative Assessment scored at or above a level 7.
2012 Current Level of Performance:	2013 Expected Level of Performance:
42% (8) of students taking the Florida Alternative Assessment scored at or above a level 7	25% (4) of students taking the Florida Alternative Assessment scored at or above a level 7

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 who are taking the alternative assessment would benefit from a higher adult to student ratio.	Students will be supported by other students through Best Buddies program and the Peer Counseling program.	C. Williams	Classroom Walkthroughs	Teacher Based Assessments
2	Two students are profoundly mentally handicapped.	Visual representation of material using non-verbal strategies.	C. Williams	Classroom Walkthroughs	Teacher Based Assessments
3	Large number of incoming students in the 6th grade.	Continue successful strategies that led to the increased scores of students in past years.	C. Williams	Lesson Plans Walkthroughs	Teacher Based Assessments Florida Alternative Assessment

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

3a. FCAT 2.0: Percentage of students making learning gains in reading.	In 2010, 67% (1054) of students made learning gains in reading. In 2011, 66% (1080) made learning gains in reading. This was a
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Reading Goal #3a:	decrease of 1%. In 2012, 66% (948) made learning gains in Reading FCAT 2.0. There was not change from the previous year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 66% (948) of students made learning gains on the Reading FCAT.	In 2013, 69% of students will make learning gains on the Reading FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Some students will need more remediation than what is available at school	Students will be able to attend Saturday School	D. Karbowski-6th Grade Admin. D. Argent-7th Grade Admin. C. Williams-8th Grade Admin.	Attendance	BAT 1 and 2, Teacher generated assessments, FCAT, FAIR
2	Level 1 and 2 students will need extra help in reading.	All level 1 and 2 students will receive instruction in the five areas of reading while enrolled in an intensive reading class. Small differentiated instructional groups will be formed within the classroom based on areas of weakness. Students will participate in small, weekly pull out groups based on areas of weakness in alignment with the RIFC.	D. Karbowski-Admin. D.DeStefano-Reading Coach/Literacy Dept. Chair	Weekly Classroom Snapshots with data gathered to identify school-wide trends, Pull out groups will align with RIPM, Reading Coach conferences and coaching with all reading teachers and pull out teachers	BAT 1 BAT 2, Teacher generated questions, FAIR
3	Students need to learn to apply reading strategies into their content areas	All students will receive and apply effective reading strategies in their content area classrooms During team meetings, teachers will collaborate on how to incorporate reading strategies into their content area in alignment with the RIPM. Reading Coach will model reading strategies and coach the teacher through successful implementation. Reading Coach will collaborate with teachers to incorporate effective reading strategies into lesson plans.	D.DeStefano-Reading Coach/Literacy Dept. Chair D.Karbowski-6th Grade Admin. D. Argent-7th Grade Admin. C. Williams-8th Grade Admin.	Weekly Classroom Walkthroughs with data gathered to identify school wide trends, RIPM, Team Meeting Mins, lesson plans	BAT 1, BAT 2, FCAT question stems
	Students do not have experience with comprehension and analysis of complex text.	Teachers will provided students with experience and opportunities to read and analyze complex text through literature and novels in the Language Arts and Social Studies curriculum. During team meetings,	D.Karbowski-Admin. D.DeStefano-Reading Coach/Literacy Dept. Chair	Weekly Classroom Walkthroughs with data gathered to identify school wide trends, Implementation of the RIPM, Team Meeting Mins	BAT 1, BAT 2, Teacher generated assessment using FCAT Stems, FAIR

4		<p>teachers will collaborate on effective strategies for comprehension and analysis of complex text.</p> <p>The Reading Coach will model effective comprehension and analysis strategies in the classroom.</p> <p>The Reading Coach will assist teachers with lesson plans that incorporate high level text as well as strategies to comprehend and analyze that text.</p> <p>The Reading Coach will train the faculty on determining the complexity of texts.</p>		
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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:

<p>3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.</p> <p>Reading Goal #3b:</p>	<p>38% (6) of students taking the Florida Alternative Assessment made learning gains in reading.</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
38% (6) of students taking the Florida Alternative Assessment made learning gains in reading.	50% (8) of students taking the Florida Alternative Assessment in reading will make learning gains.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students who are taking the alternative assessment would benefit from a higher adult to student ratio.	Students will be supported by other students through the Best Buddies Program and the Peer Counseling Program.	C. Williams	Walkthroughs Teacher Observations	Teacher based assessments FAA
2	Large number of new 6th grade students.	Continue using successful visual representation strategies that led to the increased scores of students in past years.	C. Williams	Lesson Plans Walkthroughs	Teacher Based Assessment FAA

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

<p>4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.</p> <p>Reading Goal #4:</p>	<p>In 2010, 67% (269) of the Lowest 25% made learning gains in reading. In 2011, 67% (276) of the Lowest 25% made learning gains in reading. This indicated no change in percentage of students in the Lowest 25% making learning gains in reading. In 2012, 64% (243) of students in the lowest 25% made learning gains in reading. This indicated a 3% decrease from last year.</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:

64% (243) of the Lowest 25% made learning gains in reading. 67% of students in the lowest 25% will make learning gains in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Some students will need extra help with reading	All level 1 and 2 students will receive instruction in the five areas of reading while enrolled in an intensive reading class. Students will participate in small, weekly pull out groups based on areas of weakness in alignment with the RIFC.	D.Karowski-Admin. D.DeStefano-Reading Coach/Literacy Dept. Chair	Weekly Classroom Walkthroughs with data gathered to identify school wide trends, RIPM	BAT 1, BAT 2, FCAT question stems, FAIR
2	Some students will need remediation beyond the regular school day	All students will be given the opportunity to attend Saturday School enrichment	D.Karowski-Admin.	Attendance	BAT 1 and 2, Teacher generated assessments, FCAT
3	Students lack the ability to utilize reading strategies in their content areas	All students will receive and apply effective reading strategies in their content area classrooms. Reading Coach will model reading strategies and coach the teacher through successful implementation. Reading Coach will collaborate with teachers to incorporate effective reading strategies into lesson plans.	D.Karowski-Admin. D.DeStefano-Reading Coach/Literacy Dept. Chair	Weekly Classroom Snapshots with data gathered to identify school wide trends, RIPM	BAT 1 and 2, Teacher generated assessments, FCAT
4	Students are not getting small group differentiated instruction based on needs	Reading Instructional Planning Map will be created quarterly to reflect the needs of the students at each grade level. Reading Coach will model small group differentiated instruction and coach teach through successful implementation. Reading Coach will collaborate with teachers to incorporate small differentiated group instruction into lesson plans.	D.DeStefano-Reading Coach/Literacy Dept. Chair	Virtual Counselor will be utilized to monitor data for student weakness.	BAT 1 and 2, Teacher generated assessments, FCAT
5	Students do not have experience with comprehension and analysis of complex text.	Teachers will provided students with experience and opportunities to read and analyze complex text through literature and novels in the Language Arts and Social Studies curriculum. During team meetings, teachers will collaborate on effective strategies for comprehension and analysis of complex text.	D. Karowski-Admin.	Weekly Classroom Walkthroughs with data gathered to identify school wide trends, Implementation of the RIFC, Team Meeting Mins	BAT 1, BAT 2, Teacher generated assessment using FCAT Stems, FAIR

	<p>The Reading Coach will model effective comprehension and analysis strategies in the classroom.</p> <p>The Reading Coach will assist teachers with lesson plans that incorporate high level text as well as strategies to comprehend and analyze that text.</p>		
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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 # 62% of students were proficient in reading on the FCAT 2.0 in 2012. CSMS is targeting a 5% increase each year in order to reduce the achievement gap by 50% in five years.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	62%	67%	72%	77%	81%	

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:	<p>In 2011, 42%(280) of Black students did not meet proficiency in reading. In 2012, 56% (265) of Black students did not meet proficiency in reading.</p> <p>In 2011, 30% (269) Hispanic students did not meet proficiency. In 2012, 36% (124) of Hispanic students did not meet proficiency.</p> <p>In 2012, 28% (154) of White student did not make proficiency in reading.</p> <p>In 2012, 19% (15) of Asian students did not make proficiency in reading.</p> <p>In 2012, 25% (2) of Indian students did not make proficiency in reading.</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
<p>In 2012, 56% (265) of Black students did not meet proficiency in reading.</p> <p>In 2012, 36% (124) of Hispanic students did not meet proficiency.</p> <p>In 2012, 28% (154) of White student did not make proficiency in reading.</p> <p>In 2012, 19% (15) of Asian students did not make proficiency in reading.</p> <p>In 2012, 25% (2) of Indian students did not make proficiency in reading.</p>	<p>In 2013, 50% of Black students will not meet proficiency in reading.</p> <p>In 2013, 32% of Hispanic students will not meet proficiency.</p> <p>In 2013, 23% of White student will not make proficiency in reading.</p> <p>In 2013, 15% of Asian students will not make proficiency in reading.</p> <p>In 2013, 20% of Indian students will not make proficiency in reading.</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
Some students need more remediation than is	Saturday School	D.Karowski-6th Grade Admin.	Attendance	BAT 1 and 2, Teacher generated

1	available during the school day		D.Argent-7th Grade Admin. C.Williams-8th Grade Admin.		assessments, FCAT
2	Students need to understand how to apply reading strategies in their content areas	All students will receive and apply effective reading strategies in their content area classrooms. Reading Coach will model reading strategies and coach the teacher through successful implementation. Reading Coach will collaborate with teachers to incorporate effective reading strategies into lesson plans.	D.Karbowksi-Admin. D. DeStefano-Reading Coach/Literacy Dept. Chair	Weekly Classroom Walkthroughs with data gathered to identify school wide trends, RIFC	FCAT reading, BAT 1, BAT 2
3	Students do not have experience with comprehension and analysis of complex text.	Teachers will provided students with experience and opportunities to read and analyze complex text through literature and novels in the Language Arts and Social Studies curriculum. During team meetings, teachers will collaborate on effective strategies for comprehension and analysis of complex text. The Reading Coach will model effective comprehension and analysis strategies in the classroom. The Reading Coach will assist teachers with lesson plans that incorporate high level text as well as strategies to comprehend and analyze that text.	D.Karbowski-Admin. D. DeStefano-Reading Coach/Literacy Dept. Chair	Weekly Classroom Walkthroughs with data gathered to identify school wide trends, Implementation of the RIFC, Team Meeting Mins	BAT 1, BAT 2, Teacher generated assessment using FCAT Stems, FAIR

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	80% (32) of ELL students did not make satisfactory progress in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
80% (32) of ELL students did not make satisfactory progress in reading.	30% of students will make progress in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have a difficult time learning the language.	Students will have the opportunity to take an ESOL intensive reading	D. DeStefano	Student Grades, Class walkthroughs, Teacher Observations	FCAT, BAT tests, teacher created tests.

		class, to focus on the language.			
2	Students are uncomfortable practicing a new language among their peers.	Students are in full inclusion for all of the content area classes and electives.	I. Murray	Student Grades, Teacher Observations	FCAT, BAT tests, teacher created tests, portfolios

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	In 2010, 40% (84) of SWD met proficiency on the reading FCAT. In 2011, this number increased by 5%, with 45% (109) of SWD meeting proficiency in reading. In 2012 70% (156) of SWD did not meet proficiency
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012 70% (156) of SWD did not meet proficiency	65% of SWD will not meet proficiency on the Reading FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Some students need more remediation than is available during school.	Saturday School	D. Karbowski-6th Grade Admin. D. Argent-7th Grade Admin. C. Williams-8th Grade Admin.	Attendance	FCAT Reading, BAT 1, BAT 2
2	Students lack some basic reading fundamentals	Wilson reading will be taught	D.Karbowski-Admin. D. DeStefano-Reading Coach/Literacy Dept. Chair	Disaggregation of the data.	FCAT Reading, BAT 1, BAT 2
3	Students have different reading deficiencies	Teachers will diagnose using the DAR	D.Karbowski-Admin. D. DeStefano-Reading Coach/Literacy Dept. Chair	Testing will be done throughout the year to check progress.	DAR
4	ESE students in general ed classes need additional support	Support Facilitators will collaborate with the general ed teacher.	Rose Walsh-ESE Specialist	Monitor changes on DAR and FAIR assessment results.	DAR, FAIR

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	In 2010, 59% (397) of Economically Disadvantaged students met proficiency on the Reading FCAT. In 2011, 58% (450) of Economically Disadvantaged students met proficiency on the Reading FCAT. This indicates a 1% decrease in proficiency of Economically Disadvantaged Students on the reading FCAT. In 2012, 51% (381) students did not make satisfactory progress in reading. This is a 9% decrease.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 51% (381) students did not make satisfactory progress in reading.	63% (485) of Economically Disadvantaged Students will meet proficiency on the Reading FCAT.

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of parental involvement in turning in free and reduced forms	More emphasis will be placed on returning the forms.	D. Karbowski-6th Grade Admin. D. Argent-7th Grade Admin. C. Williams-8th Grade Admin.	Quantify the amount of forms that are returned	Forms returned
2	Many students need additional remediation in reading	Saturday School	D.Karbowski-Admin. C. Wilkins-Reading Coach/LA Reading Dept. Chair	Attendance	Mini-Assessments,BAT 1 and 2, Teacher generated assessments, FCAT, FAIR
3	Economically Disadvantaged students often lack the resources necessary to complete homework.	Peer tutoring sessions after school, teacher tutoring before/after school, peer counseling help during school. Provide Economically Disadvantaged students with access to school supplies and educational resources and technology.	D.Karbowski-Admin. C. Wilkins-Reading Coach/LA Reading Dept. Chair	Teachers will monitor preparedness of students, communicate with parents to identify the potential need for students, then they will contact PTA and school social worker to ensure the need for school resources is met.	Teacher observation and anecdotes, student grades and homework completion.

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						

Reading Budget:

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

Subtotal: \$0.00

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

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking. CELLA Goal #1:		23% (9) students tested proficient on the listening/speaking CELLA test.			
2012 Current Percent of Students Proficient in listening/speaking:					
23% of students are proficient in listening and speaking.					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Many of the parents are unable to help at home because they do not speak English.	Increase parent involvement through SAC, PTA, and Title I activities. Letters in other languages	Marielle Duverge-Hilmers	Attendance Sheets	CELLA test
2	These students are non-English speakers	ESOL class to aid the student in their transistion, and help them attain proficiency.	Marielle Duverge-Hilmers	Testing out of ESOL	CELLA test FCAT

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:		23% (9) students scored proficient on the reading CELLA test			
2012 Current Percent of Students Proficient in reading:					
23% (9) students scored proficient on the reading CELLA 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
	These students are	ESOL class to aid the	Marielle Duverge-	Testing out of ESOL	CELLA test

1	non-English speakers.	student in their transition, and help them attain proficiency.	Hilmers		FCAT
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Students write in English at grade level in a manner similar to non-ELL students.

3. Students scoring proficient in writing. CELLA Goal #3:	20% (8) students were proficient in CELLA writing.
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2012 Current Percent of Students Proficient in writing:

20% (8) students were proficient in CELLA writing.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	These students are non-English speakers	ESOL class to aid the student in their transition, and help them attain proficiency.	Marielle Duverge-Hilmers	Testing out of ESOL	CELLA test FCAT

CELLA Budget:

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

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:	At Coral Springs Middle School, 32% (466) of students achieved a level 3 on the 2011 FCAT in math. In 2012, 27% (402) students scored a level 3 in Mathematics as evidenced on the FCAT 2.0. In 2012, 64% (955) of students achieved overall proficiency on the Math FCAT 2.0 (levels 3-5)
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 27% (402) students scored a level 3 in Mathematics as evidenced on the FCAT 2.	32% (463) of students will score a level 3 in mathematics on the 2013 Math FCAT 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	Teachers may be unclear about the transition from NGSSS to Common Core State Standards. This could result in an unsuccessful transition leaving gaps in mathematics skills and knowledge.	PLCs will highlight one standard at each meeting and use it to teach an NGSS standard. Then there will be a gradual two-year implementation plan for a smooth, knowledgeable transition.	Alex Bayuk David Argent	Observation of teachers in the classroom.	Walkthrough Teacher Lesson Plans
2	Many level 1 and 2 students would benefit from remediation. Math is cumulative and many students are lacking basic skills from prior grades. Mathematics is currently taught in math class focusing on grade-level standards only with little time during the school day for remediation.	Math teachers need to express their need for assistance with their team during team meetings in regard to particular students on specific standards or remediation inadequacies. Those weaknesses need to be addressed in the classroom and as a team. Teams should work together to set goals for and with individual students and implement strategies for attaining those goals.	Alex Bayuk David Argent Teams PLC's	Classroom Observations with data gathered to identify the need for teacher support. PLC discussions Team Meeting Minutes, Lesson plans	Teacher-made assessments County assessments Formative assessment
3	More students who scored level 4 and 5 are being scheduled into advanced mathematics. It may be difficult to challenge level 3 students scheduled in classes with level 1 and 2 students.	Teachers will need to differentiate instruction and increase the rigor in regular classes. Teachers may require additional training in effective strategies for reaching students of varying abilities in a classroom setting.	Alex Bayuk David Argent PLC's	Teachers should share best practices in PLC's and use formative as well as formal assessment to assess at a high level. Teachers should participate in county-led electronic training groups	Teacher-made assessments County assessments Formative assessment

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.	At Coral Springs Middle School, 11% (2) of students achieved a level 4,5,6 on the Florida Alternate Assessment in
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Mathematics Goal # 1b:	mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
At Coral Springs Middle School, 11% (2) of students achieved a level 4,5,6 on the 2012 Florida Alternate Assessment in mathematics.	At Coral Springs Middle School, 15% (3) of students will achieve a level 4,5,6 on the 2013 Florida Alternate Assessment in mathematics.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers may be unclear about the transition from NGSSS to Common Core State Standards. This could result in an unsuccessful transition leaving gaps in mathematics skills and knowledge.	PLCs will highlight one standard at each meeting and use it to teach an NGSS standard. Then there will be a gradual two-year implementation plan for a smooth, knowledgeable transition.	Alex Bayuk David Argent	Observation of teachers in the classroom.	Walkthrough Teacher Lesson Plans
2	The students who are taking the alternate assessment would benefit from a higher adult to student ratio.	Students will be supported by other students involved in the peer counseling program and Best Buddies Program.	C Williams	Classroom Observation	Teacher-made assessments
3	Two students are profoundly mentally handicapped. strategies.	Visual representation of material using nonverbal	C. Williams	Classroom Walkthroughs	Teacher-based assessments

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	In 2011, 43%(621) achieved above proficiency. In 2012, 37% (553) scored a level 4 or 5 on the FCAT 2.0. This is a significant decrease in achievement.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 37% (553) scored a level 4 or 5 on the FCAT 2.0.	In 2013, 20% (290) will score a level 4 or 5 on the FCAT 2.0 in mathematics.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers may be unclear about the transition from NGSSS to Common Core State Standards. This could result in an unsuccessful transition leaving gaps in mathematics skills and knowledge.	PLCs will highlight one standard at each meeting and use it to teach an NGSS standard. Then there will be a gradual two-year implementation plan for a smooth, knowledgeable transition.	Alex Bayuk David Argent	Observation of teachers in the classroom.	Walkthrough Teacher Lesson Plans
2	Many level 4 and 5 students are taking the EOC exam in lieu of the grade-level FCAT. Students enrolled in GEM or Algebra will be mainly focused on the "for	Incorporate grade level standards into accelerated curriculum.	Alex Bayuk David Argent District GEM dept	County benchmark or PLC-made assessments should be taken on FCAT standards for students who are level 4 or 5 but not participating in the EOC.	County benchmark or PLC-made assessments. BAT results

	credit" exams. This will				
3	It is very difficult to continually challenge students already working above grade level.	Teachers will use higher order questioning and differentiation. Incorporate practice material from state and publisher	Alex Bayuk David Argent	Teachers should share best-practices in PLC's and use formative as well as formal assessment to assess at a high level.	Teacher-made or PLC made assessments. Count Benchmarks
4	High-level students often don't take advantage of such extra learning opportunities.	Math competitions, and academic games programs are available after school. Announcements should go home and be made in the morning when meetings will occur. Teachers should continually remind students to attend.	Alex Bayuk David Argent	Teachers observations and tests should show an increased understanding and appreciation for material.	PLC-made assessments, BAT testing, FCAT testing, Winning in competitions.

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:	At Coral Springs Middle School, 37% (7) of students achieved a level 7 on the Florida Alternate Assessment in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
At Coral Springs Middle School, 37% (7) of students achieved a level 7 on the Florida Alternate Assessment in mathematics.	At Coral Springs Middle School, 40% (8) of students will achieve a level 7 on the 2013 Florida Alternate Assessment in mathematics.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The students who are taking the alternate assessment would benefit from a higher adult to student ratio.	Students will be supported by other students involved in the peer counseling program and Best Buddies Programs.	C. Williams	Classroom Observation	Teacher-made assessments

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	In 2011, 72%(1181) of students made learning gains in math. In 2012, 69% (993) of students made learning gains in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 69% (993) of students made learning gains in math.	In 2013, 73% (1057) of students will make learning gains in math.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	The next generation and	Teachers will attend staff	Alex Bayuk	Teachers attend training	Observation

1	common core standards have made the curriculum much more rigorous than the prior standards. There are fewer to master at each grade level, but the concepts are much more in-depth and challenging to teach.	development on the instruction of new curriculum and content in the math classroom.	David Argent	work in PLC's to plan and develop effective strategies.	Formative and formal assessment (benchmark)
2	Students are used to a spiraling curriculum. They will need to think differently in math class than in previous years as there will not be so much repetition.	Teachers will need to target weaknesses and continue to spiral content on an as-needed basis.	Alex Bayuk David Argent	Teachers attend training work in PLC's to plan and develop effective strategies. Regular assessment is necessary to determine the effectiveness of new strategies.	Observation Formative and formal assessment (benchmark)

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:	In 2012, 45%(7) of students made learning gains on the Alternate Assessment in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 45%(7) of students made learning gains on the Alternate Assessment in math.	In 2013, 60% (9) of students will make learning gains on the Alternate Assessment in math.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The students who are taking the alternate assessment would benefit from a higher adult to student ratio.	Students will be supported by other students involved in the peer counseling program and Best Buddies Program.	C. Williams	Classroom Observation	Teacher-made assessments

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	In 2010 58% (234) of the Lowest 25% made learning gains in math. In 2011, 63% (261) of the lowest 25% made learning gains in math. In 2012, 56% (220) of students in the lowest 25% made learning gains in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 56% (220) of students in the lowest 25% made learning gains in math.	60% (217) of students in the lowest 25% will make learning gains in math.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students may not understand or appreciate	Teachers and students should learn to implement	Alex Bayuk David Argent	Strengths and weaknesses need to be	Formative and formal

1	the link between classroom achievement and FCAT success.	goal-setting techniques in the classroom throughout the school year.		identified, targeted, and remediated, then assessed	assessments, (benchmark and teacher-made tests/quizzes)
2	Students may have fewer opportunities to participate in extended learning opportunities	Teachers will need to use resources available at our school, like volunteers, peer tutors, peer buddies, and volunteer after/before school to provide extra help sessions.	Alex Bayuk David Argent	Weaknesses need to be identified, targeted, and remediated, then assessed	Formative and formal assessment (benchmark and teacher-made tests/quizzes)
3	Many students that score in the lowest 25% have not mastered their basic skills, yet they are expected to use those skills to master newer, more rigorous concepts.	Teachers will spiral content as-needed.	Alex Bayuk David Argent	Teachers will track student performance through the use of student goal sheets and formative and formal assessments.	Benchmark Assessment Test, Teacher-made tests, Teacher-made quizzes.

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 # 64% of students were proficient in math on the FCAT 2.0 in 2012. CSMS is targeting a 4%-5% increase each year in order to reduce the achievement gap by 50% in five years. 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	64%	68%	73%	77%	82%	

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:	In 2011, 50% (243) of Black students were at or above grade level in math. In 2011, 71% (275) of Hispanic students are at or above grade level in math. Our goal for 2012 was 55% of Black and 74% of Hispanic students will be at or above grade level in math. We did not meet these goals				
2012 Current Level of Performance:	2013 Expected Level of Performance:				
In 2012, 56% (266) of Black students did not make satisfactory progress in mathematics. In 2012, 34% (117) of Hispanic students did not make satisfactory progress in mathematics.	In 2013, we anticipate that 55% (262) of Black students and 70% (243) of Hispanic students will make satisfactory progress in mathematics.				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Black: Many of our Black students come from families that don't speak English in the home.	Teachers will use differentiated instruction.	Alex Bayuk David Argent	Classroom walkthrough, PLC binders, Observation Schedule, Teacher Data Binder	Formative and formal assessments (benchmark and teacher-made tests/quizzes)
2	Hispanic: Many of our Hispanic students come from families that don't speak English in the home.	Teachers will use differentiated instruction.	Alex Bayuk David Argent	Classroom walkthrough, PLC binders, Observation Schedule, Teacher Data Binder	Formative and formal assessments (benchmark and teacher-made tests/quizzes)

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:	In 2012, 80%(32) of our ELL students did not make satisfactory progress. This means that only 20% did make satisfactory progress.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 80%(32) of our ELL students did not make satisfactory progress.	In 2013, 25% (10)of our ELL students will make satisfactory progress in mathematics.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Many families of our ELL students may not be involved in school activities due to the language barrier.	Teachers and leaders will promote participation in family events by sending home invitations and notifications in multiple languages. Multilingual personnel can be available to assist.	D. Karbowski	Take attendance at after hours events and activities.	Correlate Attendance data with ELL data.

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	In 2010, 41%(88) of students with disabilities met proficiency in math. The goal for 2011 was 47% of students. In 2011 45%(111) met proficiency. This was an increase, but the goal was not met. In 2012, 63% (141) of students with disabilities met proficiency in mathematics. This was a significant increase.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 63% (141) of students with disabilities met proficiency in mathematics.	In 2013, 66% (148) of students with disabilities will meet proficiency in mathematics.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	When a student is absent or gets suspended and they have a disability, they have more difficulty understanding what they missed.	Peer buddy and support facilitator should be utilized to ensure smooth transition back into classroom	Alex Bayuk David Argent	Teacher will monitor work completion upon return as well as work that is current.	Observation Formative and formal assessment (benchmark and teacher-made assessments)
2	Support facilitators are spread pretty thin due to budget considerations and they are not able to spend enough time with students in the classroom or individually.	Peer- buddies, peer tutors, small group, and differentiated instruction	Alex Bayuk David Argent Peer counseling	Teachers should use peer tutors in the classroom as well as encourage students to attend weekly peer tutoring sessions after school to encourage completion of homework	Observation Formative and formal assessment (benchmark and teacher-made assessments)
3	Due to the new rigor of the curriculum, the ESE teacher whose certification is in ESE rather than math may have trouble relaying content to struggling	ESE teachers and support facilitators should also attend math trainings and PLC's on-site to ensure quality math instruction.	Alex Bayuk David Argent ESE Specialist	Attendance at math meetings. Follow-up lesson plans based on information dispersed at the meetings.	Observation Formative and formal assessment

	learners.				
4	Teachers may be unclear about the transition from NGSSS to Common Core State Standards. This could result in an unsuccessful transition leaving gaps in mathematics skills and knowledge.	PLCs will highlight one standard at each meeting and use it to teach an NGSS standard. Then there will be a gradual two-year implementation plan for a smooth, knowledgeable transition.	Alex Bayuk David Argent ESE Specialist	Attendance at math meetings. Follow-up lesson plans based on information dispersed at the meetings.	Observation Formative and formal assessment

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	In 2010, 57% (382) of Economically Disadvantaged students met proficiency in Math. The goal was for 62% to meet proficiency. This goal was not met, because in 2011 55% (420) of Economically Disadvantaged students met proficiency. In 2012, 51% (385) of Economically Disadvantaged students met proficiency in math. The goal was 60%. This goal was not achieved
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 51% (385) of Economically Disadvantaged students met proficiency in math.	In 2013, 55% (412) of Economically Disadvantaged Students will meet proficiency in math.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Economically Disadvantaged students often lack the resources necessary to complete homework.	Peer tutoring sessions after school, teacher tutoring before/after school, peer counseling help during school. Provide Economically Disadvantaged students with access to school supplies and educational resources and technology.	Alex Bayuk C. Williams D. Argent D. Karbowski	Teachers will monitor preparedness of students, communicate with parents to identify the potential need for students, then they will contact PTA and school social worker to ensure the need for school resources is met.	Teacher observation and anecdotes, student grades and homework completion.
2	There is often not enough family involvement in the school community.	The School and math department will conduct several extra family oriented activities such as Math night or FCAT night. Incentives for attendance can be effective.	Alex Bayuk C. Williams D. Argent D. Karbowski	Correlate attendance at the events with increased student achievement on those areas.	Increased parent involvement as evidenced in teacher contact logs, increased homework submission, increased scores on formative and formal assessments.

End of Middle School Mathematics Goals

Algebra End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	In 2012, 100% of students passed the Algebra end-of-course exam. 1% (1) scored a level 3.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 1% (1) scored a level 3 on the end-of-course Algebra exam.	In 2013, our goal is that 0% score a level 3 on the Algebra exam and that 100% exceed a level 3.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers may be unclear about the transition from NGSSS to Common Core State Standards. This could result in an unsuccessful transition leaving gaps in mathematics skills and knowledge.	PLCs will highlight one standard at each meeting and use it to teach an NGSS standard. Then there will be a gradual two-year implementation plan for a smooth, knowledgeable transition.	Alex Bayuk David Argent	Observation of teachers in the classroom.	Walkthrough Teacher Lesson Plans
2	The EOC exam is fairly new to middle school. Students and parents may not understand the importance of the exam and lack the understanding of credit-by-exam and details surrounding the implementation.	Teachers will provide information related to EOC at open house and digitally as well as providing extra practice opportunities.	Alex Bayuk David Argent	Observation of teachers in the classroom.	BAT EOC results observation
3	The EOC is an online exam and students may lack practice taking an online test.	Teachers will provide available electronic resources to students and parents.	Alex Bayuk David Argent	Observation of teachers in the classroom. Lesson Plans	BAT EOC results observation

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

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	In 2012, 99% of students scored at or above a level 4 on the Algebra End-of-course exam. 100% of students passed the exam.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 99% of students scored at or above a level 4 in Algebra.	100% (159) of students will score at or above a level 4 on the Algebra EOC exam.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers may be unclear about the transition from NGSSS to Common Core State Standards. This could result in an unsuccessful transition leaving gaps in mathematics skills and knowledge.	PLCs will highlight one standard at each meeting and use it to teach an NGSS standard. Then there will be a gradual two-year implementation plan for a smooth, knowledgeable transition.	Alex Bayuk David Argent	Observation of teachers in the classroom.	Walkthrough Teacher Lesson Plans
	Teachers may be unclear about the transition from NGSSS to Common Core State Standards. This	PLCs will highlight one standard at each meeting and use it to teach an NGSS standard. Then	Alex Bayuk David Argent	Observation of teachers in the classroom. Lesson Plans	Walkthrough Teacher Lesson Plans

2	could result in an unsuccessful transition leaving gaps in mathematics skills and knowledge.	there will be a gradual two-year implementation plan for a smooth, knowledgeable transition.			
3	The EOC is an online exam and students may lack practice taking an online test.	Teachers will provide available electronic resources to students and parents.	Alex Bayuk David Argent	Observation of teachers in the classroom. Lesson Plans	BAT EOC results observation
4	The EOC exam is fairly new to middle school. Students and parents may not understand the importance of the exam and lack the understanding of credit-by-exam and details surrounding the implementation.	Teachers will provide information related to EOC at open house and digitally as well as providing extra practice opportunities.	Alex Bayuk David Argent	Observation of teachers in the classroom. Lesson Plans	BAT EOC results observation

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Algebra Goal # 100% of all students who take the Algebra end-of-course exam will score an achievement level of 4 or 5. 3A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	100%	100%	100%	100%	100%	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:					
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. Algebra Goal #3B:			0% of students did not make satisfactory progress in Algebra in 2012 on the Algebra end-of-course exam.		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
0% of students did not make satisfactory progress in Algebra in 2012 on the Algebra end-of-course exam.			0% of students will not make satisfactory progress in Algebra in 2013 on the Algebra end-of-course exam.		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The EOC exam is fairly new to middle school. Students and parents may not understand the importance of the exam and lack the understanding of credit-by-exam and details surrounding the implementation.	Teachers will provide information related to EOC at open house and digitally as well as providing extra practice opportunities.	Alex Bayuk David Argent	Observation of teachers in the classroom.	EOC BAT observation

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:					
3C. English Language Learners (ELL) not making					

satisfactory progress in Algebra. Algebra Goal #3C:	0% of ELL students did not make satisfactory progress in Algebra in 2012 on the Algebra end-of-course exam.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% of ELL students did not make satisfactory progress in Algebra in 2012 on the Algebra end-of-course exam.	0% of ELL students will not make satisfactory progress in Algebra in 2013 on the Algebra end-of-course exam.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The EOC exam is fairly new to middle school. Students and parents may not understand the importance of the exam and lack the understanding of credit-by-exam and details surrounding the implementation.	Teachers will provide information related to EOC at open house and digitally as well as providing extra practice opportunities.	Alex Bayuk David Argent	Observation of teachers in the classroom.	EOC BAT observation

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra. Algebra Goal #3D:	0% of students with disabilities did not make satisfactory progress in Algebra in 2012 on the Algebra end-of-course exam.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% of students with disabilities did not make satisfactory progress in Algebra in 2012 on the Algebra end-of-course exam.	0% of students with disabilities will not make satisfactory progress in Algebra in 2013 on the Algebra end-of-course exam.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The EOC exam is fairly new to middle school. Students and parents may not understand the importance of the exam and lack the understanding of credit-by-exam and details surrounding the implementation.	Teachers will provide information related to EOC at open house and digitally as well as providing extra practice opportunities.	Alex Bayuk David Argent	Observation of teachers in the classroom.	EOC BAT observation

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

3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:	0% of economically disadvantaged students did not make satisfactory progress in Algebra in 2012 on the Algebra end-of-course exam.
2012 Current Level of Performance:	2013 Expected Level of Performance:

0% of economically disadvantaged students did not make satisfactory progress in Algebra in 2012 on the Algebra end-of-course exam.			0% of economically disadvantaged students will not make satisfactory progress in Algebra in 2013 on the Algebra end-of-course exam.		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The EOC exam is fairly new to middle school. Students and parents may not understand the importance of the exam and lack the understanding of credit-by-exam and details surrounding the implementation.	Teachers will provide information related to EOC at open house and digitally as well as providing extra practice opportunities.	Alex Bayuk David Argent	Observation of teachers in the classroom.	EOC BAT observation

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:			0% of students scored a level 3 in geometry in 2012. 100% exceeded a level 3 in 2012.		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
0% of students scored a level 3 in geometry in 2012.			0% of students will score a level 3 in geometry in 2013. 100% will exceed a level 3 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	Teachers may be unclear about the transition from NGSSS to Common Core State Standards. This could result in an unsuccessful transition leaving gaps in mathematics skills and knowledge.	PLCs will highlight one standard at each meeting and use it to teach an NGSS standard. Then there will be a gradual two-year implementation plan for a smooth, knowledgeable transition.	Alex Bayuk David Argent	Observation of teachers in the classroom.	Walkthrough Teacher Lesson Plans

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:			100% (54) scored at or above a level 4 in Geometry on the EOC.		
2012 Current Level of Performance:			2013 Expected Level of Performance:		

100% (54) scored at or above a level 4 in Geometry on the EOC.		100% (33) will score at or above a level 4 in Geometry on the 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	Teachers may be unclear about the transition from NGSSS to Common Core State Standards. This could result in an unsuccessful transition leaving gaps in mathematics skills and knowledge.	PLCs will highlight one standard at each meeting and use it to teach an NGSS standard. Then there will be a gradual two-year implementation plan for a smooth, knowledgeable transition.	Alex Bayuk David Argent	Observation of teachers in the classroom.	Walkthrough Teacher Lesson Plans

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target					
3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Geometry Goal # 100% of students taking Geometry will continue to pass the end-of-course exam for geometry. 3A :			
Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	100%	100%	100%	100%	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry. Geometry Goal #3B:	0% of all students did not make satisfactory progress in Geometry in 2012.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% of all students did not make satisfactory progress in Geometry in 2012.	0% of all students will not make satisfactory progress in Geometry 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
1	The EOC exam is fairly new to middle school. Students and parents may not understand the importance of the exam and lack the understanding of credit-by-exam and details surrounding the implementation.	Teachers will provide information related to EOC at open house and digitally as well as providing extra practice opportunities.	Alex Bayuk David Argent	Observation of teachers in the classroom.	EOC BAT observation

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

3C. English Language Learners (ELL) not making satisfactory progress in Geometry. Geometry Goal #3C:	No ELL students took the geometry EOC in 2012.
2012 Current Level of Performance:	2013 Expected Level of Performance:
No ELL students took the geometry EOC in 2012.	0% of ELL students will not make satisfactory progress 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
1	The EOC exam is fairly new to middle school. Students and parents may not understand the importance of the exam and lack the understanding of credit-by-exam and details surrounding the implementation.	Teachers will provide information related to EOC at open house and digitally as well as providing extra practice opportunities.	Alex Bayuk David Argent	Observation of teachers in the classroom.	EOC BAT observation

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry. Geometry Goal #3D:	0% of students with disabilities took the geometry EOC in 2012.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% of students with disabilities took the geometry EOC in 2012.	0% of students with disabilities will not make satisfactory progress 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
1	The EOC exam is fairly new to middle school. Students and parents may not understand the importance of the exam and lack the understanding of credit-by-exam and details surrounding the implementation.	Teachers will provide information related to EOC at open house and digitally as well as providing extra practice opportunities.	Alex Bayuk David Argent	Observation of teachers in the classroom.	EOC BAT observation

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

3E. Economically Disadvantaged students not making satisfactory progress in Geometry.	0% of economically disadvantaged students did not make
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Geometry Goal #3E:		satisfactory progress on the geometry EOC in 2012.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
0% of economically disadvantaged students did not make satisfactory progress on the geometry EOC in 2012.		0% of economically disadvantaged students will not make satisfactory progress on the geometry EOC 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
1	The EOC exam is fairly new to middle school. Students and parents may not understand the importance of the exam and lack the understanding of credit-by-exam and details surrounding the implementation.	Teachers will provide information related to EOC at open house and digitally as well as providing extra practice opportunities.	Alex Bayuk David Argent	Observation of teachers in the classroom.	EOC BAT observation

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
IFC/ Data Chats	6th, 7th, 8th grade Math teachers	Dept chair, and grade level leader	Separate Math PLC's by grade level/ course.	Bi-monthly mornings	Ongoing, notetaking, assessing , discussing data and adjusting calendar accordingly	Math Dept Chair
Common Core standards of practice and NGSSS	6th, 7th, 8th grade Math teachers	Dept chair, county personnel	6th, 7th, 8th grade Math teachers ESE teachers teaching math	Monthly morning trainings, observation schedule	Teacher feedback, lesson plans, PLC feedback	Math Dept Chair
Differentiated instruction strategies, based on the current years demographics and classroom needs, as well as current course being taught.	6th, 7th, 8th grade Math teachers	Dept chair, csms math teachers, county personnel	6th, 7th, 8th grade Math teachers	Monthly morning trainings, early release, preplanning	Teacher feedback, lesson plans, PLC feedback	Math Dept Chair
GEM Teachers	6th, 7th, 8th grade GEM teachers	Dept Chair	6th, 7th, 8th grade GEM teachers.	Once a month meetings	Monitor lessons based on keeping up with the county IFC.	Math Dept Chair
EOC related materials	GEM/Algebra teachers	Dept Chair county personnel	7th, 8th grade GEM teachers.	ongoing	Track EOC/BAT and classroom data	Math Dept Chair

Mathematics Budget:

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

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

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT2.0: Students scoring at Achievement Level 3 in science.		In 2011, 52% (315) of students met proficiency with a level 3 or higher on the Science FCAT. In 2012, 51% (288) of students met proficiency with a level 3 or higher. In 2012, 35% (197) of students scored at level 3 on the Science FCAT.			
Science Goal #1a:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
35% (197) of students met proficiency in Science on the FCAT.		38%(199) of students will meet proficiency.			
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 have difficulty retaining the science concepts, as they are tested on all science benchmarks taught sixth through eighth grade.	Students will participate in benchmark reviews, to review key concepts taught at each grade level. Students will participate in hands on lab experiences to highlight weak strands.	C. Williams	PLCs, Benchmark reviews, teacher lesson plans, hands on lab experiences, and classroom walkthroughs	Science BAT, FCAT Science, Ongoing lab assessments, teacher created assessments
2	Students are unaware of the correct terminology of basic Science equipment. Students are also unable to master the use of Science equipment and basic science skills.	Teachers will highlight the proper terminology and students will utilize hands-on laboratory experiments and activities to master the strands and benchmarks.	C. Williams B. Dollins	Teachers will monitor lab reports, Walkthroughs, IFCs	Science BAT, FCAT Science, ongoing lab assessments, teacher created assessments

3	Student lack knowledge and understanding of key scientific concepts.	Teachers will utilize BEEP Lessons, Hands-on Labs, inquiry based activities to reteach important topics.	C. Williams B. Dollins	Lesson Plans, Data Chats, Lab/test data, Lab Reports,	Science BAT, FCAT Science, ongoing lab assessments, teacher created assessments
4	Students lack understanding of scientific thinking	Students will participate in inquiry based labs and lessons to highlight scientific thinking.	C. Williams	Classroom Walkthroughs, Data Chats, Lesson Plans	Science BAT, FCAT, Teacher created assessments, end result of projects
5	Students have difficulty applying reading strategies in the science curriculum.	Teachers will utilize common core reading and writing strategies to enhance literacy in the the science classroom.	C. Williams	Lesson plans, data chats, Walkthroughs	Science mini assessments, FCAT Science, teacher created assessments

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	In 2012, 0% (0) students scored a level 4, 5, or 6 in the Florida Alternative Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0) of students showed proficiency at the levels 4, 5, or 6 on the Florida Alternative Assessment.	66% (2) of students will meet proficiency.

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 who are taking the alternative assessment would benefit from a higher adult to student ratio.	Students will be supported by other students through the Best Buddies program and the Peer Counseling program.	C. Williams	Classroom walkthroughs	Teacher created assessments

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	In 2012, 16% (91) of students achieved a level four or higher on the FCAT Science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
16% (91) of students achieved above proficiency on FCAT Science.	19% (102) of students will achieve above proficiency on FCAT 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
	Students display indifference when	Increase use of differentiated	C. Williams B. Dollins	Classroom walkthroughs, lab	Science BAT, BAT, Science FCAT, and

1	unchallenged and can respond with lack of enthusiasm.	instruction in the classroom, SECME competition, e-cybermission, science fair, science club		reports, projects, and participation in competition	teacher generated projects/assessments
2	Students fail to connect science concepts outside of the science classroom. Students lack insight into the cross curricular connections with math, language arts, social studies, etc.	Students will participate in science fair competition, e-Cybermission, SECME, inquiry labs/lessons and cross curricular projects: such as roller coasters and footprints.	C. Williams	Science club participation, lab reports, projects and displays	Placement in competitions, mini assessments, Science FCAT, and teacher generated project and assessments.

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	In 2012, 100% (5) students scored at or above a level 7 on the Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (5) students met proficiency at a level 7 or above.	33% (1) students met proficiency at a level 7 or above.

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 who are taking the alternative assessment would benefit from a higher adult to student ratio.	Students will be supported by other students through the Best Buddies program and the Peer Counseling program.	C. Williams	Classroom Walkthroughs	Teacher based assessments
2	Two students are profoundly mentally handicapped.	Visual representation of material using non-verbal strategies.	C. Williams	Classroom Walkthroughs	Teacher based assessments

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Using the FCAT 2.0 test specs to unpack the benchmarks as a way to avoid overteaching	All	C. Williams, B. Dollins	all science teachers	September-May	Classroom walkthroughs, Lesson plans,	C. Williams

content						
Using data to determine teaching objectives	ALL	C. Williams, B. Dollins	all science teachers	September-May	Classroom walkthroughs, Lesson plans, student data chats	C. Williams
Creating grade level IFCs specifically for students at our school	ALL	C. Williams, B. Dollins	all science teachers	September	Classroom walkthroughs, Lesson plans	C. Williams
Creating and developing inquiry based labs and lessons	ALL	C. Williams, B. Dollins	all science teachers	September-May	Classroom walkthroughs, Lesson plans,	C. Williams

Science Budget:

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

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	In 2010, 98% (523) of students achieved AYP (3 or higher) in writing. In 2011, 93% (469) of students achieved AYP (4 or higher) in writing. In 2010, 9% (36) of students did not score at a 4 or higher for FCAT Writes. In 2011, 7% (34) of students did not score at a 4 or higher for FCAT Writes. The percentage of students scoring level 4 and higher increased 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 88% (499) of students achieved a score of 3 or	In 2013, 92% of students will achieve a score of 3 or

higher in writing.			higher in writing.		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	13% (69) of students did not score at a 3 or higher for FCAT Writes.	Top Writer's Club before and after school will be offered to all students. During the School Day: Teachers will follow the Writing Instructional Focus Calendar. Students will keep a writing goal sheet (indicating areas of improvement) and writing portfolio, implementing 6 traits strategies. Students will also participate in writing workshop during their weekly curriculum.	D.DeStefano-Literacy Dept. Chair	Participation in weekly writing activities, weekly content area writing, monthly portfolio monitoring, bi-quarterly teacher student writing conferences, bi-monthly in house writing prompts.	FCAT Writing test, BAT 1 & 2, school- based writing prompts
2	Students can not identify the weakness in their writing	Bi-quarterly Writing Conferences between teacher and student for each writing simulation. Students will also keep a goal sheet indicating specific writing weaknesses and strategies to improve	D.DeStefano-Literacy Dept. Chair	Participation in writing simulations, monthly portfolio monitoring, conferencing with writing goal sheets after bi-monthly simulations/prompts	FCAT Writing, BAT 1 and 2, School based writing prompts
3	In order to prepare students for the rigor present in the PARCC writing, the areas of writing conventions and relevant details used to support ideas will be more heavily assessed than in the past ("expanded expectations").	Teachers will focus on implementing 6 traits strategies paying especially close attention to the trait of conventions as well as the editing phase of the writing process. Students will also participate in writing workshop during their weekly curriculum.	D.DeStefano-Literacy Dept. Chair	Participation in weekly writing activities, weekly content area writing, monthly portfolio monitoring, bi-quarterly teacher student writing conferences, bi-monthly in house writing prompts.	FCAT Writing test, BAT 1 & 2, school based writing prompts modeled after PARCC writing tasks, Springboard Embedded Assessment Writings

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:	83% (5) of students taking the Florida Alternative Assessment scored at 4 or higher in Writing.
2012 Current Level of Performance:	2013 Expected Level of Performance:
83% (5) of students taking the Florida Alternative Assessment scored at 4 or higher in Writing.	50% (2) of students taking the Florida Alternative Assessment will score at 4 or higher.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Two profoundly mentally handicapped	Cloze sentences, picture sentences,	Rose Walsh-ESE Specialist	teacher lesson plans, classroom	FAA

1	students are in the 8th grade.	letter manipulatives, letter recognition, and hand over hand instruction		walkthroughs, teacher observation
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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
Claim, Data Warrant	ALL	D.DeStefano-Literacy Dept. Head	History, Science, and Literacy Departments	November 2012	Implementation of writing techniques through Writing Calendar, goal sheets, writing portfolio, lesson plans, Classroom walkthrough	C.Williams
SCOPE/SIX TRAITS	ALL	D.DeStefano-Literacy Dept. Head	History, Science, and Literacy Departments	December 2012	Impelmentation of writing techniques through Grade level writing calendar, goal sheets writing portfolio lesson plans	C. Williams

Writing Budget:

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

End of Writing Goals

Civics End-of-Course (EOC) Goals

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

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

Civics Budget:

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

End of Civics Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal # 1:	Average daily attendance in 2010-2011 was 95%. Average daily attendance for 2011-2012 was also 95%. No change.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
The current attendance rate is 95% (269492).	The expected Attendance Rate is 97%.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
In 2012, 7%(98) of students had excessive absences.	In 2013, the number of students with excessive absences will be 5%.
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
In 2012 93 students had excessive tardies.	In 2013, 80 of students will have excessive tardies.
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	Getting students to come to school everyday.	Make parents aware when students have over 3 absences in a quarter.	Attendance Secretary/Grade level APs.	Quarterly analysis of student attendance	Pinnacle attendance.
2	Making parents aware of tardies.	Have teachers, guidance counselors, or administrators call home when students have reached 3 tardies.	Grade level admin.	Quarterly analysis of tardies.	Pinnacle attendance
3	Parents calling students in absent during Field trips and half days.	Making parents aware that each day is a productive learning day.	Grade level admin.	Quarterly analysis of data.	Pinnacle attendance
4	Students are habitually missing school	Students will be referred to BTIP (Broward Truancy Intervention PProgram)	Grade level Admin, Deena Adler	Quarterly reports received from school social worker.	Pinnacle Attendance

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
Teacher will be trained on how to evaluate data for tardies, call parents and keep a log	ALL	Grade Level Administrator	School-wide	End of Quarter	Each quarter this will be analyzed, and a list of phone calls submitted	Team Leaders

Attendance Budget:

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

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:		There has been a decrease in suspensions in both internal and external areas. Coral Springs Middle School participates in an Alternative to External Suspension (AES). Coral Springs Middle School will try to reduce the number of suspensions by 10%.			
2012 Total Number of In-School Suspensions		2013 Expected Number of In-School Suspensions			
961 Incidents of Suspension 236 Incidents of AES		900 Expected Number of In-School Suspensions 210 Incidents of AES			
2012 Total Number of Students Suspended In-School		2013 Expected Number of Students Suspended In-School			
424 Students were suspended in school		400 students will be suspended in school			
2012 Number of Out-of-School Suspensions		2013 Expected Number of Out-of-School Suspensions			
67 Incidents of External Suspension		60 or fewer incidents of suspension			
2012 Total Number of Students Suspended Out-of-School		2013 Expected Number of Students Suspended Out-of-School			
57 Students were Externally Suspended		50 Students or less will be externally suspended			
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	Too many teacher referrals based on unruly/disruptive behavior.	Teachers will be trained on classroom management strategies to curb incidents of unruly/disruptive behavior.	I. Murray	Data Analysis of the suspension data and referrals on a quarterly basis. Classroom walkthroughs and teacher observation will also be used.	Suspension data by grade level and teacher for each quarter.

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
PLC for all teachers focusing on CHAMPS	ALL	Donna DeStefano	ALL	November 2013	Assistant Principals monitor through classroom walkthroughs and referral analysis	C. Williams
PLC for new teachers focusing on CHAMPS	Mandated for new teachers and open for all faculty	Nicole Marsala	School-wide	Once a month meetings.	Assistant Principals monitor through classroom walk-throughs and referral analysis	C. Williams

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	In 2009, 52% of parents were involved through Open House, Conferences, and Volunteering. In 2010, 55% of parents were involved through Open House, Conferences, and Volunteering. In 2011, 60% of parents were involved at Coral Springs Middle School. In 2012, 61% of parents were involved at Coral Springs Middle
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
In 2012, 61% of parents were involved through Open House, Conferences, Volunteering, Assemblies, etc.	In 2013, 65% of parents will be involved through Open House, Conferences, Volunteering, etc.

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	With the economy not doing well, parents are working more hours	CSMS will have opportunities for parents to be involved at a variety of times.	C. Williams	STAR System	Survey
2	Knowledge of School Events	School will use the all call to notify parents by phone of events taking place, as well as keeping the website up to date.	D. Argent	Increased parents at school meetings and events	Sign ins.
3	Parents can not get to school during school hours	Teachers will utilize e-mail newsletters and information will be kept updated on the school website.	Grade Level Admin	Teacher e-mail log, website hits	Tally totals for an increase

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Math Night	ALL Grades All math levels	Alex Bayuk	CSMS Parents and Students	November	E-mail blasts of additional strategies CSMS Website Additional parent nights	Alex Bayuk Dave Argent
Literacy Parent Night	ALL Grades Reading/Language Arts	Donna DeStefano	CSMS Parents	February	E-mail Blasts of additional strategies and tools	Donna DeStefano Darline Karbowski
SAC	ALL	Nicole Marsala	Parents, Students, Community Members	One meeting per month	E-mails, parent link phone calls	Darline Karbowski

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 2012, 51% (288) of students met proficiency in Science with a level 3 or higher. 64% (954) of students met proficiency in mathematics with a level 3 or higher. The 2013 expected level of proficiency for Science with a level 3 or higher 56% (302) and mathematics 67% (970).			
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 often fail to see the deeper connections between mathematics and science. They lack enthusiasm and knowledge about STEM activities.	Students will participate in lessons and lab experiences that connect science, engineering, technology, and mathematics through inquiry and participation in eCybermission, Science Fair, and Science club.	A. Bayuk, B. Dollins, C. Williams, D. Argent	Classroom walkthroughs, lab reports, projects and participation in competitions	Science FCAT and Mathematics FCAT assessment, ongoing lab assessments, teacher created assessments/projects
2	Parents lack knowledge about the new STEM department and the connections between mathematics and science.	The mathematics and science department will co-host a STEM night for both parents and students to booster enthusiasm and general knowledge about STEM.	A. Bayuk, B. Dollins, C. Williams, D. Argent	Participation in STEM night	Parent feedback, increase in club attendance for science club, FCAT scores for both science and mathematics

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 inquiry based						

Lesson and labs to connect Science, Engineering, Technology and Mathematics to be used in a STEM parent/student night	All-Science and Mathematics	B. Dollins, A. Bayuk, C. Williams, D. Argent	All-Science and Mathematics	January	Department chairs and administrators will follow up with approval for all activities created for STEM night	C. Williams, D. Argent, A. Bayuk, D. Argent
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STEM Budget:

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. CTE CTE Goal #1:		100% of students completed the Career Component and ePep.			
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 do not pass the course associated with the career component.	Communicate with parents and utilize differentiated instruction coupled with RTI to ensure that students pass the course.	I. Murray	Course Completion	Report Cards

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
8th Grade PLCs, JA Training	8th Grade All Subjects	C. Williams	All 8th Grade Teachers	One per month	Lesson Plans, Walkthroughs	C. Williams

CTE Budget:

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

End of CTE Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

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

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

No Attachment (Uploaded on 9/5/2012)

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
Saturday School \$8,575.00	\$8,575.00

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

Implement and monitor the School Improvement Plan.
Used as a forum for parents to understand the process and procedures for school.

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Broward School District CORAL SPRINGS MIDDLE SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	77%	76%	93%	52%	298	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	66%	72%			138	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)	63% (YES)			130	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					566	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Broward School District CORAL SPRINGS MIDDLE SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	78%	76%	95%	48%	297	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%	70%			137	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	67% (YES)	58% (YES)			125	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					559	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested