

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: THOMAS JEFFERSON MIDDLE SCHOOL

District Name: Dade

Principal: Maria C. Fernandez

SAC Chair: Phyllis Kirkland

Superintendent: Alberto M. Carvalho

Date of School Board Approval: Pending

Last Modified on: 11/8/2012

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

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

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Maria Fernandez	Bachelor of Science Degree in Psychology University of Miami, Master Degree in Counseling Nova Southeastern University. Certified in Educational Leadership and Guidance and Counseling K-12 State of Florida	5	10	'12 '11 '10 '09 '08 School Grade C D C C C High Standards Rdg. 34 39 37 35 34 High Standards Math 43 39 39 48 49 Lrng Gains-Rdg. 57 55 63 59 55 Lrng Gains-Math 76 58 69 71 73 Gains-Rdg-25% 64 64 68 71 63 Gains-Math-25% 82 74 81 69 82 AMO Reading-38 Mathematics 37
		Bachelor of Science Degree			

Assis Principal	Patrick Lacouty	and Master of Science Degree in Mathematics Education Florida International University. Certified in Mathematics and Educational Leadership State of Florida	3.5	5	'12 '11 '10 '09 '08 School Grade C D C C C High Standards Rdg. 34 39 37 35 34 High Standards Math 43 39 39 48 49 Lrng Gains-Rdg. 57 63 59 55 51 Lrng Gains-Math 76 58 69 71 73 Gains-Rdg-25% 64 64 68 71 63 Gains-Math-25% 82 74 81 69 82 AMO-Reading-38 Mathematics 37
Assis Principal					

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)
Mathematics	Shirley Gordon	Bachelor of Arts in Economics & Government, Masters of Science in Mathematics Education Certified in Mathematics 6-12, Gifted Endorsed	1	1	'12 '11 '10 '09 '08 School Grade C D C B B High Standards Rdg. 34 30 40 50 45 High Standards Math 43 45 48 60 63 Lrng Gains-Rdg. 57 50 63 64 60 Lrng Gains-Math 76 64 76 72 80 Gains-Rdg-25% 64 65 70 72 64 Gains-Math-25% 82 71 84 67 75 AMO Reading-38 Mathematics-37
Reading	Marie Wallace	Bachelor of Science in Business at Florida International University. Master of Science in Project Management. Certified in English 5-9 State of Florida	7	6	'12 '11 '10 '09 '08 School Grade C D C C C High Standards Rdg. 34 39 37 35 34 High Standards Math 43 39 39 48 49 Lrng Gains-Rdg. 57 55 63 59 55 Lrng Gains-Math 76 58 69 71 73 Gains-Rdg-25% 64 64 68 71 63 Gains-Math-25% 82 74 81 69 82 AMO Reading-38 Mathematics-37
Science	Yvetot Antoine	Bachelor of Arts in Biology and Chemistry- University of Miami Certified in Biology and Chemistry 6-12	1	1	'12 '11 '10 '09 '08 School Grade C C NA B NA High Standards Rdg. 44 19 NA 57 NA High Standards Math 44 54 NA 78 NA Lrng Gains-Rdg. 61 39 NA 57 NA Lrng Gains-Math 61 65 NA 77 NA Gains-Rdg-25% 75 48 NA 54 NA Gains-Math-25% 68 71 NA 65 NA AMO Reading-38 Mathematics-37

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	Partner new teachers with mentor teachers to provide professional development throughout the school year.	Patrick Lacouty Assistant Principal	June 6, 2013	
2	Assign leadership positions to highly qualified teachers.	Maria Fernandez Principal	June 6, 2013	
3	Provide professional development opportunities for all teachers both on campus and off campus to maintain and develop effective teaching strategies.	Maria Fernandez Principal	June 6, 2013	
4	Subject area test tutorials will be offered by the district for instructional staff teaching out-of-field and/or who are not highly qualified. Teachers will be required to attend the district tutorial sessions and subsequently register for and take the Florida Teacher Certification Exams by the conclusion of the school year.	District Office	June 6, 2013	

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
3 (Out of Field)	Continue to monitor the course work that is necessary to complete so that they will have her certification in social studies before the waiver expires.

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
32	6.3%(2)	12.5%(4)	28.1%(9)	53.1%(17)	50.0%(16)	100.0%(32)	15.6%(5)	6.3%(2)	18.8%(6)

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
N/A	N/A	N/A	N/A

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Services are provided at Thomas Jefferson Middle School to ensure students requiring additional remediation are assisted as needed. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to Thomas Jefferson Middle School students. Our Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs such as FAIR testing, which provide early intervening services for "at risk" students; curriculum coaches will assist in the design and implementation of progress monitoring, data collection, and data analysis; and will participate in the design and delivery of professional development. The curriculum coaches will provide support for assessment and implementation monitoring.

Title I, Part C- Migrant

The school provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (after-school, and summer school) by the Title I, Part C, and Migrant Education Program.

Title I, Part D

Services at Thomas Jefferson Middle School are coordinated with district Dropout Prevention programs. District receives funds to support the Educational Alternative Outreach program.

Title II

The District uses supplemental funds for improving basic education as follows:

- Training to certify qualified mentors for the New Teacher (MINT) Program
- Training for add-on endorsement programs, such as Reading, Gifted, ESOL
- Training and substitute release time for Professional Development Liaisons (PDL); focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

Title III

Services at Thomas Jefferson Middle School are provided through the District for educational materials and ELL district support services. These services aid in the development of the education of immigrant students and English Language Learners (ELL). The school uses Title III funds to implement and/or provide tutorial programs, such as HLAP and reading and supplementary instructional materials.

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and immigrant students by providing funds to implement and/or provide:

- Tutorial programs (K-12)
- Parent outreach activities (K-12)
- Professional development on best practices for ESOL and content area teachers
- Coaching and mentoring for ESOL and content area teachers (K-12)
- Reading and supplementary instructional materials (K-12)
- Hardware and software for the development of language and literacy skills in reading, mathematics and science, is purchased for selected schools to be used by ELL and immigrant students (K-12, RFP Process)

The above services will be provided should funds become available for the 2012-2013 school year and should the FLDOE approve the application.

Title X- Homeless

Title X- Homeless

The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children at Thomas Jefferson Middle School by collaborating with parents, schools, and the community. When a student is identified as "homeless" certain services will be retained for the child. These are facilitated through the child's family, school guidance counselor(s) and social worker.

- All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students.
- The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
- Project Upstart provides a homeless sensitivity and awareness campaign to all the schools-each school is provided a video and curriculum manual and a contest is sponsored by the homeless trust-a community organization.
- Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
- Project Upstart will be implementing a 2011 summer academic enrichment camp for students in four homeless shelters in the community.
- The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
- Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

This school will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

- The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, counselors, and TRUST Specialists.
- Training and technical assistance for middle school teachers, administrators, counselors, TRUST Specialists, and Safe School

Specialists is also a component of this program.

•Our school counselor, social worker and TRUST Specialists focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence and other crises.

Nutrition Programs

Thomas Jefferson Middle School complies with all federal, state, and district guidelines for daily nutrition of students and staff. A nutritional breakfast is served to students for no charge on a daily basis to help promote student achievement. Healthy lunches and snacks are served on a daily basis that incorporate all major food groups and promote a healthy life style. Routine and regular exercise programs have been established in physical education classes and the school promotes regular and daily exercise for all students and staff. With the addition of several grants that have been awarded to the school (Collaborative Nutrition Initiative, Generation for Healthier Alliance) the school has planted and is sustaining its own vegetable and herb garden and hosts workshops both during school and after school that promote a positive lifestyle for healthy living.

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

By promoting Career Pathways and Programs of Study students will become academy program completers and have a better understanding and appreciation of the postsecondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities. Students have the opportunity to acquire knowledge about different careers and technical skills through their social studies classes and annual school-wide events that promote careers. Articulation agreements allow students to earn college and postsecondary technical credits in high school and provide more opportunities for students to complete 2 and 4-year postsecondary degrees. Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and other industry certifications. Readiness for postsecondary opportunities will strengthen with the integration of academic and career and technical education components and a coherent sequence of courses.

Job Training

N/A

Other

Thomas Jefferson Middle School will involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's Parent Area in order to inform parents about available programs, their rights under No Child Left Behind and other referral services.

Thomas Jefferson Middle School will increase parental engagement/involvement by developing our school's Title I School-Parent Compact (with on-going parental input) and the Title I Parental Involvement Plan (PIP). Parental awareness and involvement will also be increased through the scheduling of the Title I Annual Meeting. Furthermore, other documents/activities necessary to comply with dissemination and reporting requirements will also be implemented in order to increase parental awareness and involvement.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

MTSS/RtI is an extension of the Thomas Jefferson Middle School's Leadership team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well being, and prevention of student failure through early intervention.

Thomas Jefferson Middle School's MTSS Leadership Team will include the following:

Principal : Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing MTSS, conducts assessment of MTSS skills of school staff, ensures implementation of intervention support and

documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school-based MTSS plans and activities.

Assistant Principal: Ensure that the school-based team is implementing MTSS, conducts assessment of MTSS skills of school staff, supports the implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with teachers and parents regarding school-based MTSS plans and activities.

Reading Coach: Provides guidance on the Comprehensive Reading Plan, facilitates and supports data collection activities, assists in data analysis, provides professional development and technical assistance to teachers regarding data-based instructional planning.

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

Special Education (SPED) Teachers: Participate in student data collection, integrate core instructional activities/materials into Tier 3 instruction, and collaborate with general education teachers through such activities as inclusion.

Thomas Jefferson Middle School's MTSS Leadership Team will also include additional personnel as resources to the team, based on specific problems or concerns as warranted, such as:

- School reading, math, science and behavior specialists
- Special education personnel
- School guidance counselor
- School psychologist
- School social worker

MTSS is a general education initiative in which tiered levels of support are allocated based on student need. MTSS uses increasingly more intensive instruction and interventions.

1. The first level of support is the core instructional and behavioral methodologies, practices and supports designed for all students in the general curriculum.

2. The second level of support consists of supplemental instruction and interventions that are provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and or behavioral support.

3. The third level of support consists of intensive instructional or behavioral interventions provided in addition to and in alignment with effective core instruction and the supplemental instruction and intervention with the goal of increasing an individual student's rate of academic and behavioral progress

Ongoing progress monitoring is established at each level of service to monitor the effectiveness of meeting school-wide goals and student growth as measured by benchmark and ongoing data collection.

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?

Thomas Jefferson Middle School's MTSS Leadership Team's purpose is to enhance data collection, and data analysis utilizing Edusoft, problem solving, differentiated assistance and progress monitoring.

The MTSS/RtI Leadership Team will:

- Monitor academic and behavioral progress by addressing the following questions:
 - o What will all students learn? (curriculum based on standards)
 - o What progress is expected in each core area?
 - o How will we determine if students have made expected levels of progress towards proficiency? (common assessments)
 - o How will we respond when grades, subject areas, or class of, or individual students have not learned? (Response to Intervention problem solving process and monitoring progress of interventions)
 - o How will we respond when students have learned or already know? (enrichment opportunities).
- Gather and analyze data at all Tiers to determine if professional development for faculty as indicated by student intervention and achievement needs.
- Hold regular meetings, monthly.
- Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.
- Support a process and structure within the school to design, implement and evaluate both daily instruction and specific interventions.
- Provide clear indicators of student need and student progress; assisting in the examination of the effectiveness of program delivery.
- Assist with monitoring and responding to the needs of subgroups within the expectations for meeting Annual Measurable Objectives.

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?

Thomas Jefferson Middle School's MTSS Leadership Team monitors and adjusts the school's academic and behavioral goals through data gathering and data analysis. The team regularly monitors the fidelity of the delivery of instruction and intervention. The team also provides tiered levels of support and interventions to students based on data and ongoing progress monitoring.

MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

Data is used to guide instructional decisions and systems procedures for all students to:

- Adjust the delivery of curriculum and instruction to meet the specific needs of students
- Adjust the delivery of behavior management systems
- Adjust the allocation of school resources
- Drive decision making regarding professional development
- Create student growth trajectories in order to identify and develop interventions
- Utilize Edusoft system to collect data, generate reports, and analyze results of student progress.

Academic data includes:

- CELLA
- FAIR Assessment
- FORF (Historical reports)
- Baseline Benchmark Assessment
- Interim Assessments
- District Math and Science Assessments
- FCAT 2.0 Reading, Writing, Math and Science
- Student work

Behavioral data includes:

- Student Case Management system
- Suspension/Expulsions
- Referrals by student behavior, staff behavior and administrative context
- Office referrals per day/per month
- Staff Climate surveys
- Attendance
- Referrals to Special Education programs

Describe the plan to train staff on MTSS.

District professional development and support will include training for all administrators in the MTSS problem solving and data analysis process; and school-site administrators will provide training and support for school staff to understand the basic MTSS principles and procedures and providing a network on ongoing support for MTSS organized through feeder patterns.

Describe the plan to support MTSS.

Effective, actively involved, and resolute leadership that frequently provides visible connections between a MTSS framework with district & school mission statements and organizational improvement efforts.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Thomas Jefferson Middle School Literacy Leadership Team Members are as follows:

- Maria Fernandez, Principal
- Patrick Lacouty, Assistant Principal

- Eulalee Sleight, Test Chairperson
- Marie Wallace, Language Arts/Reading Department Chairperson/Reading Coach
- Leonardo Valmana, Social Studies Department Chairperson
- Shirley Gordon, Mathematics Department Chairperson/Mathematics Coach
- Yvetot Antoine, Science Department Chairperson/Science Coach
- Jana Lantz, UTD Steward
- Geovanny Almendarez, SPED Department Chairperson
- Luis Chiles, Guidance Counselor

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

On a monthly basis, the LLT meets to discuss, review, and incorporate additional strategies that align to the major initiatives, such as increase the usage of Reading Plus and Accelerated Reader, for the school year. The team's function is to make school-wide decisions that relate to the consistency and continuous efficient flow of the educational process throughout the school year. The role of the LLT is to provide support and professional development for all teachers. It also implements and discusses strategies to incorporate reading initiatives throughout the school at all levels of instruction.

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

The major initiatives will be to collectively discuss and make decisions in order to enhance the momentum of the school's educational goals in a positive direction. The team works together to problem solve in all areas of curriculum. The major initiatives of the LLT team at Thomas Jefferson Middle School are aligned to the District's Comprehensive Research-based Reading Plan:

- To increase the usage of the Reading Plus program.
- To increase student achievement on the 2013 FCAT Reading test by analyzing data to provide resources/strategies needed for areas of improvement.
- To provide professional development, such as Differentiated Instruction, Unwrapping the Benchmarks, and HOTS, based on teacher and student need.
- Provide content area classroom libraries.
- Promote the use of web based literacy tools such as online research tools and fluency building websites for ESL learners.
- Promote the use of vocabulary development across the curriculum.
- Promote literacy across the curriculum through school-wide initiatives, such as word of the day, and the reading of a grade appropriate novel per nine weeks for each student.

Public School Choice

Supplemental Educational Services (SES) Notification
[View uploaded file](#) (Uploaded on 11/7/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

N/A

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

Reading strategies are implemented in all content areas. All staff is afforded the opportunity to participate in applicable PD. The Literacy Leadership Team monitors the implementation of school-wide literacy strategies across the curriculum. The following will take place to ensure reading strategies are being used throughout the school:

- The Social Studies department will continue to support and re-enforce the Language Arts benchmarks in their daily lessons using the Social Studies task cards.
- Promote the use of Reading Plus through language arts with teachers monitoring student progress utilizing Reading Plus reports.
- Regular viewing of the indicators of effective classroom reading instruction through brief classroom visits by the administration specifically:

Making connections between reading and writing in research projects; Vocabulary work – definition, multiple contexts specifically about word meanings; Explanation and support of reading strategy use; Content knowledge and understanding through discussion of content.

*High Schools Only

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

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

N/A

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

N/A

Postsecondary Transition

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

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

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The results of the 2012 FCAT 2.0 Reading Test indicate that 20% of students achieved Level 3, proficiency. Our goal for the 2012-2013 school year is to increase level 3 student proficiency by 8 percentage points to 28%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
20% (78)	28% (107)

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	<p>The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 2, Reading Application in sixth and eighth grade.</p> <p>The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 4, Informational Text & Research Process in seventh grade.</p>	<p>Teachers will provide students with practice using and identifying details from the passage to determine main idea, plot, and purpose using a variety of instructional strategies and activities utilizing, such as Graphic organizers Summarizing Activities Questioning the Author Opinion Proofs and the availability of wide variety of texts for students to read</p> <p>Teachers will provide students with practice locating and verifying details, critically analyzing, and synthesizing details to correct conclusions and help students to build stronger arguments to support their answers. Teachers will utilize CRISS strategies to increase student involvement and understanding.</p>	School Administrators Leadership Team Reading Coaches	Ongoing review of interim and other assessment data in order to make adjustments to instruction. The FCIM process will be followed.	<p>Formative: Student work samples, benchmark assessments (multiple choice), chapter tests and project based learning.</p> <p>Summative: 2013 FCAT 2.0 Reading Assessment</p>
2	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 2, Reading Application in sixth and eighth grade.	Teachers will provide students with practice using and identifying details from the passage to determine main idea, plot, and purpose using a variety of instructional strategies and activities utilizing, such as Graphic organizers Summarizing Activities	School Administrators Leadership Team Reading Coaches	Ongoing review of interim and other assessment data in order to make adjustments to instruction; FCIM process will be followed.	Formative: Student work samples, benchmark assessments (multiple choice), chapter tests and project based learning.

		Questioning the Author Opinion Proofs and the availability of wide variety of texts for students to read			
3	The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 4, Informational Text & Research Process in seventh grade.	Teachers will provide students with practice locating and verifying details, critically analyzing, and synthesizing details to correct conclusions and help students to build stronger arguments to support their answers. Teachers will utilize CRISS strategies to increase student involvement and understanding.	School Administrators, Leadership Team Reading Coaches	Ongoing review of interim and other assessment data in order to make adjustments to instruction; FCIM process will be followed.	Formative: Student work samples, benchmark assessments (multiple choice), chapter tests and project based learning. Summative: 2013 FCAT 2.0 Reading 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 reading. Reading Goal #1b:	The results of the 2012 Florida Alternate Assessment Reading indicate that 38% of the students scored at performance levels 4, 5, or 6. Our goal for the 2013 Florida Alternate Assessment is to increase the percent of students performing at Levels 4-6 by 3 percentage points to 41%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
38% (19)	43% (22)

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 area of deficiency as noted on the 2012 administration of the Florida Alternate Assessment Reading Test was in the area of literacy.	Students require multiple reads of a selection prior to responding to comprehension questions. Therefore, teachers will implement the "I do, We do, You do" teaching model to increase comprehension.	School Administrators SPED Teacher MTSS/RTI Team	Administration classroom walkthroughs and observations of students' work. The FCIM process will be followed. Ongoing review of interim and other assessment data in order to make adjustments to instruction	Formative: Student work samples and teacher feedback Summative: 2013 Florida Alternate Assessment
2	The area of deficiency as noted on the 2012 administration of the Florida Alternate Assessment Reading Test was in the area of literacy.	Students require multiple reads of a selection prior to responding to comprehension questions. Therefore, teachers will implement the "I do, We do, You do" teaching model to increase comprehension.	School Administrators SPED Teacher MTSS/RTI Team	Observation of students' work. FCIM process will be followed.	Formative: Student work samples and teacher feedback Summative: 2013 Florida Alternate 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:	The results of the 2012 FCAT Reading Test indicate that 6% of students achieved levels 4 and 5 proficiency. Our goal for the 2012-2013 school year is to increase levels 4 and 5 proficiency by 3 percentage points to 9%.
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2012 Current Level of Performance:

2013 Expected Level of Performance:

6% (23)

9% (34)

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	<p>An area that showed a minimal growth as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 4, Informational Text and Research Process.</p> <p>Students achieving above proficiency in these areas are in need of specific monitoring and enrichment to maintain high levels of proficiency. Teachers will use Advanced Placement materials and textbooks and utilize Baseline data for initial placement and Interim Assessments for grouping adjustments.</p>	<p>Teachers will provide students with practice in locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions. Teachers will emphasize instruction that helps to build stronger arguments to support student answers by modeling lessons and providing effective guided practice.</p> <p>Additionally, teachers will provide a variety of instructional strategies to reinforcing the process of critically analyzing text and synthesizing details to draw correct conclusions using Note-Taking Skills Questioning the Author Summarizing Activities Questioning the Author Opinion Proofs, and provide students with a variety of rich text samples to demonstrate and practice the use of the strategies.</p>	School Administrators, Leadership Team Reading Coaches	Ongoing review of interim and other assessment data in order to make adjustments to instruction. The FCIM process will be followed.	<p>Formative: Student work samples, benchmark assessments (multiple choice), chapter tests and project based learning.</p> <p>Summative: 2013 FCAT 2.0 Reading Assessment</p>
2	<p>An area that showed a minimal growth as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 4, Informational Text and Research Process.</p> <p>Students achieving above proficiency in these areas are in need of specific monitoring and enrichment to maintain high levels of proficiency. Teachers will use Advanced Placement materials and textbooks and utilize Baseline data for initial placement and Interim Assessments for grouping adjustments.</p>	<p>Teachers will provide students with practice in locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions. Teachers will emphasize instruction that helps to build stronger arguments to support student answers by modeling lessons and providing effective guided practice.</p> <p>Additionally, teachers will provide a variety of instructional strategies to reinforcing the process of critically analyzing text and synthesizing details to draw correct conclusions using Note-Taking Skills Questioning the Author Summarizing Activities Questioning the Author</p>	School Administrators, Leadership Team Reading Coaches	Administration classroom walkthroughs; Ongoing review of interim and other assessment data in order to make adjustments to instruction; FCIM	<p>Formative: Student work samples, benchmark assessments (multiple choice), chapter tests and project based learning.</p> <p>Summative: 2013 FCAT 2.0 Reading Assessment</p>

	Opinion Proofs, and provide students with a variety of rich text samples to demonstrate and practice the use of the strategies.		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	The results of the 2012 Florida Alternate Assessment Reading indicate that 32% of the students scored at performance level 7. Our goal for the 2013 Florida Alternate Assessment is to increase the percent of students performing at Level 7 by 3 percentage points to 35%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
32% (16)	35% (18)

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 area of deficiency as noted on the 2012 administration of the Florida Alternate Assessment Reading Test was in the area of vocabulary.	Vocabulary will be introduced to students with pictures and print as well as guiding them to read fiction, nonfiction and informational text to identify the differences	School Administrators SPED Teacher MTSS/RtI Team	The FCIM process will be followed. Administration classroom walkthroughs and observations of students' work.	Formative: Student work, teacher feedback Summative: 2013 Florida Alternate Assessment
2	The area of deficiency as noted on the 2012 administration of the Florida Alternate Assessment Reading Test was in the area of vocabulary.	Vocabulary will be introduced to students with pictures and print as well as guiding them to read fiction, nonfiction and informational text to identify the differences	School Administrators SPED Teacher MTSS/RtI Team	FCIM process will be followed.	Formative: Student work, teacher feedback Summative: 2013 Florida Alternate 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. Reading Goal #3a:	The results from the 2012 FCAT 2.0 Reading Test indicate that 56% of students made learning gains. Our goal for the 2012-2013 school year is to increase student achievement learning gains by 10 percentage points to 66%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
56% (179)	66% (212)

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
	An area where many students experienced deficiencies on the 2012	Teachers will encourage students to put more emphasis on reading	School Administrators, Leadership Team	The FCIM process will be followed. Ongoing review of interim and other	Formative: Student work samples,

1	administration of the FCAT 2.0 Reading Test was Reporting Category 3, Literary Analysis: Fiction/Nonfiction	<p>closely to identify relevant details that support comparison and contrast and recognizing implicit meaning or the details within a text that support the use of inference.</p> <p>Teachers will provide a variety of instructional strategies to reinforce comparisons and contrast skills by using Graphic Organizers, Concept Maps, Compare/Contrast, and the used of key signal words.</p>	Reading Coaches	assessment data in order to make adjustments to instruction	<p>benchmark assessments (multiple choice), chapter tests and project based learning.</p> <p>Summative: 2013 FCAT 2.0 Reading Assessment</p>
2	An area where many students experienced deficiencies on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 3, Literary Analysis: Fiction/Nonfiction	<p>Teachers will encourage students to put more emphasis on reading closely to identify relevant details that support comparison and contrast and recognizing implicit meaning or the details within a text that support the use of inference.</p> <p>Teachers will provide a variety of instructional strategies to reinforce comparisons and contrast skills by using Graphic Organizers, Concept Maps, Compare/Contrast, and the used of key signal words.</p>	School Administrators, Leadership Team Reading Coaches	Ongoing review of interim and other assessment data in order to make adjustments to instruction; FCIM process will be followed.	<p>Formative: Student work samples, benchmark assessments (multiple choice), chapter tests and project based learning.</p> <p>Summative: 2013 FCAT 2.0 Reading Assessment</p>

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	The results of the 2012 Florida Alternate Assessment Reading indicate that 65% of the students made learning gains. Our goal for the 2013 Florida Alternate Assessment is to increase the student achievement learning gains by 5 percentage points to 70%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
65% (29)	70% (32)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the Florida Alternate Assessment Reading Test was in the area of vocabulary.	Students will be given the opportunity to make choices using concrete objects, real pictures and symbols paired with words.	School Administrators SPED Teacher MTSS/RtI Team	Administration classroom walkthroughs and observations of students' work. The FCIM process will be followed. Ongoing review of interim and other assessment data in order to make adjustments to	<p>Formative: Student work, teacher feedback</p> <p>Summative: 2013 Florida Alternate Assessment</p>

				instruction	
2	The area of deficiency as noted on the 2012 administration of the Florida Alternate Assessment Reading Test was in the area of vocabulary.	Students will be given the opportunity to make choices using concrete objects, real pictures and symbols paired with words.	School Administrators SPED Teacher MTSS/RTI Team	Observations of students' work; FCIM process will be followed.	Formative: Student work, teacher feedback Summative: 2013 Florida Alternate 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:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The results of the 2011 FCAT Reading Test indicate that 64% of students in the lowest 25% made learning gains. Our goal for the 2011-2012 school year is to increase in the lowest 25% achieving learning gains by 5 percentage points to 69%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
64% (75)	69% (81)

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 Lowest 25% students did not make satisfactory progress in Reporting Category 1, Vocabulary.	Teachers will provide students more practice with prefixes, suffixes, root words, synonyms, antonyms, the use of context clues to distinguish the correct meaning of words that have multiple meanings. Teachers will provide a variety of instructional strategies an activities utilizing: Vocabulary Word Maps Personal Dictionaries Engaging in affix or root word activities Teachers and interventionists will collaborate in the lesson planning process to identify the areas of need for students to implement an effective instructional plan addressing deficiencies	School Administrators, Leadership Team Reading Coaches	The FCIM process will be followed. Ongoing review of interim and other assessment data in order to make adjustments to instruction	Formative: Student work samples, benchmark assessments (multiple choice), chapter tests and project based learning. Summative: 2013 FCAT 2.0 Reading Assessment
	The Lowest 25% students did not make satisfactory progress in Reporting Category 1, Vocabulary.	Teachers will provide students more practice with prefixes, suffixes, root words, synonyms, antonyms, the use of context clues to distinguish the correct meaning of words that have multiple meanings. Teachers will provide a variety of instructional strategies an activities	School Administrators, Leadership Team Reading Coaches MTSS/RTI	Observations of students' work. FCIM process will be followed.	Formative: Student work samples, benchmark assessments (multiple choice), chapter tests and project based learning. Summative: 2013 FCAT 2.0 Reading

2	utilizing: Vocabulary Word Maps Personal Dictionaries Engaging in affix or root word activities Teachers and interventionists will collaborate in the lesson planning process to identify the areas of need for students to implement an effective instructional plan addressing deficiencies.	Assessment
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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 # Our goal for the 2012-2013 school year is to increase student learning gains in all subgroups by 4 percentage points. Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	38	43	49	55	60	

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:	The results of the 2012 FCAT Reading Test indicate that 34% of the Black subgroup achieved proficiency. Our goal is to increase proficiency by 6 percentage points in the Black subgroup. The results of the 2012 FCAT indicates that 33% of the Hispanic subgroup was proficient in Reading. Our goal is to increase proficiency in the Hispanic subgroup by 7 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: N/A Black: 34% (119) Hispanic: 33% (9) Asian: N/A American Indian: N/A	40% (152) White: N/A Black: 40% (151) Hispanic: 40% (12) Asian: N/A American Indian: N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Black: As demonstrated on the administration of the 2012 FCAT 2.0 Reading Test the Black subgroup did not make satisfactory progress in Reporting Category 2, Reading Application	Utilizing data to identify Tier 2 and Tier 3 intervention of students and place in appropriate interventions. Student progress will be continuously monitored	MTSS/RtI Team	The MTSS/RtI team will meet monthly in order to monitor student progress and the effectiveness of the programs that have been initiated. Data will be reviewed from intervention assessments.	Formative: CAP-Computer Assisted Program reports from FCAT Explorer, Reading Plus. District Interim Assessments FAIR Summative: 2013 FCAT 2.0 Reading Assessment.

2	<p>White: N/A Black: Hispanic: N/A Asian: N/A American Indian: N/A</p> <p>Black: As demonstrated on the administration of the 2012 FCAT 2.0 Reading Test the Black subgroup did not make satisfactory progress in Reporting Category 2, Reading Application.</p>	Utilizing data to identify Tier 2 and Tier 3 intervention of students and place in appropriate interventions. Student progress will be continuously monitored	MTSS/RtI Team	The MTSS/RtI team will meet monthly in order to monitor student progress and the effectiveness of the programs that have been initiated. Data will be reviewed from intervention assessments.	<p>Formative: CAP-Computer Assisted Program reports from FCAT Explorer, Reading Plus. District Interim Assessments FAIR</p> <p>Summative: 2013 FCAT 2.0 Reading Assessment.</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 subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	The results of the 2011 FCAT Reading Test indicated that 11% of the students in the ELL subgroup achieved proficiency. Our goal is to increase student proficiency by 9 percentage points to 20%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
14% (11)	26% (21)

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	As demonstrated on the administration of the 2012 FCAT 2.0 Reading Test 42% of ELL students did not make satisfactory progress. Students have a language barrier.	Utilize data (FCAT, FAIR, CELLA) to identify student needs and place students in appropriate Tier 1 and Tier 2 interventions, differentiate instruction and utilize targeted benchmark materials, monitor students' progress continuously. Provide and promote the use of Reading Plus and Achieve 3000 to help build and accelerate academic growth	Administration MTSS/RtI Team ELL Teachers/Department Chair	MTSS/RtI Team will monitor student progress and the effectiveness of intervention program delivery using data from prescribed intervention assessment.	<p>Formative: FAIR, District and school-site assessment data, intervention assessments Reading Plus and Achieve 3000 reports</p> <p>Summative: 2013 FCAT 2.0 Reading Assessment</p>
2	As noted on the 2011 FCAT Reading Test the English Language Learners subgroup did not make AYP require improvement in reporting category 1, Vocabulary.	Students will use concept maps to help build their general knowledge of word meanings and relationships, the study of synonyms and antonyms, and the practice of recognizing examples and non-examples of word relationships. Instruction should provide students with skills in understanding connotative language as it relates to vocabulary and provide	Literacy Leadership Team	The Leadership Team and ELL Coordinator will meet monthly to Disaggregate student data and develop action plans that address deficiencies in the program delivery. Remediation and interventions will be implemented to bridge the gap; FCIM process will be followed.	<p>Formative: FAIR, District Assessment Data</p> <p>Summative: 2012 FCAT Assessment</p>

	opportunities to practice returning to the text to verify answers. Teachers should emphasize to students the importance of fleshing out overall meanings and help students develop tools to identify the overall concept written in text.		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	The results of the 2012 FCAT 2.0 Reading Test show that 30% of the SWD students did not make satisfactory progress in Reading. Our goal in the 2012-2013 school year is to increase proficiency in the SWD subgroup by 3 percentage points to 73%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (16)	57% (18)

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	As demonstrated on the administration of the 2012 FCAT 2.0 Reading Test 30% of SWD students did not make satisfactory progress.	Utilize data (FCAT, FAIR) to identify student needs and place students in appropriate Tier 1 and Tier 2 interventions, differentiate instruction and utilize targeted benchmark materials, monitor students' progress continuously. Provide and promote the use of Reading Plus and Achieve 3000 to help build and accelerate academic growth.	Administration MTSS/RtI Team SPED Teachers/Department Chair	MTSS/RtI Team will monitor student progress and the effectiveness of intervention program delivery using data from prescribed intervention assessment.	Formative: FAIR, District and school-site assessment data, intervention assessments Reading Plus and Achieve 3000 reports Summative: 2013 FCAT 2.0 Reading Assessment
2	As demonstrated on the administration of the 2012 FCAT 2.0 Reading Test 30% of SWD students did not make satisfactory progress.	Utilize data (FCAT, FAIR) to identify student needs and place students in appropriate Tier 1 and Tier 2 interventions, differentiate instruction and utilize targeted benchmark materials, monitor students' progress continuously. Provide and promote the use of Reading Plus and Achieve 3000 to help build and accelerate academic growth.	Administration MTSS/RtI Team SPED Teachers/Department Chair	MTSS/RtI Team will monitor student progress and the effectiveness of intervention program delivery using data from prescribed intervention assessment.	Formative: FAIR, District and school-site assessment data, intervention assessments Reading Plus and Achieve 3000 reports Summative: 2013 FCAT 2.0 Reading 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:

	The results of the 2012 FCAT 2.0 Reading Test show that
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5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	66% of the ED students did not make satisfactory progress in Reading. Our goal in the 2012-2013 school year is to increase proficiency in the ED subgroup by 6 percentage points to 40%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (117)	43% (153)

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	As demonstrated on the administration of the 2012 FCAT 2.0 Reading Test 30% of SWD students did not make satisfactory progress.	Utilize data (FCAT, FAIR) to identify student needs and place students in appropriate Tier 1 and Tier 2 interventions, differentiate instruction and utilize targeted benchmark materials, monitor students' progress continuously. Provide and promote the use of Reading Plus and Achieve 3000 to help build and accelerate academic growth	Administration MTSS/RtI Team SPED Teachers/Department Chair	MTSS/RtI Team will monitor student progress and the effectiveness of intervention program delivery using data from prescribed intervention assessment.	Formative: FAIR, District and school-site assessment data, intervention assessments Reading Plus and Achieve 3000 reports Summative: 2013 FCAT 2.0 Reading Assessment
2	As demonstrated on the administration of the 2012 FCAT 2.0 Reading Test 66% of ED students did not make satisfactory progress. ED Students demonstrate a need for basic skills. These areas include but are not limited to completing homework, taking proper notes and applying general study skills.	Utilize data (FCAT, FAIR) to identify student needs and place students in appropriate Tier 1 and Tier 2 interventions, differentiate instruction and utilize targeted benchmark materials, monitor students' progress continuously.	Administration MTSS/RtI Team	MTSS/RtI Team will monitor student progress and the effectiveness of intervention program delivery using data from prescribed intervention assessment.	Formative: FAIR, District and school-site assessment data, intervention assessments Summative: 2013 FCAT 2.0 Reading Assessment

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
Interpreting & Teaching Poetry	6-8	Reading Coach/Reading Department Chair	Reading/Language Arts Teachers	Early Release - 10/25/12	Student work samples Interim Assessment	Administration

Shades of Meaning	6-8	Reading Coach/Reading Department Chair	Reading/Language Arts Teachers	Early Release - 12/13/12	Reports Student work samples Interim Assessment Reports	Administration
Reading Plus, FCAT Explorer, Literacy and Vocabulary Skills and Test Taking Strategies	6-8	Reading Coach/Reading Department Chair	Reading/Language Arts Teachers	Early Release - 01/17/13	Interim Assessment Reports	Administration
Overview of Reading Strategies	6-8	Reading Coach/Reading Department Chair	School-Wide	Early Release - 10/25/12 12/13/12 01/17/13	Student work samples Interim Assessment Reports	Administration

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$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:	The results of the 2012 CELLA Listening /Speaking Test indicate that the ELL students made satisfactory progress. Our goal in the 2012-2013 school year is to increase student proficiency to demonstrate 40% proficiency.
2012 Current Percent of Students Proficient in listening/speaking:	
36% (30)	

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	As noted on the administration of the CELLA Listening/Speaking Test, ELL students made 36% progress. Students demonstrate deficiency in listening and speaking skills.	The ELL teacher will incorporate modeling, Teacher Lead Groups, Brainstorming and Think Alouds to reinforce skills needed for higher student performance in this area.	Administration ELL Teachers/Department Chair	Administrative team and teachers will disaggregate and analyze student data and in-class assessment to determine effectiveness of strategies implemented. The FCIM process will be followed. Ongoing review of interim and other assessment data in order to make adjustments to instruction	Formative: Student work samples , interims, benchmark assessments Summative: 2013 CELLA

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:

The results of the 2012 CELLA Reading Test indicate that the ELL students made satisfactory progress.

Our goal in the 2012-2013 school year is to increase student proficiency to demonstrate 29% proficiency.

2012 Current Percent of Students Proficient in reading:

24% (20)

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	As noted on the administration of the CELLA Reading Test, ELL students made 20% progress. Students demonstrate deficiency in Reading.	The ELL teacher will incorporate Strategies to improve student reading proficiency through the use of Read Alouds, Task Cards, Cooperative Learning, and Graphic Organizers.	Administration ELL Teachers/Department Chair	Administrative team and teachers will disaggregate and analyze student data and in-class assessment to determine effectiveness of strategies implemented. The FCIM process will be followed. Ongoing review of interim and other assessment data in order to make adjustments to instruction	Formative: Student work samples , interims, benchmark assessments Summative: 2013 CELLA

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

3. Students scoring proficient in writing.

CELLA Goal #3:

The results of the 2012 CELLA Writing Test indicate that the ELL students made satisfactory progress.

Our goal in the 2012-2013 school year is to increase

student proficiency to demonstrate 18% proficiency.

2012 Current Percent of Students Proficient in writing:

13% (11)

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	As noted on the administration of the CELLA Writing Test, ELL students made 13% progress. Students demonstrate deficiency in Writing.	The ELL teacher will incorporate strategies to improve student writing which include Illustrating and labeling, Process Writing, Summarizing, and Spelling Strategies to improve student performance in writing.	Administration ELL Teachers/Department Chair	Administrative team and teachers will disaggregate and analyze student data and in-class assessment to determine effectiveness of strategies implemented. The FCIM process will be followed. Ongoing review of interim and other assessment data in order to make adjustments to instruction	Formative: Student work samples , interims, benchmark assessments Summative: 2013 CELLA

CELLA Budget:

Evidence-based Program(s) /Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$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:	Results of the 2012 FCAT 2.0 Mathematics Test indicate that 25% of students achieved Level 3 proficiency. Our goal for the 2012-2013 school year is to increase Level 3 student proficiency by 5 percentage points to 30%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (98)	30% (116)

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 area of deficiency 1.1. as noted on the 2012 FCAT 2.0 Mathematics Assessment, was reporting Category 3, Geometry and Measurement in grades 6-8.	Teachers will provide students with visual stimulus to develop students' spatial sense, opportunities to investigate geometric properties and differentiate instruction for students. Teachers will utilize hands on materials to facilitate conceptual learning and understanding of geometry and measurement concepts and apply learning to solve real-world problems to increase higher order thinking.	School Administrator: Mr. Patrick Lacouty Mathematics Coach; Ms. Shirley Gordon	Ongoing review of interim and other assessment data in order to make adjustments to instruction. FCIM process will be followed.	Formative: Student work-text samples, District topic tests, Odyssey (Compass Learning reports, FCAT Explorer, Florida Achieves.) Summative: 2013 FCAT 2.0 Mathematics Assessment EOC Exams
2	The area of deficiency as noted on the 2012 FCAT 2.0 Mathematics Assessment, was reporting Category 1, Fractions, Ratios, Proportional Relationships, and Statistics for Grade 6 and Number: Base Ten for Grade 7.	Teachers will infuse the Step-It-Up- Problem Solving Protocol into daily instruction to equip students with strategies to solve real-world application based problems and develop an understanding of and fluency with multiplication and division of fractions and decimals, provide a variety of models for representation. Teachers will utilize manipulatives and real-world scenarios to develop meaning for integers and related vocabulary; and represent and compare quantities with them in order to develop higher	School Administrator: Mr. Patrick Lacouty Mathematics Coach: Ms. Shirley Gordon	Ongoing review of interim and other assessment data in order to make adjustments to instruction. FCIM process will be followed.	Formative: Student work-text samples, District topic tests, Odyssey (Compass Learning reports, FCAT Explorer, Florida Achieves.) Summative: 2013 FCAT 2.0 Mathematics Assessment

		order thinking processes. Develop departmental guidelines for student learning notebooks proven to increase student achievement.			
3	The area of deficiency 1.2. as noted on the 2012 FCAT 2.0 Mathematics Assessment, was reporting Category 2, Expressions, Equations, and Functions for Grade 8.	Teachers will provide opportunities for students to solve and graph one and two-step inequalities in one variable and utilize graphing calculators or a variety of technology resources to explore slopes, graphs, and tables of linear functions.	School Administrator: Mr. Patrick Iacouty Mathematics Coach: Ms. Shirley Gordon	Ongoing review of interim and other assessment data in order to make adjustments to instruction. FCIM process will be followed.	Formative: Student work-text samples, District topic tests, Odyssey (Compass Learning reports, FCAT Explorer, Florida Achieves.) Summative: 2013 FCAT 2.0 Mathematics 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. Mathematics Goal # 1b:	The results of the 2012 Florida Alternate Assessment indicate that 34% of the students scored at performance levels 4, 5, and 6. Our goal for the 2013 Alternate Assessment is to increase student proficiency by 5% points to 39%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
34% (17)	39 (20)

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	According to the results of the 2012 Mathematics Alternate Assessment, the area of greatest difficulty for students was Number Sense.	The teacher will provide students with opportunities to learn concepts using manipulatives visuals, number lines and assistive technology as well as providing repetition for long term learning math concepts such as rote counting and fact fluency	School Administrators SPED Teacher: Ms. Eugene MTSS/RTI Team	Observations of students' work. FCIM process will be followed.	Formative: Student work, teacher feedback Summative: 2013 Florida Alternate 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 mathematics. Mathematics Goal # 2a:	The results of the 2012 FCAT Mathematics 2.0 test indicate that 11% of students achieved Level 4 and 5 proficiency Our goal for the 2012-2013 school year is to increase Level 4 and 5 student proficiency by 2 percentage points to 13%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
11% (43)	13% (50)

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Level 4 and 5 students demonstrated deficiency for grade 7 in Reporting Category 3, Geometry and Measurement as noted on the 2012 FCAT 2.0 Mathematics Test.	Teachers will utilize virtual manipulatives and interactive websites such as floridastandards.com , www.thinkingblocks.com to assist students to move from concrete to abstract.	School Administrator: Mr. Patrick Lacouty Leadership Team Mathematics Coach: Ms. Shirley Gordon	Ongoing review of interim and other assessment data in order to make adjustments to instruction. FCIM process will be followed.	Formative: Student work-text samples, District topic tests, Odyssey (Compass Learning reports, FCAT Explorer, Florida Achieves., and Project Based learning. Summative: 2013 FCAT 2.0 Mathematics 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:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	The results of the 2012 Florida Alternative Assessment indicate that 24% of students achieved Level 7 in mathematics proficiency. Our goal for the 2012-2013 school year is to increase Levels 7 student proficiency by 3 percentage points to 27%
2012 Current Level of Performance:	2013 Expected Level of Performance:
24% (12)	27% (14)

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1 The area of deficiency as noted on the 2012 administration of the 2012 Florida Alternate Assessment was number Sense.	Teachers will provide students with review for long term learning math concepts such as rote counting and fact fluency and utilize guided discussion to engage students in real life math problems.	School Administrators SPED Teacher MTSS/RtI Team	Observations of students' work. FCIM process will be followed.	Formative: Student work, teacher feedback Summative: 2013 Florida Alternate 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 mathematics. Mathematics Goal #3a:	The results of the 2012 FCAT 2.0 Mathematics Assessment indicate that 78% of students achieved learning gains. Our goal for the 2012-2013 school year is to increase student learning gains by 5 percentage points to 83%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
78% (252)	83% (269)

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	As noted on the 2012 administration of the FCAT 2.0 Mathematics Assessment, the percent of students making learning gains increased by 18 percentage points in Category 2, Expressions and Equations for Grade 6, as compared to the 2011 FCAT Mathematics Assessment. The barrier is that students have poor vocabulary.	Teachers will infuse literacy in the mathematics classrooms through mathematical journals to reinforce the use of mathematics terminology and utilize hands-on activities to explore basic math concepts to solve mathematics problems.	School Administrator: Mr. Patrick Lacouty Leadership Team Mathematics Coach: Ms. Shirley Gordon	Ongoing review of interim and other assessment data in order to make adjustments to instruction. FCIM process will be followed.	Formative: Student work-text samples, District topic tests, Odyssey (Compass Learning reports, FCAT Explorer, Florida Achieves., and Project Based learning. Summative: 2013 FCAT 2.0 Mathematics Assessment EOC Exams
2	As noted on the 2012 administration of the FCAT 2.0 Mathematics Assessment, the percent of students making learning gains increased by 17 percentage points in Category 2, Ratios, Proportional Relationships for Grade 7, as compared to the 2011 FCAT Mathematics Assessment. The barrier is that students struggle to move from concrete to the abstract concepts.	Teachers will infuse the model drawing method to help students understand abstract word problems. Furthermore, The model drawing method will help students understand proportional relationships.	School Administrators Leadership Team Mathematics Coach: Ms. Shirley Gordon	Ongoing review of interim and other assessment data in order to make adjustments to instruction. FCIM process will be followed.	Formative: Student work-text samples, District topic tests, Odyssey (Compass Learning reports, FCAT Explorer, Florida Achieves., and Project Based learning. Summative: 2013 FCAT 2.0 Mathematics Assessment
3	As noted on the 2012 administration of the FCAT 2.0 Mathematics Assessment, the percent of students making learning gains increased by 8 percentage points in Category 1, Number: Operations, Problems, and Statistics for Grade 8, as compared to the 2011 FCAT Mathematics Assessment. The barrier is that students struggle to move from pictorial to abstract concepts.	Teachers will infuse literacy in the mathematics classrooms through the STEP IT UP problem solving protocol to reinforce the use of mathematics terminology and utilize hands-on activities to explore basic math concepts to solve mathematics problems.	School Administrator: Mr. Patrick Lacouty Leadership Team Mathematics Coach: Ms. Shirley Gordon	Ongoing review of interim and other assessment data in order to make adjustments to instruction. FCIM process will be followed.	Ongoing review of interim and other assessment data in order to make adjustments to instruction.

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	The results of the 2012 Florida Alternative Assessment indicate that 61% of students achieved Learning Gains in mathematics proficiency. Our goal for the 2012-2013 school year is to increase Learning Gains by 5 percentage points to 66%.
2012 Current Level of Performance:	2013 Expected Level of Performance:

61% (27)			66% (30)		
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 area of deficiency as noted on the 2012 administration of the 2012 Florida Alternate Assessment was Number Sense.	Teachers will provide students with visual choices.	School Administrators SPED Teacher MTSS/RtI Team	Observations of students' work. FCIM process will be followed.	Formative: Student work, teacher feedback Summative: 2013 Florida Alternate 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:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	A) On the 2012 FCAT Mathematics Test 82% of the Lowest 25% of students made learning gains. Our goal for the 2012-2013 school year is to provide appropriate interventions and remediation in order to increase the percentage of students making learning gains by 5 percentage points, to 87%. B) The results of the 2012 Florida Alternate Assessment indicate that 61% of the students made learning gains. Our goal for the 2013 Alternate Assessment is to increase student proficiency by 5% points to 66%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
A) 82% (70) B) 61% (27)	A) 87% (74) B) 66% (30)

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	As noted on the 2012 administration of the FCAT 2.0 Mathematics Assessment, the area of greatest difficulty for students was Category 3, Geometry and Measurement in grades 6-8.	Identify students in the Lowest 25% group and develop intervention programs for identified students utilizing FCAT Coach and Everglades K-12.	School Administrator: Patrick Lacouty Leadership Team & Mathematics Coach: Ms. Shirley Gordon will conduct data analysis after each formal assessment. MTSS/RtI Team	Ongoing review of interim and other assessment data in order to make adjustments to instruction. FCIM process will be followed.	Formative: Student work-text samples, District topic tests, Odyssey (Compass Learning reports, FCAT Explorer, Florida Achieves., and Project Based learning. Summative: 2013 FCAT 2.0 Mathematics Assessment
2	According to the results of the 2012 Mathematics Alternate Assessment, the area of greatest difficulty for students was Number Sense.	Teachers will provide students with opportunities to learn concepts using manipulatives, visuals and assistive technology.	School Administrators SPED Teacher MTSS/RtI Team	Observations of students' work. FCIM process will be followed.	Formative: Student work, teacher feedback Summative: 2013 Florida Alternate Assessment

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 # Our goal for the 2012-2013 school year is to increase student learning gains in all subgroups by 2 percentage points. Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	38	43	49	55	60	

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:	Results of the 2012 FCAT 2.0 Mathematics Assessment indicate that 43% of students in the Black subgroup achieved proficiency. Our goal for the 2012-2013 school year is to increase student learning gains in the Black subgroup by 6 percentage points to 49%
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: N/A Black: 43% (131) Hispanic: N/A Asian: N/A American Indian: N/A	White: N/A Black: 49% (184) Hispanic: N/A Asian: N/A American Indian: N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Black: As demonstrated on the administration of the 2012 FCAT 2.0 Mathematics Test the Black subgroup did not make satisfactory progress in Reporting Category 3, Geometry and Measurement for all grade levels.	Utilizing data to identify Tier 2 and Tier 3 intervention of students and place in appropriate interventions. Teachers will utilize the STEP IT UP protocol to help students understand Geometry and Measurement.	MTSS/RTI Team	The MTSS/RTI team will meet monthly in order to monitor student progress and the effectiveness of the programs that have been initiated. Data will be reviewed from intervention assessments.	CAP-Computer Assisted Program reports from FCAT Explorer. District Interim Assessments Summative: 2013 FCAT 2.0 Reading Assessment.

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	The results of the 2012 FCAT 2.0 Mathematics Test show that 62% of the ELL students did not make satisfactory progress in Mathematics. Our goal in the 2012-2013 school year is to increase proficiency in the ELL subgroup by 3 percentage points to 65%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (21)	29%(24)

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	As demonstrated on the administration of the 2012 FCAT 2.0 Reading Test 42% of ELL students did not make satisfactory progress. Students have a language barrier.	Utilize data (FCAT, FAIR, CELLA) to identify student needs and place students in appropriate Tier 1 and Tier 2 interventions, differentiate instruction and utilize targeted benchmark materials, monitor students' progress continuously. Provide and promote the use of Reading Plus and Achieve 3000 to help build and accelerate academic growth	Administration MTSS/RtI Team ELL Teachers/Department Chair	MTSS/RtI Team will monitor student progress and the effectiveness of intervention program delivery using data from prescribed intervention assessment.	Formative: FAIR, District and school-site assessment data, intervention assessments Reading Plus and Achieve 3000 reports Summative: 2013 FCAT 2.0 Reading Assessment
2	As noted on the administration of the 2012 FCAT 2.0 Mathematics Assessment 62% percentage made satisfactory progress. Students have difficulties in the areas of vocabulary and comprehension of the math problems.	Utilize data (FCAT, Baseline/Interim Assessments) to identify student needs and place students in appropriate Tier 1 and Tier 2 interventions, differentiate instruction and utilize targeted benchmark materials, monitor students' progress continuously. Provide and promote the use of Compass Learning to help build and accelerate academic growth	MTSS/RtI Team	The MTSS/RtI team will meet monthly in order to monitor student progress and the effectiveness of the programs that have been initiated. Data will be reviewed from intervention assessments.	CAP-Computer Assisted Program reports from FCAT Explorer and Compass Learning. District Interim Assessments Summative: 2013 FCAT 2.0 Reading 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:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	The results of the 2012 FCAT Mathematics Test indicate 42% of the SWD students did not make satisfactory progress in Math. Our goal for the 2012-2013 school year is to increase SWD student achievement by 4 percentage points to 62%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
43% (14)	48% (15)

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	As noted on the administration of the 2012 FCAT 2.0 Mathematics Test 58 SWD made satisfactory progress in mathematics.	Student progress will be monitored on a weekly basis. Students will receive instruction according to their educational plan. Appropriate interventions should be applied in a timely and cross-curricular manner.	MTSS/RtI Team	The MTSS/RtI team will meet monthly in order to monitor student progress and the effectiveness of the programs that have been initiated. Data will be reviewed from intervention assessments.	CAP-Computer Assisted Program reports from FCAT Explorer and Compass Learning. District Interim Assessments Summative: 2013

	Increase the use of manipulatives to explore measurement with non-traditional units.		FCAT 2.0 Reading Assessment.
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	Results of the 2012 FCAT 2.0 Mathematics Assessment indicate that 43% of students in the Economically Disadvantaged subgroup achieved proficiency. Our goal for the 2012-2013 school year is to increase student learning gains in the Economically Disadvantaged subgroup by 5 percentage points to 48%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
43% (154)	48% (172)

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	As noted on the administration of the 2012 FCAT 2.0 Mathematics Test 43% ED made satisfactory progress in mathematics	Student progress will be monitored on a weekly basis. Students will receive instruction according to their educational plan. Appropriate interventions should be applied in a timely and cross-curricular manner. Increase the use of manipulatives to explore measurement with non-traditional units.	MTSS/RtI Team	The MTSS/RtI team will meet monthly in order to monitor student progress and the effectiveness of the programs that have been initiated. Data will be reviewed from intervention assessments.	CAP-Computer Assisted Program reports from FCAT Explorer and Compass Learning. District Interim Assessments Summative: 2013 FCAT 2.0 Reading Assessment.

End of Middle School Mathematics Goals

Florida Alternate Assessment High School Mathematics Goals

* When using percentages, include the number of students the percentage represents next to the percentage (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. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics 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. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics. Mathematics Goal #2:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

3. Florida Alternate Assessment: Percent of students making learning gains in mathematics. Mathematics Goal #3:	
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				

High School Mathematics AMO Goals

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%.		Mathematics Goal # 5A : <input type="text"/>				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:					
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
1					

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:		The goal for 2012-2013 is to decrease the percentage of students not making satisfactory progress by 1 percentage point.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
White: N/A Black: 96% (25) Hispanic: N/A Asian: N/A American Indian: N/A		White: N/A Black: 96% (25) Hispanic: N/A Asian: N/A American Indian: N/A			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted					

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

5D. Students with Disabilities (SWD) not making	
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satisfactory progress in mathematics. Mathematics Goal #5D:	N/A			
2012 Current Level of Performance:	2013 Expected Level of Performance:			
N/A	N/A			
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:				
E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	NA			
2012 Current Level of Performance:	2013 Expected Level of Performance:			
White: N/A Black: na Hispanic: N/A Asian: N/A American Indian: N/A	White: N/A Black: NA Hispanic: N/A Asian: N/A American Indian: N/A			
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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:	The results of the 2012 Algebra EOC assessments indicate that 46% of the students scored at Level 3. Our goal for the 2012-13 school year is to maintain our high standards increase the percentage of students achieving proficiency Level 3 at 46%
2012 Current Level of Performance:	2013 Expected Level of Performance:
46% (12)	46% (12)

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	According to results of the 2012 Algebra EOC assessment, the area of greatest difficulty for students was Reporting Category 3 – Rationales, Radicals, Quadratics, and Discrete Mathematics	<p>Provide additional practice in solving and graphing quadratic equations, both with and without technology, that involve real world applications.</p> <p>Provide students with opportunities to utilize computer-based, individualized instruction Compass Learning Programs and individualized instruction, which provides immediate feedback.</p> <p>Teachers will infuse cooperative Learning with incorporation of critical thinking skills and data analysis and interpretation with note-taking in order to solve real-world problems.</p>	School Administrators Leadership Team Mathematics Coach	Ongoing review of interim and other assessment data in order to make adjustments to instruction. FCIM process will be followed.	<p>Formative: District topic tests and Interim Assessments.</p> <p>Summative: Algebra EOC</p>

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

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	The results of the 2012 Algebra EOC assessments indicate that 50% of students scored at Achievement Level 4. Our goal for 2012-13 school year is to maintain the high standards of students scoring proficiency at Level 5.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (13)	50% (13)

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	Development of students' critical thinking skills as assessed through word problems associated with linear and quadratic equations. Higher level problem-solving skills are essential for moving these already high level achievers to an even higher level.	<p>Prepare, inspire, engage and encourage through:</p> <p>Hands on activities and manipulatives.</p> <p>Student-developed projects utilizing algebraic skills through experiments and surveys which will lead to development of</p>	School Administrators Leadership Team Mathematics Coach	Ongoing review of interim and other assessment data in order to make adjustments to instruction. FCIM process will be followed.	<p>Formative: District topic tests and Interim Assessments.</p> <p>Summative: Algebra EOC</p>

	graphs, charts, table, etc.		
	Cooperative learning and differential instruction on a higher level.		
	Use of technology for data analysis.		

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:		N/A		
2012 Current Level of Performance:		2013 Expected Level of Performance:		
N/A		N/A		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:				
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:		N/A		
2012 Current Level of Performance:		2013 Expected Level of Performance:		
N/A		N/A		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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
Effective Math Strategies	6-8	Mathematics Coach/ Mathematics Department Chair	Mathematics Teachers	Early Release - 10/25/12; 12/13/12	Student work samples Interim Assessment Reports	Administration
Technology Resources in the Mathematics Classroom	6-8	Mathematics Coach/ Mathematics Department Chair	Mathematics Teachers	Early Release; 01/17/13	Student work samples Interim Assessment Reports	Administration

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science.	The results of the 2012 FCAT 2.0 Science Assessment indicated that -16% of the students were proficient.
Science Goal #1a:	Our goal for the 2012-13 school year is to increase the percentage of students achieving proficiency by 5 percentage points to 21%.

2012 Current Level of Performance:	2013 Expected Level of Performance:
16% (26)	21% (35)

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 area of deficiency according to the 2012 Science FCAT assessment was Physical Science.	Teachers will examine and explore student misconceptions using formative assessment probes. Solicit partnerships with local high school academies, colleges, universities and/or industries to provide expert support to Physical and Chemical Science concepts. Teachers will ensure instruction in Comprehensive Science 1, Comprehensive Science 2, and Comprehensive Science 3 (Regular and Advanced) courses adheres to the depth and rigor of the Next Generation Sunshine as delineated in the District Pacing Guide.	School Administrators Science Coach/Department Chair	Ongoing review of interim and other assessment data in order to make adjustments to instruction. FCIM process will be followed.	Formative: Student work samples, District Interims, Science Probes, and project based learning. Summative: 2013 FCAT 2.0 Science 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 science. Science Goal #1b:	On the 2012 Alternate Assessment 41% of the students scored 4, 5, 6. The level of performance expected on the 2013 Florida Alternate Assessment is 5 % of the students will show improvement.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
41% (7)	46% (8)

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 areas of deficiency according to the 2012 Alternate Assessment is in the area of key scientific concepts.	Teachers will provide a variety of hands-on instruction so students can manipulate and explore actions and outcomes.	School Administrators SPED Teacher MTSS/RtI Team	Formative assessments; The FCIM process will be followed. Ongoing review of interim and other assessment data in order to make	Formative: Student work, teacher feedback Summative: 2013 Florida

1				adjustments to instruction The FCIM process will be followed. Ongoing review of interim and other assessment data in order to make adjustments to instruction	Alternate Assessment
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	On the 2012 Science FCAT administration 4 % of the students achieved a level 4 or 5. The level of performance expected on the 2013 FCAT is 3 % of the students are expected to receive a level 4 or 5.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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4% (7)	7% (11)
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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 area of deficiency according to the 2012 Science FCAT assessment was Physical Science.	Identify students scoring 4 or 5 in Reading and Mathematics portion of the FCAT and mentor these students in the development of independent experimental projects to increase scientific thinking, and the development and discussion of inquiry based activities that allow for testing of hypotheses, data analysis, explanation of variables, models, and various investigative methods scientists use. On a regular basis utilize Gizmos and/or Discovery Education. Reinforce and build on prior experience developing higher order thinking skills.	School Administrators Science Coach/Department Chair	Ongoing review of interim and other assessment data in order to make adjustments to instruction. FCIM will be followed.	Formative: Student work samples, GIZMO reports, District Interims, Science Probes, and project based learning. Summative: 2013 FCAT 2.0 Science 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:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	On the 2012 administration of the Florida Alternate Assessment in science 24% of students achieved Level 7 proficiency. The expected level of performance for the 2013 administration is 27% achieving proficiency.
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2012 Current Level of Performance:		2013 Expected Level of Performance:			
24% (4)		27% (5)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The areas of deficiency according to the 2012 Alternate Assessment is in the area of key scientific concepts.	Teachers will provide students with continuous review/practice when learning science concepts.	School Administrators SPED Teacher MTSS/RtI Team	Formative assessments; The FCIM process will be followed. Ongoing review of interim and other assessment data in order to make adjustments to instruction	Formative: Student work, teacher feedback Summative: 2013 Florida Alternate Assessment

Florida Alternate Assessment High School Science Goals

* When using percentages, include the number of students the percentage represents next to the percentage (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. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.					
Science 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. Florida Alternate Assessment: Students scoring at or above Level 7 in science.					
Science 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				

Biology 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 Biology. Biology 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 Biology. Biology 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
Interdisciplinary Unit on Environmental Science	6-8	Science Coach/ Department Chair	School-Wide	Early Release - 10/25/12	Student work samples/projects Interim Assessment Reports	Administration
Science Probes	6-8	Science Coach/ Department Chair	Science Teachers	Early Release- 12/13/12	Student work samples/projects Interim Assessment Reports	Administration
Science Writing PLC	6-8	Science Coach/ Department Chair	Science Teachers	Early Release - 01/17/13	Student work samples/projects Interim Assessment Reports	Administration

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$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:	Based on the 2012 FCAT Writing Test 55 % of the students scored 3.0 or higher. Our goal for the 2012-2013 school year is to increase the percentage of students achieving at or above proficiency by 4% points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
55% (90)	59% (97)

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
	<p>The areas of deficiency as noted on the 2012 administration on the FCAT Writing Test were support and conventions. Students need support to elaborate and scaffold experiences between topic and real world. Students are lacking in all areas of grammar and spelling.</p> <p>Barrier: Teacher capacity teaching conventions and support.</p> <p>Barrier: All students having a notebook.</p> <p>Barrier: The allocation of time for student writing conferences.</p>	<p>1. Teachers will develop and maintain with students a Writer's Notebook which contains brainstorming in a variety of ways: using graphic organizers, drawing, generating and grouping ideas, listing, formulating questions, outlining, free writing, group discussions, and printed material.</p> <p>Solution: Students will be provided a notebook with writing rubrics that will be kept in the classroom as a reference guide.</p> <p>2. Teachers will model effective writing for students and use mentor text and anchor papers as springboards for effective writing and incorporate a selection of sentence variety and sentence combining activities</p> <p>Solution: On-going professional development on the writing process will be planned and facilitated by the on-site professional development coordinator. Teachers will be required to attend District Writing workshops. Onsite support will be provided by the Reading Coach.</p> <p>3. Teachers will provide</p>	<p>Patrick Lacouty, Assistant Principal</p> <p>Marie Wallace, Language Arts Department Chairperson</p>	<p>Monthly writing prompts to monitor students' progress and adjust focus as needed. The FCIM process will be followed. Ongoing review of interim and other assessment data in order to make adjustments to instruction</p>	<p>Formative: District Baseline data and Student scores on monthly writing prompts and post test.</p> <p>Summative: 2013 FCAT Writing Test</p>

opportunities for peer sharing and editing, as well as student-teacher writing conferences using editor's checklist. Improve connections between main ideas and details by changing words and adding transitional words to clarify meaning or to add interest.

Solution: Teachers will provide on-going corrective feedback to students on monthly writing prompts. Additionally, a writing camp will be executed in the fall and another in the winter prior to the administration of the State Writing test.

4. Students will edit for correct spelling of high frequency and phonetically regular words, using a word bank, dictionary, or other resources as necessary and review writing samples to have students identify punctuation, subject/verb agreement errors and provide suggestions for improvement. Refer to revision and editing chart to edit their papers, as well as conferencing with peers and/or teacher.

Solution: The Language Arts department chairperson will assess the resource needs of each classroom and provide materials and training to teacher if necessary.

5. Teachers will provide students with opportunities to write in a variety of expository forms (journal, log, newsletter article), and record information (observations, notes, lists, labels, charts) related to a topic and review persuasive writing techniques with students.

Solution: The L/Arts department chairperson will provide teachers with anchor papers and

	will train teachers how to acquire the sample materials from the FLDOE website.		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	The results of the 2012 Florida Alternate Assessment Writing Test indicate that 65% of students scored level 4.0 or higher. Our goal for the 2012-2013 school year is to increase the number of Level 4.0 or higher to 70%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
65% (11)	70% (12)

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 areas of deficiency as demonstrated on the administration of the 2012 Florida Writing Assessment, was focus in creating sentences and paragraphs on topic.	Teachers will provide students with opportunities to use picture cards to create sentences and paragraphs on topic and utilize assistive technology for students that are unable to physically write.	School Administrators SPED Teacher MTSS/RtI Team	Observations of students' work. FCIM process will be followed.	Formative: Student work, teacher feedback Summative: 2013 Florida Alternate Assessment

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Effective Writing Techniques with Rubrics and Anchor Papers Writing Across the Curriculum	6-8	Reading Coach/LA Department Chairperson	School-Wide	Early Release 12/13/12	Monitor writing notebooks and writing prompts.	Administration/Language Arts Department Chair.
Writing Across the Curriculum	6-8	Reading Coach/LA Department Chairperson	School-Wide	Early Dismissal - 01/17/13	Monitor writing notebooks and writing prompts.	Administration/Language Arts Department Chair.

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$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:	The goal for 2012-2013 is to have at least 50% of our seventh-graders be proficient on the Civics EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	50% (77)

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	Coverage of content needed to complete before EOC.	Teachers will incorporate proper pacing to ensure that the Civics Curriculum is taught with fidelity and is paced accordingly Teachers will provide students with opportunities to utilize concept maps and reading skills to help build students' knowledge of word meaning, relationships and vocabulary and real-world documents such as how-to	Administration Department Chairperson	Ongoing review of interim and other assessment data in order to make adjustments to instruction. FCIM process will be followed.	Formative: End of Course Benchmark Exams, Teacher created exams Summative: 2013 Civics EOC Assessment

	articles, brochures, fliers and websites.			
	Teachers will model the use of text features to locate, interpret and organize information.			

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:	No Data
2012 Current Level of Performance:	2013 Expected Level of Performance:
No Data	No Data

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 need additional support to develop independent projects using research skills.	Teachers will provide students with opportunities to use project-based learning in order to move students from guided learning to more independent learning.	Administration Department Chairperson	Ongoing review of interim and other assessment data in order to make adjustments to instruction. FCIM process will be followed.	Formative: End of Course Benchmark Exams, Teacher created exams Summative: 2013 Civics EOC Assessment

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
Primary Source Documents	6-8	PD Liaison/ Department Chairperson	Social Studies Teachers	Early Release 10/25/12	Student work samples Interim Assessment Reports	Administration
End of Course Exams	6-8	PD Liaison/ Department Chairperson	Social Studies Teachers	Early Release - 12/13/12	Student work samples Interim Assessment Reports	Administration
Writing in Social Studies	6-8	PD Liaison/ Department Chairperson	Social Studies Teachers	Early Release - 01/17/13	Student work samples Interim Assessment Reports	Administration

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Civics Goals

U.S. History 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 U.S. History. U.S. History Goal #1:		N/A		
2012 Current Level of Performance:		2013 Expected Level of Performance:		
N/A		N/A		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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 U.S. History. U.S. History Goal #2:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:

N/A		N/A		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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
N/A	N/A	N/A	N/A	N/A	N/A	N/A

U.S. History Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of U.S. History EOC Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:

1. Attendance Attendance Goal #1:	Our goal for this year is to increase attendance to 94.77% by minimizing absences due to illnesses and truancy.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
93.77% (429)	94.77% (434)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
138	131
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
95	90

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	<p>Truancy and out-door suspensions are barriers to the attendance rate.</p> <p>School-safety is an anticipated barrier.</p>	<p>Identify and refer students who may develop a pattern of non-attendance to the MTSS/RtI.</p> <p>Incorporate school-wide safety and Anti-bullying curriculum</p> <p>The school will utilize the school's Social Worker and CIS to conduct more home visits to gather accurate information and meet with parents to discuss their child's attendance and recommend methods to improve and maintain better communication with the schools.</p>	<p>Assistant Principals MTSS/RtI School Counselor CIS Social Worker</p>	<p>Bi-weekly updates to administration form the MTSS/RtI team and number of reported incidents. The FCIM process will be followed.</p>	<p>COGNOS, Attendance Rosters, SCMS</p>
2		<p>Parents will be contacted if students are excessively late to school or to classes. Additionally, detentions will be administered when students are late three times to homeroom or classes. During detentions sessions, student will engaged in educational activities that promote the benefits of being on time to school and classes.</p>			

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
Anti-Bullying PD	6-8	School Counselor/PD Liaison	School-wide	Early Release - 12/13/12	Disaggregate data for number of incidents	Administration

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Increase Student Attendance	Incentives for perfect attendance, and positive behavior regarding attendance (i.e. decrease in truancy and tardiness, etc...)	EESAC	\$1,961.71
			Subtotal: \$1,961.71
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,961.71

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal # 1:	Our goal for the 2012-2013 school year is to decrease the total number of suspensions by 5%.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions

123	111
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
96	86
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
230	207
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
118	106

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	A lack of social and problem solving skills in everyday interpersonal relationships.	Administrators will contact parents of students who have been placed on indoor suspension. Parents will be informed of the student's infractions and consequence based on Student Code of Conduct. There will also be a use of the progressive discipline plan and referral to the RTI team and the Region.	Administration School Counselor Social Worker SCSI instructor CSI MTSS/RTI	Monitor SCSI logs Parents' communication with an indoor or outdoor suspension for evidences of change. The FCIM process will be followed.	Number of discipline issues reported on SCAMS.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PBS	6-8	UTD	School-wide	Faculty Meeting	Utilize classroom walk through to monitor teachers' implementation of PBS. The FCIM process will be followed.	Administration

Suspension Budget:

Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Suspension Goal(s)

Dropout Prevention Goal(s)

Note: Required for High School - F.S., Sec. 1003.53

* 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. Dropout Prevention					
Dropout Prevention Goal #1:		N/A			
*Please refer to the percentage of students who dropped out during the 2011-2012 school year.					
2012 Current Dropout Rate:		2013 Expected Dropout Rate:			
N/A		N/A			
2012 Current Graduation Rate:		2013 Expected Graduation Rate:			
N/A		N/A			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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						

Dropout Prevention Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Dropout Prevention 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>	N/A - Title I School, see PIP
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
N/A - Title I School, see PIP	N/A - Title I School, see PIP

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

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Increase student achievement through parental involvement.	CIS, Parent Resource Center, parent activities, parent organizations and parent workshops.	Title I	\$3,165.00
			Subtotal: \$3,165.00
			Grand Total: \$3,165.00

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:	Our school-wide STEM integration will include all students that scored Level 3 or higher in reading and mathematics on the 2012 FCAT Assessments Our goal for the 2013 is to increase learning gains and maintain current 96% EOC passing rate.
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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	Organizational skills.	Engineering and mathematical benchmarks based on item specifications will be addressed during Math and Science courses.	Administration Science Coach/Science Department Chair Math Coach/Math Department Chair	Science journals and math notebooks. The FCIM process will be followed. Ongoing review of interim and other assessment data in order to make adjustments to instruction	Formative: Science journals and math notebooks. Summative: Algebra EOC Exam, FCAT 2.0 Science Assessment

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

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

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

STEM Budget:

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

No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. CTE CTE Goal #1:		Our goal for the 2012-13 school year is to prepare and increase our students work related knowledge skill set and allow them the opportunity for a practical application of these skills. Our goal is to increase rigorous and relevant instruction by increasing student participation in CTSO competitions by 10%			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Increase rigor and real world applications through Project Based Learning Competitions.	Lesson plans will be implemented using Project Based Learning instructional elements.	Administration CTE Teacher	Students will create classroom projects that demonstrate the development of the practical work skills. Monitor the implementation of the guidelines and timeline for the teacher training and the progress of the CTE student competition projects. The FCIM process will be followed. Ongoing review of assessment data in order to make adjustments to instruction	Teacher made tests and projects. Reports showing number of Future Business Leaders of America (FBLA) competition participants.

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

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

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

CTE Budget:

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

End of CTE Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	N/A	N/A	N/A	\$0.00
CELLA	N/A	N/A	N/A	\$0.00
Mathematics	N/A	N/A	N/A	\$0.00
Science	N/A	N/A	N/A	\$0.00
Writing	N/A	N/A	N/A	\$0.00
Civics	N/A	N/A	N/A	\$0.00
U.S. History	N/A	N/A	N/A	\$0.00
Attendance	Increase Student Attendance	Incentives for perfect attendance, and positive behavior regarding attendance (i.e. decrease in truancy and tardiness, etc...)	EESAC	\$1,961.71
Suspension	N/A	N/A	N/A	\$0.00
Dropout Prevention	N/A	N/A	N/A	\$0.00
Parent Involvement	N/A	N/A	N/A	\$0.00
				Subtotal: \$1,961.71
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	N/A	N/A	N/A	\$0.00
CELLA	N/A	N/A	N/A	\$0.00
Mathematics	N/A	N/A	N/A	\$0.00
Science	N/A	N/A	N/A	\$0.00
Writing	N/A	N/A	N/A	\$0.00
Civics	N/A	N/A	N/A	\$0.00
U.S. History	N/A	N/A	N/A	\$0.00
Attendance	N/A	N/A	N/A	\$0.00
Suspension	N/A	N/A	N/A	\$0.00
Dropout Prevention	N/A	N/A	N/A	\$0.00
Parent Involvement	N/A	N/A	N/A	\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	N/A	N/A	N/A	\$0.00
CELLA	N/A	N/A	N/A	\$0.00
Mathematics	N/A	N/A	N/A	\$0.00
Science	N/A	N/A	N/A	\$0.00
Writing	N/A	N/A	N/A	\$0.00
Civics	N/A	N/A	N/A	\$0.00
U.S. History	N/A	N/A	N/A	\$0.00
Attendance	N/A	N/A	N/A	\$0.00
Suspension	N/A	N/A	N/A	\$0.00
Dropout Prevention	N/A	N/A	N/A	\$0.00
Parent Involvement	N/A	N/A	N/A	\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	N/A	N/A	N/A	\$0.00
CELLA	N/A	N/A	N/A	\$0.00

Mathematics	N/A	N/A	N/A	\$0.00
Science	N/A	N/A	N/A	\$0.00
Writing	N/A	N/A	N/A	\$0.00
Civics	N/A	N/A	N/A	\$0.00
U.S. History	N/A	N/A	N/A	\$0.00
Attendance	N/A	N/A	N/A	\$0.00
Suspension	N/A	N/A	N/A	\$0.00
Dropout Prevention	N/A	N/A	N/A	\$0.00
Parent Involvement	Increase student achievement through parental involvement.	CIS, Parent Resource Center, parent activities, parent organizations and parent workshops.	Title I	\$3,165.00
				Subtotal: \$3,165.00
				Grand Total: \$5,126.71

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input checked="" type="checkbox"/> Priority	<input checked="" type="checkbox"/> Focus	<input checked="" type="checkbox"/> Prevent	<input checked="" 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.

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School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
The projected use of SAC funds will be to provide various initiatives, resources, and activities to enhance student achievement.	\$1,961.71

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

Monthly meetings to monitor and modify the school improvement plan as needed and to find the best solutions to continuously improve student achievement.

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

Dade School District THOMAS JEFFERSON MIDDLE SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	39%	39%	69%	18%	165	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	55%	58%			113	3 ways to make gains: <ul style="list-style-type: none"> ● 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?	64% (YES)	74% (YES)			138	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					416	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					D	Grade based on total points, adequate progress, and % of students tested

Dade School District THOMAS JEFFERSON MIDDLE SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	37%	39%	80%	12%	168	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	63%	69%			132	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	68% (YES)	81% (YES)			149	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					449	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested