

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: MILLENNIUM MIDDLE SCHOOL

District Name: Broward

Principal: Dr. Cheryl Cendan

SAC Chair: Janet R. Jackson

Superintendent: Robert Runcie

Date of School Board Approval: December 4, 2012

Last Modified on: 10/24/2012

Gerard Robinson, Commissioner
Florida Department of Education
325 West Gaines Street
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Dr. Mike Grego, Chancellor
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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	Dr. Cheryl Cendan	Bachelor of Business Education / Juris Doctorate / School Principal K-12 / Educational Leadership / Social Sciences 6-12	10	13	<p>Millennium Middle School 2011-2012 FCAT A++ School Grade A 2010-2011 FCAT A++ School Grade A •2009-10/2008-09 / 2007-08 / 2005-06 / 2004-05 / 2006-07 School Grade B</p> <p>2007-08 ••Met High Standards – Read 66% / Math 70% / Writing 96% / Science 30% ••Made Learning Gains – Read 67% / Math 77% ••87% of criteria met for AYP</p> <p>2006-07 ••Met High Standards – Read 60% / Math 64% / Writing 94% / Science 29% ••Made Learning Gains – Read 63% / Math 68% ••77% of criteria met for AYP</p> <p>2005-06 ••Met High Standards – Read 65% / Math 66% / Writing 93%</p>

					<ul style="list-style-type: none"> •••Made Learning Gains – Read 72% / Math 71% ••••92% of criteria met for AYP
Assis Principal	Henry L. Brown III	B.A/Masters Educational Leadership (All levels) School Principal (All levels) Business Education	4	12	<p>Millennium Middle School 2011-2012 FCAT A++ School Grade A 2010-11 FCAT A++ Grade A – 7th grade reading learning gains 78%, 7th grade math learning gains 88%, 7th grade reading scoring level 3 or above 74%, 7th grade math scoring level 3 or above 77%, Did not met AYP criteria.</p> <p>2009-10/2008-09 FCAT A++ School Grade A – 6th grade reading learning gains increased 69% to 72%, 6th grade math learning gains 63%, 6th grade reading scoring level 3 or above 69%, 6th grade math scoring level 3 or above 62%, AYP 82% met criteria.</p>
Assis Principal	Sabrina Elsinger	B.A. Specific Learning Disabilities M.S. Educational Leadership (All Levels) Reading Endorsement E.S.O.L. Endorsement	2	4	<p>2009-2010 Blanche Ely High School- Assistant Principal-Reading Learning Gains – 37%; High Standards – 27% Lower 25% Gains – 30%</p> <p>2010-2011 Blanche Ely High School- Assistant Principal-Reading 28% met high standards in reading (33% making Learning Gains) Lowest 25% making Learning Gains – 36%</p> <p>Millennium Middle School 2011-2012 FCAT A++ School Grade A • Received 10 Bonus Points for Retakes (60% passed reading)</p>

INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Math	Jennifer Schorr	BA. In Elementary Ed, Masters in Ed. Leadership, Math 5-9 & ESOL Endorsed	9	6	<p>2010- A, 2011-A, 2012-A Learning Gains in Math 2010- 75%, 2011- 70%, 2012-73% Lowest 25% gains in Math- 2010-68%, 2011- 69%, 2012 -64% (AMO) for 2013 Learning Gains 2013- 76% Lowest 25% gains in Math 2013- 70% All goals set for PGP Plan were met each year from 2004 to present</p>
Literacy	Marie Garrido	Bachelor of Science in Elementary Education, Reading Endorsed Gifted Endorsed ESOL Endorsed	11	1	<p>Millennium Middle School Learning Gains in Reading 2011-2012 Total - 82.1% White - 86.7% Black - 85.7% Hispanic - 78.6% FRL - 83.9%</p>
Science	Tammy Barnes	Bachelor of Science in Laboratory Technology, Licensed Clinical Laboratory Scientists, MT (ASCP) certified ESOL Endorsed Middle Grades Science Biology	10	2	<p>Millennium Middle School FCAT 06-07 29% FCAT 07-08 30% FCAT 08-09 36% (school) - (My team 46% level 3-5) FCAT 09-10 45% FCAT 10-11 46% FCAT 11-12 41%</p>

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	New Teacher Orientation & PLC	Principal / Asst. Prin.	June 2013	
2	Team Professional Learning Communities	Team Leaders.	June 2013	
3	Department Prof. Learning Comm.	Department Chairs	June 2013	
4	Grade Level Prof. Learning Comm.	Grade Level Admin.	June 2013	
5	PLC's (Professional Learning Communities)	Department Chairs/Coaches	June 2013	
6	Collaborative efforts with HRD	Department Chairs/Coaches	June 2013	
7	Needs assessments including surveys	Administration	June 2013	
8	Formal and informal observations with constructive feedback	Administration	June 2013	

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
N/A	N/A

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
81	3.7%(3)	14.8%(12)	39.5%(32)	42.0%(34)	53.1%(43)	100.0%(81)	9.9%(8)	2.5%(2)	43.2%(35)

Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Amy Petros	Tiffany Knowles	Once mentees are provided the rationale for pairing will be to complete the Beginning Teacher Program and all other requirements	NESS activities, consultation regarding applicable resources and materials, progress monitoring, modeling, conferencing, pairing with veteran teacher in same department / Other support from administrators, department chairs, and

		as needed.	team leaders.
Charlene Nelson	Jeannine Hodge	Once mentees are provided the rationale for pairing will be to complete the Beginning Teacher Program and all other requirements as needed.	NESS activities, consultation regarding applicable resources and materials, progress monitoring, modeling, conferencing, pairing with veteran teacher in same department / Other support from administrators, department chairs, and team leaders.
Alicia Salas	Veronika Niyazova	Once mentees are provided the rationale for pairing will be to complete the Beginning Teacher Program and all other requirements as needed.	NESS activities, consultation regarding applicable resources and materials, progress monitoring, modeling, conferencing, pairing with veteran teacher in same department / Other support from administrators, department chairs, and team leaders.
Sandy Leung	Nilsa Williamson	Once mentees are provided the rationale for pairing will be to complete the Beginning Teacher Program and all other requirements as needed.	NESS activities, consultation regarding applicable resources and materials, progress monitoring, modeling, conferencing, pairing with veteran teacher in same department / Other support from administrators, department chairs, and team leaders.
Elizabeth Rivera	Yolanda Rivera	Once mentees are provided the rationale for pairing will be to complete the Beginning Teacher Program and all other requirements as needed.	NESS activities, consultation regarding applicable resources and materials, progress monitoring, modeling, conferencing, pairing with veteran teacher in same department / Other support from administrators, department chairs, and team leaders.
Ryan Atwood	Helen Guzzi	Once mentees are provided the rationale for pairing will be to complete the Beginning Teacher Program and all other requirements as needed.	NESS activities, consultation regarding applicable resources and materials, progress monitoring, modeling, conferencing, pairing with veteran teacher in same department / Other support from administrators, department chairs, and team leaders.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title I funds provide an opportunity for teachers to assist students; especially those low performing students. Funds for staff development are used to develop comprehensive professional trainings, which provide opportunities for teachers to gain extensive knowledge of improved delivery of instruction through a variety of workshops. This results in teachers constantly moving toward mastery in addition to improving student achievement. Parental involvement funds are utilized to fund monthly academic parent nights that provide parents with new skills to support student learning within their home environment. Other goals of the parental involvement component is to improve the the quality and frequency of family participation in addition to increasing family awareness and literacy. The funds are utilized for refreshment purchases, materials/supplies, and to provide stipends for those staff members who participate as presenters.

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

Teachers participate in district-developed workshops in differentiated instruction and academic standards training. Summer leadership and curriculum workshops are supported with district Title I funds.

Title III

ELL students receive reading and developmental language arts instruction by a certified ELL teacher. The multicultural department provides ELL instructional materials to be used with ELL students as requested.

Title X- Homeless

Teachers and staff members are responsible for helping in the identification of homeless students and referring them to the Homeless Education Program offered by the district. The purpose of the Homeless Education Program is to identify homeless students, remove barriers to their education, including school enrollment, provide them with supplemental academic and counseling case management services as well as linkages to their school social worker/community liaison while maintaining school as the students' stable environment.

Supplemental Academic Instruction (SAI)

Supplemental Academic Instruction (SAI)funds will be utilized according to Title I requirements. Supplemental Academic Instruction will include a multiple weeks Saturday Writing Camp, Saturday Science Camp, and Saturday Reading and math Camp. These camps are to assist struggling students and motivate and challenge accelerated students.

Violence Prevention Programs

Millennium Middle School implements the County Student Code of Conduct and follows the District Discipline Matrix The school enforces the District's Anti-Bullying Policy and has a zero tolerance for bullying and violence. Bullying prevention programs are supported through Peer Counseling/Conflict Mediation programs, guest speakers, and student assemblies.

Nutrition Programs

Nutritional programs and health education are an integral part of the science and selected unified arts courses; specifically through the physical education curriculum.

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

Career and Technical Education is implemented through the business education course offered to students in grades 6 - 8 on an elective wheel. Other initiatives are included as part of the instruction of classroom teachers as related to their curriculum.

Job Training

N/A

Other

N/A

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The school-based MTSS/RtI Leadership Team consists of the following participants: principal, assistant principal, school counselors, behavior specialists, literacy coach, ESE Specialist, social worker, school psychologist, classroom teachers, community liaison, and family counselor.

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

In reflection of the district's plan, the MTSS/RtI Team meets weekly regarding identified "at risk" students. Implementation of Tier 1, 2, and 3 interventions take place accordingly including problem identification, problem analysis, intervention design, and progress monitoring. Team functions also include identifying target and replacement behavior; identification of peer group for comparison, determine function of specific behavior (FBA), develop/implement interventions based on FBA (BTIP); monitor/evaluate/modify interventions based on data. The RtI data is incorporated into reports and analyzed to assist in identifying common behavioral issues so as to implement necessary procedures. The principal coordinates the team meetings and case management is handled for the tier 2 and tier 3 cases.

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

The role of the school-based MTSS/RtI Leadership Team in developing and implementing the school improvement plan is to ensure that the action steps developed meet the needs of all students academically, socially, and emotionally. Schoolwide/classroom interventions include positive behavior support, social-emotional learning curriculum, and an effective discipline program. The RtI team ensures that there exists evidence of efforts to establish core curriculum that is effective for all sub-groups. Also, aggregate data are routinely inspected in the areas of reading, math, writing, science, and behavior at Tier 1. These data are used to evaluate the effectiveness of the core curriculum and schoolwide behavior management strategies. These same data are also used to screen for at-risk students who may be in need of tier 2 or tier 3 interventions.

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 management include screening, diagnostic, and progress monitoring of assessments which will be shared through graphing and other techniques for communication purposes to all interested stakeholders. Interventions and support are established and implemented through use of not only the school wide discipline plan, but also discipline/behavior progress reports and guidance data, academic assessments (through use of a monthly "Checkpoint" program), and school climate surveys. Additionally, other initiatives include behavioral observation and intervention data assessments; targeted individual/group interventions through individual team plans and grade level plans. Use of discipline reports, behavioral incidents, suspension/detention records, self-assessments, surveys, attendance data, teacher checklists, and screening instruments are also used. The data management system reflects documentation and support at Tier 1 in regard to problem behaviors commonality, occurrence, referrals, timing, and causes. At tier 2 and 3 levels the management system summarizes expectations, student performance levels, peer performance, aim line, and trend line. Additionally, there is an inspection at Tier 1 of assessments such as the Florida Comprehensive Assessment Test (FCAT), End-of-Course (EOC), and Benchmark Assessment (BAT) and other pertinent data for academic referrals. For behavior referrals, discipline referrals, and suspensions/expulsions data is utilized. Also included at Tier 1 is a routine review in the areas of reading, math writing, science, and behavior. At Tiers 2 and 3 data sources include intervention records and progress monitoring graphs generated for individual students.

Describe the plan to train staff on MTSS.

School-wide staff development to take place during year beginning teacher planning week with follow up training during professional learning communities (team, department, and grade level). Training will include the basic concepts of the MTSS/RtI process with follow up on the expectations of all involved members and support provided at each tier. There will also be training on collecting, recording, and graphing data. Training will be facilitated by School Counselors, Behavior Specialists, ESE Specialist, School Social Worker, and School Psychologist in respect to the process as the whole, and in respects to the role and support provided by each.

Describe the plan to support MTSS.

Faculty will participate in continuous professional development to ensure effective implementation of all steps of the process to ensure support of MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Participants of the school-based Literacy Leadership Team (LLT) are as follow: Dr. Cheryl, Principal, Dr. Henry Brown, Asst. Principal, Mrs. Sabrina Elsinger, Marie Garrido, Literacy Coach, Tammy Barnes, Science Coach, and Jennifer Schorr, Math Coach, Department Chairs: Michelle Gandy (Reading); Charlene Nelson (Lang. Arts); and Nate Berkowitz (Soc. Studies and Behavior Specialist); school counselors--Janet R. Jackson (6th/7th grades, Title I Liaison, and SAC Chair); Ivonne Hidalgo, Guidance Director (6th/7th grades); Mary Johnson, Social Worker; intensive reading teachers (Mary Diggs - 8th grade); Denise Leiter (7th grade); and Beth Ackerman (6th grade); ELL facilitator, Daniel Arnoux; and ESE Specialist, Aimee Finkelstein

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

The function of the Literacy Leadership Team will assist staff successfully implementing the RTI system, and bridge the gap between effective coaching, leadership and RtI. Going beyond basic ideas of literacy coaching the LLT will function to build capacity for implementing and sustaining positive change through responsive and evidence-based instructional strategies.

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

Major initiatives will include an ongoing, job-embedded plan, and a framework for sustaining support and success. The action plan will include (but will not be limited to) scheduling meeting times for teachers to work together on: planning their initiatives, assist in gathering baseline data, completing observations, and discussing progress with a peer reviewer. The focus, goals, and initiatives of the LLT will be based on student and teacher data and be aligned with the Reading SIP goals. In addition to the goals identified, there will be consideration of goals closely aligned with FCIM such as: developing model/demonstration classrooms; using data to analyze the effectiveness of instruction and to redesign instruction and resources to meet student learning and intervention needs; monitoring and supporting the implementation of the Comprehensive Intervention Reading Programs and scientifically-based reading instruction and strategies with fidelity; leading and supporting PLCs and Study Groups; creating and sharing school-wide initiatives and activities that promote literacy.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

N/A

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

Millennium Middle School's aligned curriculum and other programs reflect its plan that ensures that teaching reading strategies is the responsibility of every teacher. The following strategies are action steps to support this:

1. BEST (Building Effective Strategies for Test-taking) – Various reading strategies incorporated in all content area classes to expose students to higher order literary competencies through mini-lessons, practice exercises, teacher directed activities, and mini assessments.
2. Implementation of required novel reading per quarter in specific classes; Lang. arts classes incorporate county core readings.
3. Participation in various reading, writing and hands-on activities in relation to multiculturalism and diversity.

4. Students are afforded the opportunity to attend FCAT Saturday camps to enhance reading.
5. Integrate use of Literary Circles or other similar initiatives as part of classroom instruction to improve reading comprehension and critical thinking skills on for all level students.
6. Instructional activities include the integration of non-fiction text from subject area texts, magazines, newspapers, and a variety of Internet sources.
7. Sponsor a variety of reading curriculum related family/parent/community outreach workshops.
8. STAR (School wide Silent Reading Program) implemented in all content area classes for thirty minutes a day and thirty minutes at home nightly.

*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:	By May 2013, the percent of students scoring level 3 will improve 5 percent from 31.8% (442/1390) to 36.8% (512/1390).
2012 Current Level of Performance:	2013 Expected Level of Performance:
442/1390 31.8%	36.8% (512/1390)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teacher knowledge of strategies for improving academic vocabulary has been identified as a barrier	Training, classroom modeling, observation, and feedback from on use of Close Reading strategies such as rereading, text coding, and directed note-taking.	Marie Garrido, Literacy Coach Cheryl Cendan, Principal	Classroom Walkthroughs	Student Samples
2	Teacher knowledge of summarizing and identifying key details has been identified as a barrier.	Training, classroom modeling, observation, and feedback on the use of summarization techniques such as framed paragraphs, tickets out, and graphic organizers.	Marie Garrido, Literacy Coach Cheryl Cendan, Principal	CWTs to ensure strategy integration, student work samples, data chats to ensure student mastery.	Mini-assessments Student work portfolios
3					

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:	By May 2013, the percent of students scoring proficient on the FAA will improve 5 percent from 30.8% (4/13) to 35.8% (5/13).
2012 Current Level of Performance:	2013 Expected Level of Performance:
4/13 30.8%	35.8% (5/13)

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
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1	Teacher knowledge of Response to Intervention has been identified as a barrier.	Training, classroom modeling, observation, and feedback on the use of strategies to use at each Tier on the Response to Intervention framework.	Aimee Finkelstein, ESE Specialist	CWTs to ensure strategy integration, student work samples, data chats to ensure student mastery.	Student work portfolios, formative assessments
2	Teacher knowledge of Differentiated Instruction has been identified as a barrier.	Training, classroom modeling, observation, and feedback on the use of strategies for Differentiated Instruction such as differentiation process, content, and product.	Aimee Finkelstein, ESE Specialist	CWTs to ensure strategy integration, student work samples, data chats to ensure student mastery.	Student work portfolios, formative assessments

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	By May 2013, students achieving above proficiency (FCAT Levels 4 and 5 will improve 5 percent from 26.3% (365/1390) to 31.4% (437/1390).
2012 Current Level of Performance:	2013 Expected Level of Performance:
365/1390 26.3%	31.4% (437/1390)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teacher knowledge of Close Reading techniques and higher levels of questioning has been identified as a barrier.	Training, classroom modeling, observation, and feedback from on use of Close Reading strategies such as rereading, text coding, and directed note-taking.	Marie Garrido, Literacy Coach Cheryl Cendan, Principal	Classroom walk-throughs	Student work samples
2	It was determined that teacher knowledge of strategies to teach informational Text/ Research Process is a barrier.	Training, classroom modeling, observation, and feedback on higher level and questioning in all content areas. Lesson study groups will develop and modify lessons that target these benchmarks. Training on NGSSS Test Specs for these benchmarks.	Nate Berkwitz, Social Studies Dept. Chair Marie Garrido, Literacy Coach Cheryl Cendan, Principal	CWT will be used to monitor the use of higher level questioning. Data chats take place quarterly. Lesson study groups meet monthly.	FCAT BAT Rubrics and student work samples Mini-assessments

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	By May 2013, the percent of students scoring proficient on the FAA will improve 5 percent from 38.5% (5/13) to 43.5% (6/13).
2012 Current Level of Performance:	2013 Expected Level of Performance:
5/13 38.5%	43.5% (6/13)

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	Teacher knowledge of Response to Intervention has been identified as a barrier.	Training, classroom modeling, observation, and feedback on the use of strategies to use at each Tier on the Response to Intervention framework.	Aimee Finkelstein, ESE Specialist	CWTs to ensure strategy integration, student work samples, data chats to ensure student mastery.	Student work portfolios and formative assessments
2	Teacher knowledge of Differentiated Instruction strategies has been identified as a barrier.	Training, classroom modeling, observation, and feedback on Differentiated Instruction strategies for the differentiation of content, process, and product.	Aimee Finkelstein, ESE Specialist	CWTs to ensure strategy integration, student work samples, data chats to ensure student mastery.	Student work portfolios and formative assessments.

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	By May 2013, the percent of students making learning gains will improve 5 percent from 71.7% (961.8/1341) to 76.7% (1029/1341).
2012 Current Level of Performance:	2013 Expected Level of Performance:
961.8/1341 71.7%	76.7% (1029/1341)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teacher knowledge of strategies to build academic vocabulary was identified as a barrier.	Use of the Struggling Reader Matrix to ensure proper placement of level 1 and 2 students. Differentiated instruction will be used in all content classes. CRISS and McRel strategies will be used in all classes to develop student vocabulary. Training on NGSSS Test Specs. Differentiated Instruction PLC	Marie Garrido, Literacy Coach Cheryl Cendan, Principal	Progress Monitoring will be used to ensure student growth in Decoding and Fluency Skills. CWTs will be used to monitor the use of differentiate strategies. Quarterly data chats. Differentiated Instruction PLC meets monthly.	DAR FORF BAT FCAT Mini-assessments
2	Teacher knowledge of strategies to summarize and identify key details was identified as a barrier.	CRISS and McRel strategies will be used in all classes with a focus on understanding the main idea. CRISS and McRel strategies will be used in all classes.	Marie Garrido, Literacy Coach Cheryl Cendan, Principal	CWTs will be used to monitor the use of differentiate strategies. Quarterly data chats. Differentiated Instruction PLC meets monthly.	BAT FCAT Mini-assessments

		Differentiated instruction will be used in all content classes.			
3					

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:	By May 2013, the percent of students scoring proficient on the FAA will improve 5 percent from 60.8% (7.3/12) to 65.8% (8/12).
2012 Current Level of Performance:	2013 Expected Level of Performance:
7.3/12 60.8%	65.8% (8/12)

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	Teacher knowledge of Response to Intervention has been identified as a barrier.	Training, classroom modeling, observation, and feedback on the use of strategies to use at each Tier on the Response to Intervention framework.	Aimee Finkelstein, ESE Specialist	CWTs to ensure strategy integration, student work samples, data chats to ensure student mastery.	Student work portfolios, formative assessments
2	Teacher knowledge of Differentiated Instruction has been identified as a barrier.	Training, classroom modeling, observation, and feedback on the use of strategies for Differentiated Instruction such as differentiation process, content, and product.	Aimee Finkelstein, ESE Specialist	CWTs to ensure strategy integration, student work samples, data chats to ensure student mastery.	Student work portfolios, formative assessments

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	By May 2013, the percent of the lowest 25% of students will improve 5% from 74% (259.7/351) to 79% (278/351).
2012 Current Level of Performance:	2013 Expected Level of Performance:
259.7/351 74%	79% (278/351)

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
	Teacher knowledge of building academic	School-wide vocabulary tutorial program	Marie Garrido, Literacy Coach	The Continuous Improvement Model will	Pre/Post Test Mini-assessments

1	vocabulary was identified as a barrier.	Use of the Struggling Reader Matrix to ensure proper placement of level 1 and 2 students Training, classroom modeling, observation, and feedback from on use of word walls, vocabulary improvement strategies, and morphemic analysis.	Cheryl Cendan, Principal	be used to disaggregate the data to target students who must be placed in Intensive Reading Classes. Progress Monitoring will be used to ensure student growth in Decoding and Fluency Skills.
2	Teacher knowledge of summarizing and identifying key ideas and details was identified as a barrier.	Training, classroom modeling, observation, and feedback on the use of summarization techniques such as framed paragraphs, tickets out, and graphic organizers.	Marie Garrido, Literacy Coach Cheryl Cendan, Principal	The Continuous Improvement Model will be used to disaggregate the data and identify students who need targeted instructions in comprehension strategies.

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Reading Goal # By May 2017, the percent of non-proficient students will be reduced by half from 34% to 17% in Reading.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	31%	28%	25%	22%	19%	

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:	By May 2013, the percent of White students not making satisfactory progress will be reduced 5% from 38.7% (108/279) to 33.7% (94/279), Black students be reduced 5% from 48.3% (328/679) to 43.3% (294/679), and Hispanic students will be reduced 5% from 34.9% (120/344) to 29.9% (103/344).
2012 Current Level of Performance:	2013 Expected Level of Performance:
5B Student subgroups White not making satisfactory progress in reading 108/279 38.7% 5B Student subgroups Black not making satisfactory progress in reading 328/679 48.3% 5B Student subgroups Hispanic not making satisfactory progress in reading 120/344 34.9%	White students 33.7% (94/279), Black students 43.3% (294/679), Hispanic students 29.9% (103/344)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teacher knowledge of culturally sensitive instruction has been determined as a barrier.	Training on culturally sensitive instructional strategies.	Marie Garrido, Literacy Coach Cheryl Cendan, Principal	Classroom walkthroughs	Teacher Observation
	It was identified that teacher knowledge of building academic vocabulary was identified as a barrier.	Training, classroom modeling, observation, and feedback from on use of word walls, vocabulary improvement strategies, and morphemic analysis.	Marie Garrido, Literacy Coach Cheryl Cendan, Principal	CWTs will monitor the use of ESOL strategies and differentiated instruction. Quarterly data chats. Student work samples in	DAR FORF SRI FCAT BAT Mini-assessments

2	<p>CRISS and McREL strategies are used with to build vocabulary skills.</p> <p>Differentiated Instruction.</p> <p>Academic Vocabulary lessons with Interactive Word Walls.</p>	<p>portfolios.</p> <p>Differentiated Instruction PLC meets monthly.</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:	By May 2013, the percent of ELL students not making satisfactory progress will be reduced from 87.1% (27/31) to 82.1%. (26/31)
2012 Current Level of Performance:	2013 Expected Level of Performance:
27/31 87.1%	82.1%. (26/31)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teacher use of ESOL strategies was identified as a barrier.	<p>The ESOL Matrix of Strategies will be utilized in all classes.</p> <p>ESOL Support class for struggling ESOL students.</p> <p>Use of bilingual dictionaries to build vocabulary.</p> <p>CRISS and McREL strategies are used with to build vocabulary skills.</p> <p>Training on ESOL strategies, accommodations.</p> <p>Differentiated Instruction.</p>	Cheryl Cendan, Principal Lillian Flores, ESOL Department Chair	<p>CWTs will monitor the use of ESOL strategies and differentiated instruction quarterly and provide feedback on strategy use.</p> <p>Quarterly data chats with students, and administration.</p> <p>Student work samples in portfolios.</p> <p>Differentiated Instruction PLC meets monthly.</p>	Student work portfolios

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	By May 2013, the number of SWD students not making satisfactory progress will be reduced from 75.3% (125/166) to 70.3% (117/166).
2012 Current Level of Performance:	2013 Expected Level of Performance:
125/166 75.3%	70.3% (117/166)

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 DART model was used to determine that the Vocabulary Reporting Category is a barrier due to a lack of background knowledge	The Struggling Reader Matrix will be used to ensure proper reading instruction. Differentiated Instruction.	Marie Garrido, Literacy Coach Cheryl Cendan, Principal	The Response to Intervention Model will be used to target students who need increasingly intensive instruction and monitor progress with intervention strategies.	FCAT FAIR DAR, Fluency Probe, mini-assessments, and teacher made tests.
2	The DART model was used to determine that the Main Idea/Applications Reporting Category is a barrier due to lack of student background knowledge lack of skill of finding the main idea.	The Struggling Reader Matrix will be used to ensure proper reading instruction. Differentiated Instruction.	Marie Garrido, Literacy Coach Sue Smith, ESE Specialist Cheryl Cendan, Principal	The Response to Intervention Model will be used to target students who need increasingly intensive instruction and monitor progress with intervention strategies.	FCAT FAIR Mini-assessments, Student Portfolios

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	By May 2013 students in the Economically Disadvantaged subgroup will reduce the number of students not making satisfactory progress from 46.9% (454/969) to 41.9% (406/969).
2012 Current Level of Performance:	2013 Expected Level of Performance:
454/969 46.9%	41.9% (406/969)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teacher knowledge of building academic vocabulary was identified as a barrier.	Training, classroom modeling, observation, and feedback from on use of word walls, vocabulary improvement strategies, and morphemic analysis. CRISS and McREL strategies are used with to build vocabulary skills. Differentiated Instruction. Academic Vocabulary lessons with Interactive Word Walls.	Marie Garrido, Literacy Coach Cheryl Cendan, Principal	CWTs will monitor the use of ESOL strategies and differentiated instruction. Quarterly data chats. Student work samples in portfolios. Differentiated Instruction PLC meets monthly.	DAR FORF SRI FCAT BAT Mini-assessments

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Response to Intervention	All grades and content areas	Aimee Finkelstein, ESE Specialist	School-wide	Mini-workshop training-quarterly	Classroom observation, Lesson Study	Aimee Finkelstein, ESE Specialist Cheryl Cendan, Principal
Close Reading Strategies for Accessing Complex Text	All grades and content areas	Marie Garrido, Literacy Coach	School-wide	Department meetings and PLC Meetings	Classroom observation, Lesson Study	Marie Garrido, Literacy Coach Cheryl Cendan, Principal
Building Academic Vocabulary	All grades and content areas	Marie Garrido, Literacy Coach	School-wide	Mini-workshop training-quarterly	Classroom observation, Lesson Study	Marie Garrido, Literacy Coach Cheryl Cendan, Principal
Summarizing and Identifying Key Ideas	All grades and content areas	Marie Garrido, Literacy Coach	School-wide	Mini-workshop training-quarterly	Classroom observation, Lesson Study	Marie Garrido, Literacy Coach Cheryl Cendan, Principal
Close Reading Strategies	All grades and content areas	Marie Garrido, Literacy Coach	School-wide	Department meetings and PLC Meetings	Classroom observation, Lesson Study	Marie Garrido, Literacy Coach Cheryl Cendan, Principal
Differentiated Instruction	All grades and content areas	Aimee Finkelstein, ESE Specialist	School-wide	Mini-workshop training-quarterly	Classroom observation, Lesson Study	Aimee Finkelstein, ESE Specialist Cheryl Cendan, Principal
Culturally Sensitive Instruction	All grades and content areas	Marie Garrido, Literacy Coach	School-wide	Mini-workshop training-quarterly	Classroom observation	Marie Garrido, Literacy Coach Cheryl Cendan, Principal

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Building Effective Strategies for Testing	A handbook of graphic organizers for teacher use to improve reading comprehension.	General Fund	\$0.00
Stop, Take out a book And Read	School-wide sustained silent reading program.	General Fund	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Accelerated Reader	A computer-based program to monitor student-selected reading.	General Fund	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Mini-workshop trainings	Weekly 30 minute sessions where teachers are introduced to strategies to improve student achievement.	General Fund	\$0.00
PLC meetings	Bi-monthly meetings of grade level and subject specific items that incorporate data analysis, Lesson Study, and assessment development.	General Fund	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount

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

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking. CELLA Goal #1:			By May 2013, 75% of the LEP students will show an improvement in their L/S CELLA scores.		
2012 Current Percent of Students Proficient in listening/speaking:					
54% of the LEP students are currently proficient.					
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	New non-English speaking students have not yet acquired the new language.	These students will be immediately identified and tested and will be placed in self-contained classes where teachers will provide them sheltered instruction to help these students acquire English proficiency.	Mr. Arnoux, the ELL Coordinator, is responsible for testing, monitoring and insuring that these children are properly identified and serviced.	Observations, implementation of strategies monitoring use of ELL Strategies.	IPT testing, teachers' observations, mini-assessments, quizzes

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:			By May 2013, 75% of the LEP students will show an improvement in their Reading CELLA scores.		
2012 Current Percent of Students Proficient in reading:					
25% of the LEP students are currently proficient.					
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 non-English (NES) and Limited English speakers (LES) exhibit difficulty in the Reading component of CELLA.	Identify the NES and LES students, monitor their progress and use effective strategies to improve their Reading comprehension. Some	Mr. Arnoux, the ELL Coordinator, and Mrs. Flores, the ELL Department Chair, are responsible	Observations, implementation of strategies monitoring use of Esol Strategies.	IPT testing, teachers' observations, mini-assessments, quizzes.

1	of these strategies include but are not limited to visual scaffolding, realia, TPR, shared reading, cooperative learning, learning centers, and multimedia presentations.	for monitoring the progress of these students in reading.	
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Students write in English at grade level in a manner similar to non-ELL students.

3. Students scoring proficient in writing. CELLA Goal #3:	By May 2013, 50% of the LEP students will show an improvement in their Writing CELLA scores.
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2012 Current Percent of Students Proficient in writing:

27% of the LEP students are proficient in CELLA Writing.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	LEP students usually take a longer time to excel in writing.	ELL students will be taught through Writing workshops to use English to: Communicate in social settings. To achieve academically in all content areas. To use English in socially and culturally appropriate ways. In addition, ELL students will be provided daily writing time.	Mr. Arnoux, the ELL Coordinator, and Mrs. Flores, the ELL Department Chair, are responsible for monitoring the progress of these students in Writing.	Observations, essay writing, implementation of strategies monitoring use of ELL strategies, writing workshops.	IPT testing, teachers' evaluation, writing competitions

CELLA Budget:

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

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

End of CELLA Goals

Middle School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	By May 2013, 36% (500) of all students will obtain a level 3 on the Mathematics FCAT, which will demonstrate a 3% increase from prior year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (461)	36% (500)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teacher knowledge of strategies for improving academic vocabulary has been identified as a barrier	Training, classroom modeling, observation, and feedback from on use of Close Reading strategies such as rereading, text coding, and directed note-taking.	Marie Garrido, Literacy Coach Cheryl Cendan, Principal	Classroom Walkthroughs	Student Samples
2	Structuring and placement of students in proper math course	Teachers will identify students that are misplaced according to the district matrix and alert the proper administrator of necessary changes	Math Coach Curriculum Specialist Administration Math Department Head	Schedule data chats with students, team, department and administration. Data collection and disaggregation by subgroup and grade level.	Benchmark Assessment Test, School wide FCAT Practice test, Continuous Improvement PDS, student folders
3	Lack of parent and community involvement.	Teachers will communicate with parents using various modalities, to include monthly math parent night, letters, phone calls and class websites.	Math Coach Curriculum Specialist Administration Math Department Head.	Student usage of specific math sites that track student achievement and participation.	Parent participation and attendance for math night. Logs – sign in sheets
4	Insufficient math resources for use with differentiated instruction.	Use internet resources such as FOCUS to identify, maintain and reteach students who show weaknesses in specific areas. Teachers will share different strategies to be used in class. Data base will be created which will include resources such as manipulatives and list of sites.	Math Coach Curriculum Specialist Administration Math Department Head	Provide a list of varying sites for all different levels of student achievement. Teacher created projects to infuse at all levels. Schedule district trainers to provide professional development for DI and using online assessments.	Checkpoint program, Continuous Improvement PDS, Folder, Student Portfolios Teacher reports, PRE & POST tests from FOCUS website, Math coach observations

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:	By May 2013, 54% (7) of all students will obtain a level 3 on the Mathematics FAA, which will demonstrate a 8% increase from prior year.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
46% (6)	54% (7)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack of previous knowledge	Teachers will utilize language experience activities.	ESE Teacher	Observations and implementation of strategies monitoring use of applicable ESE strategies as indicated in students' educational plans.	Data collection Mastering Math Word walls TOMA Brigance
2	Poor receptive language classroom observation	The teacher will apply repeated use of visual materials.	ESE Teacher	Observations and implementation of strategies monitoring use of applicable ESE strategies as indicated in students' educational plans.	1B.2. Touch MATH Data collection
3	Lack of retention of classroom observation mastering math	The teacher will enforce daily practice in previous taught content.	ESE Teacher	Observations and implementation of strategies monitoring use of applicable ESE strategies as indicated in students' educational plans.	Data collection Effectiveness of program

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	By May 2013, 35% will obtain a level 4 or 5 on the FCAT, which will demonstrate an increase of 5% from prior year.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (416)	35% (487)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers lack the ability to differentiate instruction in a homogeneous group.	Teachers will need to attend monthly professional development for DI, high yield strategies and higher order thinking skills.	Math Coach Curriculum Specialist Administration Math Department Head	PLC – sharing of best practice Support staff and Coach model innovative strategies to reach all different types of learners.	Student Portfolios Teacher observation forms Administration observations
2	Stimulating student attitude toward math instruction.	Teachers will provide a connection to real life math by incorporating word problems. Experiments, projects, and field trips (virtual and realistic) in day-to-day classroom experiences. Provide	Math Coach Curriculum Specialist Administration Math Department Head	PLC- Lesson Study Use of county support materials from JA world. The number of students attending JA world field trip.	Activities and projects Completion of Junior Achievemer (JA) World Profile by each student, and teacher/student data chats

		opportunities for students to build confidence in their mathematical abilities.			
3	Integrating math instruction throughout other content areas	Content area teacher will assist and enhance math skills of all students by relating math to real life situations in specific content area.	Math Coach Curriculum Specialist Administration Math Department Head	Measurement, Graphs and Tables activities will be designed for use in social studies, language arts, and science. Number sense will be supported through social studies course through the use of junior achievement finance and economic	Team Interdisciplinary Project (TIP) BEST Portfolio Junior Achievermer

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:	By May 2013, 46% (6) students will obtain a level 4 or 5 on the FAA, which will demonstrate a increase of 15% from prior year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (4)	46% (6)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Poor receptive language classroom observation	The teacher will apply repeated use of visual materials.	ESE Teacher	Observations and implementation of strategies monitoring use of applicable ESE strategies as indicated in students' educational plans.	Touch MATH Data collection
2	Lack of retention of classroom observation mastering math	The teacher will enforce daily practice in previous taught content	ESE Teacher	Observations and implementation of strategies monitoring use of applicable ESE strategies as indicated in students' educational plans.	Data collection Effectiveness of program

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	By May 2013, 80% (1072) of all students will make learning gains on the mathematics FCAT, which will demonstrate a 5% increase from prior year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
75% (999)	80% (1072)

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	Knowledge of content specific vocabulary.	Teachers will utilize graphic organizers and hands on activities to teach content area vocabulary to students on a continuous basis. Differentiate instructions to assist below level readers. Teachers will include vocabulary questions on all classroom assessments.	Math Coach Curriculum Specialist Administration Math Department Head Classroom Teacher	Interactive word walls CRISS strategies Graphic Organizers, including foldables to define and compare related terms	Classroom Observations Portfolio Teacher Created Test
2	Lack of Motivation	Incorporate field trips, virtual activities, hands on activities and other experiential activities to engage students.	Math Coach Curriculum Specialist Administration Math Department Head Classroom Teacher	Varying activities to interest different learning preferences Multiple Intelligence Survey Provide a list of websites to be used by students.	Classroom Observations Portfolio Continuous Improvement- Check- point Conferencing
3	Lack of Prior Knowledge	Math teachers will build and access prior knowledge using graphic organizers, anticipation guides and differentiating strategies.	Math Coach Curriculum Specialist Administration Math Department Head Classroom Teacher	PLC- Lesson Study, Sharing best practices Mini Workshops on tools that can be used to access prior knowledge	Teacher created ongoing assessment tools. BAT Mini assessments Data Chats Checkpoint Tutori

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:	By May 2013, 100% (12) of students taking the FAA will make learning gains in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
87& (10)	100% (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	Students lack of previous knowledge	Teachers will utilize language experience activities	ESE Teacher	Observations and implementation of strategies monitoring use of applicable ESE strategies as indicated in students' educational plans.	Data collection Mastering Math Word walls TOMA Brigance
2	Poor receptive language classroom observation	The teacher will apply repeated use of visual materials.	ESE Teacher	Observations and implementation of strategies monitoring use of applicable ESE strategies as indicated in students' educational plans.	Touch MATH Data Collection
	Lack of retention of Classroom Observation Mastering Math	The teacher will enforce daily practice in previous taught content	ESE Teacher	Observations and implementation of strategies monitoring use	Data collection Effectiveness of program

3			of applicable ESE strategies as indicated in students' educational plans.
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	By May 2013, 72% (257) students in the lowest 25th percentile will increase learning gains by 5% on the FCAT mathematics assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
67% (240)	72% (257)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students who refuse to see the importance of math.	Teachers will communicate to students through various modes. Teachers will encourage students by providing students with access to various tutoring options. Teachers will support students by providing feedback of concepts that students are struggling with. Provide teacher training on developing student activities based on student interest.	Math Coach Curriculum Specialist Administration Math Department Head	Attendance records of students attending tutoring sessions. Checkpoint day-Teacher/student data chat	Attendance Logs Conference Logs Portfolio Teacher Projects
2	Lack of exposure to higher level test questions	Teachers will be trained on how to write assessments by using test specs as a guide for higher level thinking. Teachers will include these questions on their classroom assessments and activities.	Math Coach Administration Math Department Head	Use Webb's Depth of knowledge and Blooms Taxonomy as to guide to create questions on varying levels for all students PLC – Create common assessments and discuss ongoing assessment techniques. Use technology programs to assign individualize instruction and assessment.	Observation Portfolio Teacher-created Tests Benchmark Assess Test School-wide FCAT practice
3	Lack of prior knowledge	Math teachers will build and access prior knowledge using graphic organizers, anticipation guides and differentiating strategies.	Math Coach Administration Math Department Head	Use games and technology components for remediation of specific skills. Foldables, Graphic organizers, and note-taking will help students retain information. Pre assessment instruments for each lesson.	Observation Portfolio Teacher Created Test
4	Students have difficulty with understanding math problems.	Practice with students on how to underline, color-code, during math instruction to help build math comprehension.	Math Teachers Math Coach	Give students different opportunities to practice these strategies.	Observation Teacher practice sheets Student Portfolio

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Middle School Mathematics Goal # By May 2016, 77% of students will make learning gains in math on FCAT 2.0, which will reflect a reduction in the achievement gap. 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	63%	67%	70%	73%	77%	

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:	By May 2013 all ethnic subgroups not making satisfactory progress will decrease on average by 6%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Level of students not making satisfactory progress in mathematics White 26% (73) Black: 48% (323) Hispanic: 28% (98) Asian: 18% (7)/ 82% American Indian: 29% (2)	Level of students not making/making satisfactory progress in mathematics White: 20% (59) Black: 43% (291) Hispanic: 22% (76) Asian: 2% (1) American Indian: 0% (0)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Knowledge of content specific vocabulary	Teachers will utilize graphic organizers and hands on activities to teach content area vocabulary to students on a continuous basis. Differentiate instructions to assist below level readers. Teachers will include vocabulary questions on all classroom assessments. ELL Facilitator will assist students and teachers needing assistance in implementing new math strategies.	Math Coach Administration Math Department Head	Interactive word walls Graphic Organizers, including foldables to define and compare related terms. Multilingual glossary and worksheets. Flexible grouping and cooperative learning	Classroom Observations Portfolio Teacher-created Test
2	Lack of Prior Knowledge	Math teachers will build and access prior knowledge using visual techniques and grouping. ELL facilitator will assist students with understanding math vocabulary as needed	Math Coach Administration Math Department Head	Flexible grouping and cooperative learning. Auditory technology will be used to provide individualized support. Ongoing informal assessments to check understanding.	Classroom Observations Portfolio Activities and projects Checkpoint Tutorials
	Lack of student Motivation	Provide opportunities for students to build confidence in mathematics by giving	Math Coach Curriculum Specialist Administration	Reflect and interpret data collected from progress monitoring graphs and Intervention	Academic referral Team Data chats RTI Data Report

3	students multiple chances to demonstrate learning. Use of alternative assessments will be created and used for student use.	Math Department Head	Records
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	By May 2013, ELL students not making Adequate Yearly Progress will decrease by 8% on the Mathematics FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
48% (15)	40% (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	Knowledge of content specific vocabulary.	Teachers will utilize graphic organizers and hands on activities to teach content area vocabulary to students on a continuous basis. Differentiate instructions to assist below level readers. Teachers will include vocabulary questions on all classroom assessments. ELL Facilitator will assist students and teachers needing assistance in implementing new math strategies.	Math Coach Math Dept. Chair ELL Coordinator	Interactive word walls Graphic Organizers, including foldables to define and compare related terms. Multilingual glossary and worksheets. Flexible grouping and cooperative learning.	Classroom Observations Portfolio Teacher-created test
2	Lack of Prior Knowledge	Math teachers will build and access prior knowledge using visual techniques and grouping. ELL facilitator will assist students with understanding math vocabulary as needed.	Math Coach Administration Math Department Head ELL Coordinator	Flexible grouping and cooperative learning. Auditory technology will be used to provide individualized support. Ongoing informal assessments to check understanding.	Classroom Observations Portfolio Activities and projects Continuous Improvement Checkpoint Tutorials

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:	By May 2013, students with SWD not making satisfactory progress will decrease by 5%
2012 Current Level of Performance:	2013 Expected Level of Performance:
65% (108)	60% (100)

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	Knowledge of content specific vocabulary.	Teachers will utilize graphic organizers and hands on activities to teach content area vocabulary to students on a continuous basis. Differentiating instruction to assist below level readers. Teachers will include vocabulary questions on all classroom assessments.	Math Coach Administration Math Department Head	Interactive word walls Graphic Organizers, including foldables to define and compare related terms.	Classroom Observations Portfolio Teacher-created Test
2	Retention of previously taught concepts.	Math teachers will use strategies to help students recall and master material taught.	Math Coach Administration Math Department Head	Small group instruction Varying types of products at various levels using choice boards, cubing and other strategies Technology will be used to provide individualized support. Ongoing informal assessments to check understanding.	Classroom Observations Portfolio projects Checkpoint Tutorials Mini Assessments Common Assessments
3	Require extended time to process material.	ESE support teacher will provide reviews, using teacher made study guides, for assessments.	ESE Support Teacher Math Coach	Results from assessment tools used.	Common Assessments Mini Assessments Portfolio

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	By May 2013, Economically Disadvantaged students not making Adequate Yearly Progress (AYP) will decrease by 3% on the Mathematics FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
41% (401)	38% (368)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of parental support	Teachers will communicate to parents through various modes. Plan events that increase mathematical literacy in the family and community.	Math Coach Curriculum Specialist Administration Math Department Head	Letters and Conferences. Host Math nights throughout the year. Assign family math activities for each unit Provide a list of useful websites	Parent participation and attendance for math night. Logs – sign in sheets
2	Lack of technical and academic resources used by students.	Provide alternative ways to access all resources. Provide students with extra time to complete assignments. Use of weekly progress reports.	Math Coach Curriculum Specialist Administration Math Department Head	Provide list of online resources Differentiate products Allow students to be create resources when possible Digital Divide- (sign up)	Checkpoint Conference Student Portfolios Attendance of students using lab CWT'S Data collected for

		Utilization of small group instruction. Technology support will be provided by open labs and use of free services.			students who use services.
3					
4	Insufficient or lack of creative and effective efforts to improve student motivation toward learning math.	Provide teachers with opportunities to plan and implement creative and effective strategies that will build students' confidence in their mathematics abilities.	Math Coach Administration Math Department Head	Letters and Conferences. Host Math nights throughout the year. Assign family math activities for each unit Provide a list of useful websites	Parent participation and attendance for math night. Logs – sign in sheets

End of Middle School Mathematics Goals

Algebra End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	By June 2013, the number of students scoring a level 3 on the End of Course exam will decrease by 4%
2012 Current Level of Performance:	2013 Expected Level of Performance:
8% (4)	4% (2)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teacher knowledge of strategies for improving academic vocabulary has been identified as a barrier	Training, classroom modeling, observation, and feedback from on use of Close Reading strategies such as rereading, text coding, and directed note-taking.	Marie Garrido, Literacy Coach Cheryl Cendan, Principal	Classroom Walkthroughs	Student Samples
2	Insufficient instructional strategies for real-world problems.	Teachers will increase rigor through reading and problem solving strategies. Increase vocabulary acquisitions through word walls. Students will practice real-world problems.	Department Chair Math Coach	CWT with focus on instruction. Minutes from PLC content area meetings.	Student work Algebra EOC Pre-Test Teacher made Mini-Assessments
3	Student's deficiency of adequate mathematic problem-solving strategies.	Teachers will infuse specific problem solving strategies, by underlining, working backwards and writing a simpler problem, in all aspect of mathematics instruction.	Department Chair Math Coach Math Teacher	Teachers will allow student to demonstrate these strategies by application.	Teacher made tests and quizzes Word problem projects

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:	By June 2013, 100% (50) of students will earn a level 4 and level 5 that are enrolled in Algebra 1, this will increase from 92% (46).
2012 Current Level of Performance:	2013 Expected Level of Performance:
92% (46)	100% (50)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers lack familiarity with implementing higher order thinking strategies.	Teachers will be trained on higher order thinking strategies. Teachers will increase rigor through reading and problem-solving strategies. Students will practice real-world problems.	Department Chair Math Coach	CWT with focus on instruction. Minutes from PLC content area meetings.	Student work Algebra EOC Pre-Test Teacher made Mini-Assessments Chapter/Unit Test

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Algebra Goal # By May 2013, 100% of students taking Algebra End-of-Course will all pass with 100% success. 3A :					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	100% proficient	100% proficient	100% proficient	100% proficient	100% proficient	

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. Algebra Goal #3B:	By May 2013, the percent of students that are sub-grouped by ethnicity not making progress will remain at 0%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 0% (0) Black: 0% (0) Hispanic: 0% (0) Asian: 0% (0) American Indian: 0% (0)	White: 0% (0) Black: 0% (0) Hispanic: 0% (0) Asian: 0% (0) American Indian: 0% (0)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Teachers lack instructional strategies to	Teachers will activate students' prior knowledge	Math Coach Department Chair	Classroom Observations CWT focused on	Teacher Lesson Plans

1	activate students' prior/background knowledge	at the beginning of lesson and differentiate accordingly		instruction	Secondary IFC Student work Algebra EOC Pre-Test Teacher made Mini-Assessments Chapter/Unit Test
2	Teachers lack time for additional review and remediation	Students are targeted for Push-in/Pull-out initiatives by teachers and math coach.	Math Coach Department Chair	Classroom Observations Provide extended time for students to receive additional support.	Teacher Lesson Plans Secondary IFC Student work Algebra EOC Pre-Test Teacher made Mini-Assessments Chapter/Unit Test

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

3C. English Language Learners (ELL) not making satisfactory progress in Algebra. Algebra Goal # 3C:	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:

3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra. Algebra Goal #3D:	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:

3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:	By May 2013, students that are economically disadvantaged not making progress in algebra will remain at 0%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	0% (0)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers have limited access to resources.	Teachers will make use of technology in the classroom; use supplementary resource materials. Teachers will collaborate with parents and guardians.	Math Teacher Math Coach	School will host math nights. Assign family math activities for each unit. Provide technology support through Digital Divide.	Student work Algebra EOC Pre-Test Teacher made Mini-Assessments Chapter/Unit Test

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:		By June 2013, the number of students scoring a level 3 on the End of Course exam will decrease by 5%			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
8% (3)		3% (1)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool

			Monitoring	Strategy	
1	Teacher knowledge of strategies for improving academic vocabulary has been identified as a barrier	Training, classroom modeling, observation, and feedback from on use of Close Reading strategies such as rereading, text coding, and directed note-taking.	Marie Garrido, Literacy Coach Cheryl Cendan, Principal	Classroom Walkthroughs	Student Samples

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:	By June 2013, the number of students scoring a level 4 and 5 on the End of Course exam will increase by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
90% (34)	100% (38)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Insufficient student motivation	Use more interactive strategies, especially when introducing new mathematical concepts.	Math Teacher Math Coach Administration-Data Chat	Tests Projects Online web sites	Data Chat Progress on mini assessments

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Geometry Goal # By May 2013, all students enrolled in geometry taking the geometry End-of-Course EOC will have a 100% pass rate. 3A :				
Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	100% pass rate	100% pass rate	100% pass rate	100% pass rate	

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry. Geometry Goal #3B:	By May 2013, the percent of students who are sub-grouped by ethnicity not making progress will remain at 0%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 0% (0) Black: 0% (0) Hispanic: 0% (1) Asian: 0% (0) American Indian: 0% (0)	White: 0% (0) Black: 0% (0) Hispanic: 0% (0) Asian: 0% (0) American Indian: 0% (0)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers lack instructional strategies to activate students' prior/background knowledge	Teachers will activate students' prior knowledge at the beginning of lesson and differentiate accordingly	Math Coach	Classroom Observations CWT focused on instruction	Teacher Lesson Plans Secondary IFC Student work Geometry EOC Pre-Test
2	Teachers lack time for additional review and remediation	Students are targeted for Push-in/Pull-out initiatives by teachers and math coach	Math Coach	Classroom Observations Provide extended time for students to receive additional support	Teacher Lesson Plans Secondary IFC Student work Geometry EOC Pre-Test

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

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

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

3E. Economically Disadvantaged students not making satisfactory progress in Geometry. Geometry Goal #3E:	By May 2013, the percent of students who are economically disadvantaged not making progress will remain at 0%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	0% (0)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A				

End of Geometry EOC Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core- 8 Mathematical Practices	6-8	Jennifer Schorr, Math Coach	6th, 7th, 8th grade Math teachers	Bi-monthly, Early Release, Planning Days	Teacher-created lessons	Jennifer Schorr, Math Coach Administrators
FCAT 2.0 Information	6-8	Jennifer Schorr, Math Coach	6th, 7th, 8th grade Math teachers	Bi-monthly, Early Release, Planning Days	Sharing of Best Practices	Jennifer Schorr, Math Coach Administrators
Study of PARCC Released questions	6-8	Jennifer Schorr	6th, 7th, 8th grade Math Teachers	Bi-monthly, Early Release, Planning Days	Modeling in math classrooms for others to observe and share ideas	Jennifer Schorr, Math Coach Administrators

Mathematics Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
Use of promethean boards during instructional time	Use of promethean boards during instructional time	District	\$0.00
Gizmos	Online math manipulative	District	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Quarterly Mini Workshops	Credits per quarter (36)	In-service Points	\$0.00
Bi-monthly PLC	Common Core Mathematical Practices	In-service Points	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Monthly Department Meetings	Current issues & trends in Math		\$0.00
			Subtotal: \$0.00
Grand Total: \$0.00			

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal # 1a:		By May 2013, 37% of all students will obtain a level 3 on the Science FCAT.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
33% (179)		37% (200)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teacher knowledge of strategies for improving academic vocabulary has been identified as a barrier	Training, classroom modeling, observation, and feedback from on use of Close Reading strategies such as rereading, text coding, and directed note-taking.	Marie Garrido, Literacy Coach Cheryl Cendan, Principal	Classroom Walkthroughs	Student Samples
2	Integration of technology	Use labs from Think Central and Gizmos; model using on-line textbook tools; utilization of computer cart assigned to the Science Department, SECME, Promethean Board Presentations, Student created Power Point Presentations, computer graphing	Science Coach, Science Department Chair, Science Assigned Assistant Principal	I-Observation, Classroom walk through (Principal Dr. C. Cendan, AP Dr. H. Brown) Teacher created lesson plans, rubrics, Homework, Classwork, Interactive lab write-ups, Science Fair, Team Interdisciplinary Projects (Science	BAT, FCAT, Mini Assessments, on going alternative assessment, Lab reports,

		tools, Science Fair		Coach and Administration)	
3	Implementation of higher level inquiry labs	Grade level inquiry activities. SECME club, Teacher approval of student science fair topic, "Writing Great Conclusions" guidelines, response boards, Cooperative grouping	Science Coach, Science Department Chair, Science Assigned Assistant Principal	I- Observation ,Classroom walk through, (Principal Dr. C. Cendan, AP Dr. H. Brown) Lesson plans, classwork, rubrics, framed conclusions, Response boards, Student Journals	BAT, FCAT, Mini Assessments, Lab reports
4	Supporting answers with science based details and knowledge	Common Core reading and language arts strategies, using journals, RADDical (restate, answer, defend, define) answers, lab conclusions, Cornell Notes, summarizing, Science Fair	Science Coach, Science Department Chair, Science Assigned Assistant Principal	I-Observation Classroom walk through, (Principal Dr. C. Cendan, AP Dr. H. Brown), I-Observation, Student Journals, Lab write-ups,	BAT, FCAT, Mini Assessments, Lab reports
5	Equipment and supplies needed for school-wide Science Fair.	Student materials list provided to parent/guardian for approval before project begins, Parent Science Fair Topic selection night, allow students to work on project after school in order to utilize school equipment.	Science coach, Science Department Chair, Science Assigned Assistant Principal.	Student Science fair logbooks, Science fair project boards, rubric, student participation.	BAT, FCAT, Lab reports

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:	By May 2013, 33% of students will achieve a level 4, 5 or 6 on the Florida Alternate Assessment in Science
2012 Current Level of Performance:	2013 Expected Level of Performance:
0%	33% (1)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Receptive Language instruction	Repeated use of visual materials, Brigance	Teacher/paraprofessional, ESE Department Chairperson, ESE assigned Assistant Principal	Classroom walk through, Observations (Dr. C. Cendan, Principal)	Data collection
2	Increase retention of material	Daily practice in previously taught content, Brigance,	Teacher/paraprofessional, ESE Department Chairperson, ESE assigned Assistant Principal	Classroom walk through, Observations (Dr. C. Cendan, Principal)	Data collection

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.	By May 2013, 10% of all students will obtains level 4 or
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Science Goal #2a:	5 on the Science FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
8% (44)	10% (54)

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	Implementation of higher level inquiry labs	Teacher approved science fair topics for all students, SECME, Coach provides lesson plans and materials for Grade level labs, Lab progress sheets, using "Writing A Great Conclusion" guidelines, Response boards, lab rubric, Continuous feedback, questioning	Science Coach, Science Department Chair, Science Assigned Assistant Principal	Classroom walk through, (Dr. C. Cendan, Principal, Dr. H. Brown, Asst. Prin.) Lesson plans, classwork, rubrics, Science Journals, check- off lists, Lesson study	BAT, FCAT, Mini Assessments, on going alternative assessment, Lab reports
2	Increased rigor of reading passages, activities and expected responses	Common Core reading and language arts strategies, journaling, RADDical (restate, answer, defend, define) answers, lab conclusions, Cornell Notes, summarizing, STEM related labs, Current events, Science fair, research, using "Writing A Great Conclusion" guidelines	Science Coach, Science Department Chair, Science Assigned Assistant Principal	Classroom walk through, (Dr. C. Cendan, Principal, Dr. H. Brown, Asst. Principal), Science Journals, Rubrics	BAT, FCAT, Mini Assessments, on going alternative assessment, Lab reports
3	Integration of technology	Interactive labs from Think Central and Gizmos; model using on-line textbook tools, reserving the computer cart assigned to the Science Department, Use of in school computer labs, Team Interdisciplinary Project, Science Fair	Science Coach, Science Department Chair, Science Assigned Assistant Principal	Classroom walk through (Dr. C. Cendan, Principal, Dr. H. Brown, Asst. Principal) Teacher created lesson plans, rubrics, Homework, Classwork, Interactive lab write-ups, Science Fair, Team Interdisciplinary Projects (Science Coach and Administration)	BAT, FCAT, Mini Assessments, on going alternative assessment, Lab reports

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:	By May 2013, 33% of students will achieve a level 7 on the Florida Alternate Assessment in Science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (1)	67% (2)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Building Prior Knowledge	Language experience activities, Metal, Motions and Machines, Word Walls, Brigrance	Teacher/paraprofessional, ESE Department Chairperson, ESE assigned Assistant Principal	Classroom walk through, Observations - Dr. C. Cendan, Principal)	Florida Alternate Assessment Data collection
2	Increase retention of material	Repeated use of visual materials, Brigrance	Teacher/paraprofessional, ESE Department Chairperson, ESE assigned Assistant Principal	Classroom walk through, Observations (Dr. C. Cendan, Principal)	Florida Alternate Assessment Data collection

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
Assigning on-line Think Central Activities, labs and quizzes	6th, 7th, 8th	E. Danelczyk 8th Grade teacher	6th, 7th and 8th grade Science teachers	September Science Department PLC	Teacher created lesson plans, Informal observations, Lab reports, questioning, Pinnacle grades	Science Coach T. Barnes
Inquiry Activities/Labs	6th, 7th, 8th	T. Barnes, Science Coach and M. Mitchell 7th Grade teacher	6th, 7th and 8th grade Science teachers Biology I Honors teacher	Pre-planning PLC, Monthly Science Department PLCs, Monthly Grade Level PLCs	Teacher created lesson plans, Informal observations, Lab reports, questioning	Science Coach T. Barnes
Common Core	6th, 7th, 8th	T. Barnes Science Coach, C. Nelson Writing Coach	6th, 7th and 8th grade Science teachers Biology I Honors teacher	Pre- planning PLC, monthly Science Department PLCs, Monthly Grade Level PLCs, Once a week Mini Workshops, teacher planning	Teacher created lesson plans, Informal observations, questioning, Student journals	Science Coach T. Barnes
Gizmos	6th, 7th, 8th	Cynthia Knapp County Science In-service provider	New 6th and 8th grade Science Teachers	Once in September	Teacher created lesson plans, Informal observations, questioning, student lab reports	Science Coach T. Barnes
Biology EOC	Biology I teacher	KK Maxwell State EOC Liason	Biology I Honors teacher	Once in October	Teacher created lesson plans, informal observations, questioning	Science Administrator Dr. Henry Brown

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Science Fair	Paper, display boards, copies, awards	General Fund	\$0.00
Inquiry labs and activities	Class sets of response boards and dry erase crayons	General Fund	\$0.00

Textbooks	Holt/McDougal SCIENCE FUSION Textbooks	General fund \$34,800.00	\$27,600.00
			Subtotal: \$27,600.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Promethean Presentations	Classroom set of hand held devices	General Fund	\$0.00
STEM Activities	Probeware	General Fund	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Pre-planning PLC , monthly Department PLCs, monthly Grade level PLCs	Consumable inquiry lab materials, colored copies for picture inquiry, paper, copies	General Fund	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
TIP projects	Lab consumables, copies	General Fund	\$0.00
			Subtotal: \$0.00
			Grand Total: \$27,600.00

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:	By May 2013, 91% of all students will obtain a 4.0 or above on the FCAT Writing Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
89% (462) students out of 518) of the students attending Millennium Middle School in 2011-2012 school year scored a 4.0 or above.	By May 2013, 100% of the students are expected to earn a 4.0 or higher on the FCAT Writing Assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Weak logical organizational pattern with supporting details	Teachers will acquire the instructional skill/strategy to teach the writing process and its attributes. Students will utilize the all phases of the writing process to create substantial, specific, and relevant details in various writing pieces	Student, Classroom Teachers, Department Chair, Literacy Team, Grade level Administrator, and Principal	Comprehensive Standard-based Writing Instruction SpringBoard Writing Workshop Six Traits + 1 Model Writing Across the Curriculum Program Critical Reading-Writing Connection Integrated vocabulary, grammar, conventional usage/mechanics Administrator/teacher data chats and teacher/student data chats	Benchmark Assessment Tests in September and November 2012 School wide Checkpoint PDSA program per quarter School wide FCAT Practice tests January 2013 Quarterly Teacher-directed timed writing assessments/monthly

					writing prompts
2	Ineffective varying sentence structure to develop a personal style to demonstrate a command of language with freshness of expression	Teachers will acquire the instructional skill/strategy to teach the students how to provide evidence based details/support in their writing. Students will create precision and interest by elaborating ideas through supporting details a variety of sentence structures, creative language devices, and modifying word choice	Student, Classroom Teachers, Department Chair, Literacy Team, Grade level Administrator, and Principal	Comprehensive Standard-based Writing Instruction SpringBoard Writing Workshop Six Traits + 1 Model Writing Across the Curriculum Program Critical Reading-Writing Connection Integrated vocabulary, grammar, conventional usage/mechanics Administrator/teacher data chats and teacher/student data chats	Benchmark Assessment Tests in September and November 2012 School wide Checkpoint PDSA program per quarter School wide FCAT Practice tests January 2013 Quarterly Teacher-directed timed writing assessments/monthly writing prompts
3	Inadequate use of argumentative techniques	Teachers will acquire the instructional skill/strategy to teach the students argumentative writing techniques. Students will create writing various samples using argumentative techniques (e.g., , emotional appeal, hyperbole, appeal to authority, celebrity endorsement, rhetorical question, irony, symbols, glittering generalities, card stacking)	Student, Classroom Teachers, Department Chair, Literacy Team, Grade level Administrator, and Principal	Comprehensive Standard-based Writing Instruction SpringBoard Writing Workshop Six Traits + 1 Model Writing Across the Curriculum Program Critical Reading-Writing Connection Integrated vocabulary, grammar, conventional usage/mechanics Administrator/teacher data chats and teacher/student data chats	Benchmark Assessment Tests in September and November 2012 School wide Checkpoint PDSA program per quarter School wide FCAT Practice tests January 2013 Quarterly Teacher-directed timed writing assessments/monthly writing prompts
4	Inadequate use of conventional skills	Teachers will acquire the instructional skill/strategy to teach the students conventional skills for complex writing. Students will edit compositions for language conventions, Revising for quality details, Use of relevant, logical and plausible support as part of instruction	Student, Classroom Teachers, Department Chair, Literacy Team, Grade level Administrator, and Principal	Comprehensive Standard-based Writing Instruction SpringBoard Writing Workshop Six Traits + 1 Model Writing Across the Curriculum Program Critical Reading-Writing Connection Integrated vocabulary, grammar, conventional usage/mechanics Administrator/teacher data chats and teacher/student data chats	Benchmark Assessment Tests in September and November 2012 School wide Checkpoint PDSA program per quarter School wide FCAT Practice tests January 2013 Quarterly Teacher-directed timed writing assessments/monthly writing prompts

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:	By May 2013, 67% of the students attending Millennium Middle School in 2012-2013 school year will obtain a 4.0 or above based on the Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (1 out of 3) of the students attending Millennium Middle School in 2011-2012 school year scored a 4.0 or above based on the Florida Alternate Assessment	By May 2013, 100% of the students attending Millennium Middle School in 2012-2013 school year will obtain a 4.0 or above based on the Florida Alternate Assessment.
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack of previous knowledge	Teachers will utilize language experience strategies	Students, ESE Classroom Teachers, Department Chair, Literacy Team, Grade level Administrator, and Principal	Brigance, Comprehensive Alternative-based Writing Instruction Six Traits + 1 Model Writing Across the Curriculum Program Critical Reading-Writing Connection Integrated word wall strategies, conventional usage/mechanics Administrator/teacher data chats and teacher/student data chats	Benchmark Assessment Tests in September and November 2012 School wide Checkpoint PDSA program per quarter School wide FCAT Practice tests January 2013 Quarterly Teacher directed Timed writing assessments/monthly writing prompts
2	Poor receptive language	Teacher will utilize ESE visual materials	Students, ESE Classroom Teachers, Department Chair, Literacy Team, Grade level Administrator, and Principal	Brigance, Comprehensive Alternative-based Writing Instruction Six Traits + 1 Model Writing Across the Curriculum Program Critical Reading-Writing Connection Integrated word wall strategies, conventional usage/mechanics Administrator/teacher data chats and teacher/student data chats	Benchmark Assessment Tests in September and November 2012 School wide Checkpoint PDSA program per quarter School wide FCAT Practice tests January 2013 Quarterly Teacher directed Timed writing assessments/monthly writing prompts
3	Lack of retention of daily writing practice	Teachers will reinforce and create environment for retention of daily writing	Students, ESE Classroom Teachers, Department Chair, Literacy Team, Grade level Administrator, and Principal	Brigance, Comprehensive Alternative-based Writing Instruction Six Traits + 1 Model Writing Across the Curriculum Program Critical Reading-Writing Connection Integrated word wall strategies, conventional usage/mechanics Administrator/teacher data chats and teacher/student data chats	Benchmark Assessment Tests in September and November 2012 School wide Checkpoint PDSA program per quarter School wide FCAT Practice tests January 2013 Quarterly Teacher directed Timed writing assessments/monthly writing prompts

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

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

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

Language Arts PLC	Grade 6-8	C. Nelson R. Atwood/P. Ebanks L. Williams	Grade Level Teachers	August 2012- May 2012 Language Arts PLC meets 2-3 times per month and on Early Release days	lessons and peer evaluation system to provide meaningful feedback to teachers and effective instruction to the students Evaluate Student Writing Portfolio Data chats regarding student progress	Department Chair, Literacy Coach, Grade Level Administrators, and Principal
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Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
School-wide Weekly Writing Focus	Evidence based strategies, paper, binder, chart paper, markers	General Funding	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Spring Board Advanced Academics	Spring Board Advanced Academics consumable books per student and teachers editions media clip DVDs and novels	Broward County Public Schools	\$0.00
Common Core Literacy and Writing	Common Core Apendices	General Funding	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Writing Camp Extended Learning Opportunity	Paper, markers, folders, binder, and other general materials	General Funding	\$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.		By May 2013, 67% (944) 7th grade students will score a Level 3 or above on the Civics End-of-Course (EOC) Exam.			
Civics Goal #1:					
2012 Current Level of Performance:			2013 Expected Level of Performance:		
60% (846)			67% (944)		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool

			Monitoring	Strategy	
1	Teacher knowledge of strategies for improving academic vocabulary has been identified as a barrier	Training, classroom modeling, observation, and feedback from on use of Close Reading strategies such as rereading, text coding, and directed note-taking.	Marie Garrido, Literacy Coach Cheryl Cendan, Principal	Classroom Walkthroughs	Student Samples
2					
3	Course curriculum in timeframe	Bell to bell teaching	Nate Berkowitz, Social Studies Department Chair	Observations, Classroom walk throughs by admin, teacher-created lesson plans, rubrics, homework, and classwork,	BAT, FCAT, Mini Assessments, on going alternative assessment,
4					
5	New curriculum for teachers	Warm-ups to handle weaker clusters	Grade Level Assistant Principal	Observation s, classroom walk throughs by admin, lesson plans, classwork, rubrics, framed conclusions, response boards, and student Journals	BAT, FCAT, Mini Assessments, on going alternative assessment
6	Teacher laptops not equipped to handle technology	Professional Learning Committees	Technology Committee Chairperson Technology Specialist	Observation ,Classroom walk through, (Principal Dr. C. Cendan)Lesson plans, classwork, rubrics, framed conclusions, Response boards, Student Journals	BAT, FCAT, Mini Assessments, on going alternative assessment

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

2. Students scoring at or above Achievement Levels 4 and 5 in Civics. Civics Goal #2:	By May 2013, 50% (705) 7th grade students will score a Level 3 or above on the Civics End-of-Course (EOC) Exam.
2012 Current Level of Performance:	2013 Expected Level of Performance:
45% (634)	50% (705)

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	New curriculum for teachers	Warm-ups to handle weaker clusters	Grade level Assistant Principals	Observation ,Classroom walk through, (Principal Dr. C. Cendan)Lesson plans, classwork, rubrics, framed conclusions, Response boards, Student Journals	BAT, FCAT, Mini Assessments, on going alternative assessment
2	Teacher laptops not equipped to handle technology	Professional Learning Committees	Technology Committee Chairperson Technology Specialist	Observation ,Classroom walk through, by admin., Lesson plans, classwork, rubrics,	BAT, FCAT, Mini Assessments, on going alternative assessment

				framed conclusions, Response boards, student journals	
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PGPs	7th	SS Dept. Chair	7th grade SS Teachers	Early Release	Sign-ins	Principal
Strategies	7th	SS Dept. Chair	7th grade SS Teachers	Early Release	Sign-ins	Principal
Lesson Study	7th	SS Dept. Chair	7th grade SS Teachers	Early Release	Sign-ins	Principal

Civics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Pre-planning PLC , monthly Department PLCs, monthly Grade level PLCs	Materials, colored copies for picture inquiry, paper, copies	General Fund	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
TIP projects	Copies	General Fund	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Civics Goals

Attendance Goal(s)

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

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

1. Attendance

Attendance Goal #1:	By May 2013, excessive tardies and absences for all grade levels will decrease by 10% (8,5)
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
1,540	1,600
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
88	80
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
50	45

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	Behavior	Classroom management strategies.	Teacher and Behavior Specialist	Teacher Observation and referrals	Discipline logs, PDSA folders.
2	Family Structure	Parent Workshops	Social worker, Guidance, Administration	Attendance logs	Sign-in sheets from Parent Workshops
3					

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
CHAMPS	6-8 (All Subjects)	Amy Petros	School-Wide	Throughout the year	Complete follow up assignment, classroom observations.	In-service facilitator

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Pizza With the Principal	Incidentals and Certificates	PTSA	\$1,000.00
			Subtotal: \$1,000.00
Technology			

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,000.00

End of 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:		By May 2013, the student suspension rate will decrease by 10% (48).			
2012 Total Number of In-School Suspensions		2013 Expected Number of In-School Suspensions			
252		227			
2012 Total Number of Students Suspended In-School		2013 Expected Number of Students Suspended In-School			
285		313			
2012 Number of Out-of-School Suspensions		2013 Expected Number of Out-of-School Suspensions			
233		210			
2012 Total Number of Students Suspended Out-of-School		2013 Expected Number of Students Suspended Out-of-School			
200		180			
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	Suspension Rates	Small group conferences with students to find better solutions to handle	Behavioral Specialist	Discipline log	Daily progress report

		behavior			
2	Lack of parent support	Parent Training	School Social Worker/Community Liaison	Attendance logs	Sign in sheets at Active Parenting workshops.

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
Safe Team	Support Staff	Assistant Principals	Support Staff	Monthly	Discipline Log	Assistant Principals
CHAMPS	6-8 (All subjects)	Onsite and District CHAMPS Facilitator	All year	Complete follow up assignment	School-wide	In-service Facilitator

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1:	By May 2013, the percentage of parents participating in

*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.		school-wide and Title I activities will increase by 5%.			
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
2150		2500			
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	See "PIP"	See "PIP"	See "PIP"	See PIP"	See "PIP"

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
Millennium Middle Electronic Parental Contact Log	6-8 / Schoolwide	Aaron Galit	Grade Level PLC	Teacher Planning	Review of Electronic Parental Log	Grade level administrator
Parent Link	School wide	Doug Matson	All teachers and support staff - School-wide	Teacher Planning- Early release	Review of Parent Link Contact Log	Grade level administrator/ Technology Specialist

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Title I Open House	Teacher Trainers Materials/Handouts Refreshments	Title I	\$250.00
Title I Parent Literacy Night	Teacher Trainers Materials/Handouts Refreshments	Title I	\$250.00
TIP Project #1 Parent Night	Teacher Trainers Materials/Handouts, Refreshments	Title I	\$300.00
Title I Open House 6th Grade Orientation	Teacher Trainers, Materials/Handouts, Refreshments	Title I	\$325.00
Title I FCAT Parent Night #1	Teacher Trainers, Materials/Handouts, Refreshments	Title I	\$300.00
TIP Project #2 Parent Night	Teacher Trainers, Materials/Handouts, Refreshments	Title I	\$225.00
Quarterly Honor Roll Assembly	Teacher Trainers, Materials/Handouts,	Title I	\$350.00

	Refreshments		
Active Parenting Training I and II	Teacher Trainers, Materials/Handouts, Refreshments	Title I	\$1,000.00
Parent Information Retention and Promotion Policy and 8th Grade Report Card Night	Teacher Trainers, Materials/Handouts, Refreshments	Title I	\$332.00
Title I FCAT Saturday for Parents	Teacher Trainers, Materials/Handouts, Refreshments	Title I	\$250.00
Title I Annual Seminar	Teacher Trainers, Materials/Handouts, Refreshments	Title I	\$400.00
Literary Parent Training and Student Showcase	Teacher Trainers, Materials/Handouts, Refreshments	Title I	\$250.00
Volunteer Training Luncheon	Teacher Trainers, Materials/Handouts, Refreshments	Title I	\$400.00
TIP Parent # Parent Night	Teacher Trainers, Materials/Handouts, Refreshments	Title I	\$200.00
End-of-Course Exam and FCAT 2.0 Parent Information Training	Teacher Trainers, Materials/Handouts, Refreshments	Title I	\$273.00
Spring Journey into Reading and Family Book Fair	Teacher Trainers, Materials/Handouts, Refreshments	Title I	\$155.00
Parent Technology Night	Teacher Trainers, Materials/Handouts, Refreshments	Title I	\$300.00
Incoming Sixth Grade Orientation for Parents	Teacher Trainers, Materials/Handouts, Refreshments	Title I	\$400.00
Common Core Standards and Subject Areas	Teacher Trainers, Materials/Handouts, Refreshments	Title I	\$250.00
Parent Training: High School Transition and General Information	Teacher Trainers, Materials/Handouts, Refreshments	Title I	\$264.00
			Subtotal: \$6,474.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Technology Workshop: Pinnacle, Virtual Counselor, FCAT Explorer, Destination Math & Reading	Teacher Trainers, Materials/Handouts, Refreshments	Title I	\$100.00
Digital Divide	Teacher Trainers, Materials/Handouts, Refreshments	Title I	\$50.00
Technology, Communication, and Safety	Teacher Trainers, Materials/Handouts, Refreshments	Title I	\$50.00
			Subtotal: \$200.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Professional Learning Communities - Before school, after school (Reading/Math/Writing/Science)	Materials, incentives, salaries, and substitutes	Title I	\$25,513.00
Research, Discussion, and Implementation	Professional Tools for Learning Community	Title I	\$500.00
Lesson Study	Ancillary Materials	Title I	\$2,267.00
			Subtotal: \$28,280.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Grand Total: \$34,954.00			

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:			By May 2013, at least 75% of students in all subgroups will actively participate in integrated math, science, and technology curriculum for the purpose of pursuing higher-level careers.		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of background knowledge	Field Trips, videos, exposure to STEM related fields through everyday instruction and current events, teacher lead science projects, labs, inquiry and hands-on activities and Science Fair participation of all students.	Science Dept. Chair, Science Coach	Homework, rubrics, lab, inquiry and project reports, Science Fair report and board, classwork practice, checkpoint review activities, RADDICAL write up answers	Lab, inquiry and project reports, class tests and homework, Science Fair Report
2	Perception of difficulty of STEM related careers	Field Trips, videos, Science Fair participation for all students, exposure to STEM related fields through current events, teacher lead projects, labs, inquiry and hands-on activities reinforcing the skills to focus on the process that leads to conclusions, creating and analyzing data and graphs, specialized STEM club	Science Dept. Chair, Science Coach	Lab, inquiry and project reports, Science Fair report and board, rubrics, questioning, classwork practice, checkpoint review activities, RADDICAL write up answers	Lab, inquiry and project reports, class tests and homework, Science Fair Report
3	Lack of technology	Interactive Promethean presentations, Student created Power Point presentations, use of spreadsheets or available software products to create graphs.	Science Dept. Chair, Science Coach	Classroom walkthrough, Power Point presentations, rubrics, Promethean presentations	Power Point presentations, Science Fair report, class tests and homework
4	Inadequate problem solving skills.	The teacher will embed instruction in relevant contexts, use problem solving techniques for making connections and flexibility of thinking, such as a strategy journal	Math Coach Department Head Administration	Problem based learning Utilizing project based learning	CWT Classroom Projects Teacher created assessments
5	Lack of understanding of mathematical terminologies	The teacher will infuse vocabulary strategies during mathematics instruction to build and/or enhance comprehension.	Math Coach Department Head Administration	Problem based learning Utilizing project based learning	CWT Classroom Projects Teacher created assessments
6	Measurement with unit conversions	The teacher will align the math curriculum with Science to do labs on measurement for visual representations.	Math Coach Department Head Administration	Problem based learning Utilizing project based learning	CWT Classroom Projects Teacher created assessments

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
STEM Standards	6th, 7th and 8th	Tamara Barnes, (Sci Coach), Jenn Schorr (Math Coach)	All Faculty	Pre-planning	Classroom walkthrough, Power Point presentations, rubrics, Promethean presentations, Lesson Plans	Science Dept. Chair, Science Coach, and Math Coach
Technology	6th, 7th and 8th	Tamara Barnes, (Sci Department Chair)	Science Teachers	Early Release	Classroom walkthrough, Power Point presentations, rubrics, Promethean presentations, Lesson Plans, Lesson Study	Science Dept. Chair, Science Coach, and Math Coach
Inquiry Activities	6th, 7th and 8th	Tamara Barnes (Sci Coach) / Monique Mitchell / Jenn Schorr (Math Coach)	All Faculty	Pre-planning	Classroom walkthrough, Power Point presentations, rubrics, Promethean presentations, Lesson Plans	Science Dept. Chair, Science Coach, Monique Mitchell, and Math Coach

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:

By May 2013, an implementation of technology-based curriculum initiatives will increase by 25%.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of financial support from the district.	Fundraisers and donations from school partners and community businesses	Administrator / Technology Committee Chair / Partner Liaison	Monitor success of school fundraisers, initiatives of school technology committee, and donations/incidentals from partners and community business	Bookkeeper for fundraisers Minutes and agendas from the technology committee Partner Log/Activity Registry
2	A need for up-to-date software and hardware	Fundraisers and donations from school partners and community businesses	Administrator / Technology Committee Chair / Partner Liaison	Monitor success of school fundraisers, initiatives of school technology committee, and donations/incidentals from partners and community business	Bookkeeper for fundraisers Minutes and agendas from the technology committee Partner Log/Activity Registry

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
Google Docs	6-8	Aaron Galit, Technology Committee Chairperson	Schoolwide	Quarterly	Minutes and agendas	Technology Specialist and Technology Aide
Integrating technology	6-8	Department Chairs	School-wide, PLC's	Quarterly	Minutes and agendas	Inservice Facilitator, Technology Committee Chairperson

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
School-wide fundraiser	Varied items	Students, teachers, parents, community	\$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	Building Effective Strategies for Testing	A handbook of graphic organizers for teacher use to improve reading comprehension.	General Fund	\$0.00
Reading	Stop, Take out a book And Read	School-wide sustained silent reading program.	General Fund	\$0.00
Science	Science Fair	Paper, display boards, copies, awards	General Fund	\$0.00
Science	Inquiry labs and activities	Class sets of response boards and dry erase crayons	General Fund	\$0.00
Science	Textbooks	Holt/McDougal SCIENCE FUSION Textbooks	General fund \$34,800.00	\$27,600.00
Writing	School-wide Weekly Writing Focus	Evidence based strategies, paper, binder, chart paper, markers	General Funding	\$0.00
Attendance	Pizza With the Principal	Incidentals and Certificates	PTSA	\$1,000.00
Parent Involvement	Title I Open House	Teacher Trainers Materials/Handouts Refreshments	Title I	\$250.00
Parent Involvement	Title I Parent Literacy Night	Teacher Trainers Materials/Handouts Refreshments	Title I	\$250.00
Parent Involvement	TIP Project #1 Parent Night	Teacher Trainers Materials/Handouts, Refreshments	Title I	\$300.00
Parent Involvement	Title I Open House 6th Grade Orientation	Teacher Trainers, Materials/Handouts, Refreshments	Title I	\$325.00
Parent Involvement	Title I FCAT Parent Night #1	Teacher Trainers, Materials/Handouts, Refreshments	Title I	\$300.00
Parent Involvement	TIP Project #2 Parent Night	Teacher Trainers, Materials/Handouts, Refreshments	Title I	\$225.00
Parent Involvement	Quarterly Honor Roll Assembly	Teacher Trainers, Materials/Handouts, Refreshments	Title I	\$350.00
Parent Involvement	Active Parenting Training I and II	Teacher Trainers, Materials/Handouts, Refreshments	Title I	\$1,000.00
Parent Involvement	Parent Information Retention and Promotion Policy and 8th Grade Report Card Night	Teacher Trainers, Materials/Handouts, Refreshments	Title I	\$332.00
Parent Involvement	Title I FCAT Saturday for Parents	Teacher Trainers, Materials/Handouts, Refreshments	Title I	\$250.00
Parent Involvement	Title I Annual Seminar	Teacher Trainers, Materials/Handouts, Refreshments	Title I	\$400.00
Parent Involvement	Literary Parent Training and Student Showcase	Teacher Trainers, Materials/Handouts, Refreshments	Title I	\$250.00
Parent Involvement	Volunteer Training Luncheon	Teacher Trainers, Materials/Handouts, Refreshments	Title I	\$400.00
Parent Involvement	TIP Parent # Parent Night	Teacher Trainers, Materials/Handouts, Refreshments	Title I	\$200.00
Parent Involvement	End-of-Course Exam and FCAT 2.0 Parent Information Training	Teacher Trainers, Materials/Handouts, Refreshments	Title I	\$273.00
Parent Involvement	Spring Journey into Reading and Family Book Fair	Teacher Trainers, Materials/Handouts, Refreshments	Title I	\$155.00

Parent Involvement	Parent Technology Night	Teacher Trainers, Materials/Handouts, Refreshments	Title I	\$300.00
Parent Involvement	Incoming Sixth Grade Orientation for Parents	Teacher Trainers, Materials/Handouts, Refreshments	Title I	\$400.00
Parent Involvement	Common Core Standards and Subject Areas	Teacher Trainers, Materials/Handouts, Refreshments	Title I	\$250.00
Parent Involvement	Parent Training: High School Transition and General Information	Teacher Trainers, Materials/Handouts, Refreshments	Title I	\$264.00
				Subtotal: \$35,074.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Accelerated Reader	A computer-based program to monitor student-selected reading.	General Fund	\$0.00
Mathematics	Use of promethean boards during instructional time	Use of promethean boards during instructional time	District	\$0.00
Mathematics	Gizmos	Online math manipulative	District	\$0.00
Science	Promethean Presentations	Classroom set of hand held devices	General Fund	\$0.00
Science	STEM Activities	Probeware	General Fund	\$0.00
Writing				\$0.00
Parent Involvement	Technology Workshop: Pinnacle, Virtual Counselor, FCAT Explorer, Destination Math & Reading	Teacher Trainers, Materials/Handouts, Refreshments	Title I	\$100.00
Parent Involvement	Digital Divide	Teacher Trainers, Materials/Handouts, Refreshments	Title I	\$50.00
Parent Involvement	Technology, Communication, and Safety	Teacher Trainers, Materials/Handouts, Refreshments	Title I	\$50.00
CTE	School-wide fundraiser	Varied items	Students, teachers, parents, community	\$0.00
				Subtotal: \$200.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Mini-workshop trainings	Weekly 30 minute sessions where teachers are introduced to strategies to improve student achievement.	General Fund	\$0.00
Reading	PLC meetings	Bi-monthly meetings of grade level and subject specific items that incorporate data analysis, Lesson Study, and assessment development.	General Fund	\$0.00
Mathematics	Quarterly Mini Workshops	Credits per quarter (36)	In-service Points	\$0.00
Mathematics	Bi-monthly PLC	Common Core Mathematical Practices	In-service Points	\$0.00
Science	Pre-planning PLC , monthly Department PLCs, monthly Grade level PLCs	Consumable inquiry lab materials, colored copies for picture inquiry, paper, copies	General Fund	\$0.00
Writing	Spring Board Advanced Academics	Spring Board Advanced Academics consumable books per student and teachers editions media clip DVDs and novels	Broward County Public Schools	\$0.00
Writing	Common Core Literacy and Writing	Common Core Apendices	General Funding	\$0.00

Civics	Pre-planning PLC , monthly Department PLCs, monthly Grade level PLCs	Materials, colored copies for picture inquiry, paper, copies	General Fund	\$0.00
Parent Involvement	Professional Learning Communities - Before school, after school (Reading/Math/Writing/Science)	Materials, incentives, salaries, and substitutes	Title I	\$25,513.00
Parent Involvement	Research, Discussion, and Implementation	Professional Tools for Learning Community	Title I	\$500.00
Parent Involvement	Lesson Study	Ancillary Materials	Title I	\$2,267.00
				Subtotal: \$28,280.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	Monthly Department Meetings	Current issues & trends in Math		\$0.00
Science	TIP projects	Lab consumables, copies	General Fund	\$0.00
Writing	Writing Camp Extended Learning Opportunity	Paper, markers, folders, binder, and other general materials	General Funding	\$0.00
Civics	TIP projects	Copies	General Fund	\$0.00
				Subtotal: \$0.00
				Grand Total: \$63,554.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

No Attachment (Uploaded on 9/9/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
School program/materials	\$1,450.00

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

The School Advisory Council (SAC) is the sole responsibility for final decision-making at the school relating to implementation of the provisions of Sections 1001.42(16) and 1008.345, F.S.(school improvement). SAC meetings are publicized through parent links, school website, parent newsletter, and the school marquee. The process for election and appointment of SAC members are as follows: Peer groups elect their representatives through voting process. The principal, BTU steward and business partners are appointed. The composition of SAC reflects the demographics of the student population. The amount of funds are applied for, but not limited to, following purposes: (School-wide Checkpoint PDSA folders; End-of-Course preparation materials, Rally materials and other FCAT preparation materials, agenda books, and other school-wide initiatives.

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Broward School District MILLENNIUM MIDDLE SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	67%	70%	92%	46%	275	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%	70%			133	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?	65% (YES)	69% (YES)			134	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					542	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Broward School District MILLENNIUM MIDDLE SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	71%	74%	94%	45%	284	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	69%	75%			144	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?	65% (YES)	68% (YES)			133	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					561	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested