FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: MANDARIN MIDDLE SCHOOL

District Name: Duval

Principal: Ms. Deborah Smith

SAC Chair: Mr. Bill Winton

Superintendent: Mr. Ed Pratt-Dannals

Date of School Board Approval:

Last Modified on: 10/15/2012

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

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

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Ms. Deborah Smith	B.A. Mathematics Education; M.A. Educational Leadership Certification:	1	16	2011-2012: Mandarin Middle School - Principal Overall School Grade - A Reading Mastery:66% Math Mastery: 67% Writing Mastery: 82% Science Mastery: 68% Algebra EOC Mastery:76% 2010-2011: First Coast High School - Principal Overall School Grade - C Reading Mastery: 30% Math Mastery: 59% Writing Mastery: 68% Science Mastery:33% 2009-2010: First Coast High School - Principal School Grade D, 419 points, pending; 69% AYP met; Reading: 31% Proficiency, 38% Learning Gains, 34% Lowest 25%; Math: 65% Proficiency, 69% Learning

			Math 6-12 Educational Leadership K-12 Principal K-12			Gains, 58% Lowest 25%; Writing: 82% Proficiency; Science: 32% Proficiency. 2008-2009: First Coast High School - Principal School Grade F, 394 points; 46% AYP met; Reading: Proficiency 30%, Learning Gains 35%, Lowest 25% Gains 32%; Math: Proficiency 60%, Learning Gains 66%, Lowest 25% Gains 59%; Science: Proficiency 33% None of the subgroups made AYP in Reading 2004 through 2008: Arlington Middle School - Principal Increased school grade of D in consistent increase in school grade points each year following. Most significant gains were in the area of the bottom quartile gains in Reading from 56% in 2006 to 69% in 2007.
Assis Principal	Mr. Bill Gilley	M.Ed. Educational Leadership, University of West Florida BA Elementary Education, Troy University, Dothan, Alabama Certification – State of Florida: School Principal (All Levels) Elementary Education, Math Grades 5-9, and School Principal	5	10	2011-2012: Mandarin Middle School - Assistant Principal Overall school Grade - A Reading Mastery: 66% Math Mastery:67% Writing Mastery: 82% Science Mastery: 68% Algebra EOC Mastery: 76% Assistant Principal-Mandarin Middle School in 2010-2011 Grade A – Overall School Grade Reading Mastery: 81% Math Mastery: 77% Writing Mastery: 88% Science Mastery:67% African American and Hispanic students did not make AYP in Reading or Math. In addition, Economically Disadvantaged and Students with Disabilities did not make AYP in Reading or Math. Assistant Principal -Mandarin Middle School in 2009-2010 Grade A – Overall School Grade Reading Mastery: 81% Math Mastery: 82% Writing Mastery: 92% Science Mastery:68% African American and Hispanic students did not make AYP in Reading or Math. In addition, Economically Disadvantaged and Students with Disabilities did not make AYP in Reading or Math. Assistant Principal - Mandarin Middle School in 2008-2009: Grade A – Overall school grade Reading Mastery: 81% Math Mastery: 80% Writing Mastery: 93% Science Mastery: 66% African American and SWD did not make AYP in Reading and Math. In addition, SES students did not make AYP in Math. School-Wide AYP was not met. Assistant Principal - Mandarin Middle 2007-2008: Grade A-Overall school grade Reading Mastery: 80% Math Mastery: 82% Writing Mastery 94% Science Mastery 65% SWD did not make AYP in Reading and Math. Principal of Bonifay Middle School 2006-2007: Grade A-Overall school grade Reading Mastery: 63% Math Mastery: 59% Writing Mastery:94%
		M.Ed in Educational Leadership, University of North Florida B.S. Elementary Education,			2011-2012: Mandarin Middle School - Assistant Principal Overall school Grade - A Reading Mastery: 66% Math Mastery:67% Writing Mastery: 82% Science Mastery: 68% Algebra EOC Mastery: 76%

Assis Principal	Mrs. Angela Galyan	Liberty University Certification – State of Florida Educational Leadership (All Levels) Elementary Education (K-6) Aspiring Leaders Academy 2009-2010 Assistant Principal Academy 2010	2	8	Assistant Principal-Mandarin Middle School in 2010-2011 Grade A – Overall School Grade Reading Mastery: 81% Math Mastery: 77% Writing Mastery: 88% Science Mastery:67% African American and Hispanic students did not make AYP in Reading or Math. In addition, Economically Disadvantaged and Students with Disabilities did not make AYP in Reading or Math. Teacher -Thomas Jefferson Elementary 2009-2010 Grade B – Met AYP Teacher - Thomas Jefferson Elementary 2008-2009 Grade B Met AYP Teacher Thomas Jefferson Elementary 2007-2008 Grade A – Did not meet AYP
Assis Principal	Mrs. Ediva Henderson	MS Social Science Education, Florida State University B.S. Geography, Jacksonville University Certification – State of Florida, Educational Leadership (All Levels), Social Science 6-12, Social Science 5-9 Aspiring Leaders Academy 2008-2009 Assistant Principal Academy 2010	8	3	2011-2012: Mandarin Middle School - Assistant Principal Overall School Grade - A Reading Mastery: 66% Math Mastery: 67% Writing Mastery: 82% Science Mastery: 68% Algebra EOC Mastery: 76% Assistant Principal-Mandarin Middle School in 2010-2011 Grade A – Overall School Grade Reading Mastery: 81% Math Mastery: 77% Writing Mastery: 88% Science Mastery:67% African American and Hispanic students did not make AYP in Reading or Math. In addition, Economically Disadvantaged and Students with Disabilities did not make AYP in Reading or Math. Assistant Principal - Mandarin Middle School in 2009-2010 Grade A – Overall School Grade Reading Mastery: 81% Math Mastery: 82% Writing Mastery: 92% Science Mastery:68% African American and Hispanic students did not make AYP in Reading or Math. In addition, Economically Disadvantaged and Students with Disabilities did not make AYP in Reading or Math. Social Studies Teacher at Mandarin Middle School in 2008-2009: Grade A – Overall school grade Reading Mastery: 81% Math Mastery: 80% Writing Mastery: 93% Science Mastery: 66% African American and SWD did not make AYP in Reading and Math. In addition, SES students did not make AYP in Math. School-Wide AYP was not met. Social Studies Teachers at Mandarin Middle School 2007-2008: Grade A-Overall school grade Reading Mastery: 80% Math Mastery: 82% Writing Mastery 94% Science Mastery 65% SWD did not make AYP in Reading and Math. Social Studies Teacher at Mandarin Middle School in 2006-2007: Reading Mastery: 80% Math Mastery: 81% Writing Mastery: 92% Science Mastery: 61%. AYP was met for all subgroups.
		M.Ed in			2011-2012: Sandalwood High School-Teacher School Grade Pending, 474 AYP not met Reading: Proficiency 43%, Learning Gains 51%, Lowest 25% Gains 49%; Math: Proficiency 67%, Learning Gains 68%, Lowest 25% Gains 52%; Science: Proficiency 46%

Assis Principal	Ms. Cicely Tyson	Educational Leadership, University of North Florida B.A. in English Education, Bethune-Cookman University Aspiring Leaders Academy 2011-2012 Assistant Principal Academy 2012 Certification: English 6-12 State of Florida Educational Leadership k-12			2010-2011:Samuel W. Wolfson High School-Teacher School Grade D, 983 AYP not met Reading: Proficiency 30%, Learning Gains 38%, Lowest 25% Gains 35%; Math: Proficiency 62%, Learning Gains 65%, Lowest 25% Gains 57%; Science: Proficiency 40% 2009-2010: Samuel W. Wolfson High School-Teacher School Grade D, 449 AYP not met Reading: Proficiency 35%, Learning Gains 45%, Lowest 25% Gains 44%; Math: Proficiency 66%, Learning Gains 67%, Lowest 25% Gains 61%; Science: Proficiency 36% 2008-2009: Samuel W. Wolfson High School-Teacher School Grade C, 448 points; AYP not met Reading: Proficiency 35%, Learning Gains 46%, Lowest 25% Gains 48%; Math: Proficiency 68%, Learning Gains 71%, Lowest 25% Gains 69%; Science: Proficiency 32%

INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
N/A	N/A	N/A			N/A

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

Describe the school-based strategies that will be used to recruit and retain high quality, effective teachers to the school.

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Utilize the district Open HR system to identify applicants who meet the hiring requirements.	Deborah Smith – Principal	On-going	
2	2. Solicit recommendations from current employees.	Deborah Smith – Principal Angela Galyan - Assistant Principal	On-going	
3	3. Recruit practicum students from area colleges and universities.	Deborah Smith – Principal	On-going	
4	4. Retention: Provide teacher mentors for newly appointed instructors	Kate Brecht - Professional Development Facilitator Ediva Henderson - Assistant Principal Bill Gilley - Assistant Principal	On-going	
5	5. Retention: Provide on-going professional development opportunities for newly appointed teachers.	Deborah Smith - Principal Leadership	On-going	

		Team		

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
There are no instructional staff members who were out-of-field and who received less than an effective rating.	All members of the instructional staff participate in school based professional development. This may include but is not limited to: Lesson Plan development, Assessment, Identifying student learning targets, engagement strategies, higher order questioning, and data analysis

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
84	3.6%(3)	4.8%(4)	52.4%(44)	39.3%(33)	33.3%(28)	78.6%(66)	4.8%(4)	6.0%(5)	25.0%(21)

Teacher Mentoring Program/Plan

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Maxine Bergman	Patrick Dafferner	Ms. Bergman is an experienced CET trained ELA teacher and will provide invaluable assistance to her mentee.	C.H.A.M.P.S training,completion of MINT,lesson development,feedback sessions, Temporary Duty Elsewhere for district training and classroom observations with veteran teachers.
Elisabeth Crumrine	Kate McManus	Mrs. Crumrine is a veteran Chorus teacher. Both teachers are currently teaching Fine Arts .	C.H.A.M.P.S training,completion of MINT,lesson development,feedback sessions, Temporary Duty Elsewhere for district training and classroom observations with veteran teachers.
Jennifer Duarte	Kelly Hurley	Mrs. Duarte is an experienced CET trained teacher. Both teachers are elective teachers.	C.H.A.M.P.S training,completion of MINT,lesson development,feedback sessions, Temporary Duty Elsewhere for district training and classroom observations with veteran teachers.
		Ms. McLendon is in the	C.H.A.M.P.S training,completion of MINT,lesson

Robin Burton	Christine McLendon	process of becoming CET trained. She is also an art teacher.	development,feedback sessions, Temporary Duty Elsewhere for district training and classroom observations with veteran teachers.

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, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Identify the school-based RtI Leadership Team

Deborah Smith – Principal
Vicki Barnes – RtI Facilitator, Math Instructor
Grace Wilhelm – Guidance Counselor
Carolyn Burroughs – ESE Coordinator
Kathleen Murray – English Language Arts Instructor
Maryjean Kanavy – Science Instructor
Christina Hudgens – Math Instructor

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?

The RtI team will meet monthly to engage in the following activities: Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation. In addition to the oversight work of the RtI Team, other building instructional teams (such as professional learning communities, small learning communities, grade level teams, and or content area teams) carry the work forward with smaller groups of students. This academic and behavioral work will include the following, beginning with Tier 1 (core/universal instruction) and continuing through Tier 2 (supplemental instruction/intervention):
• Identifying and analyzing systematic patterns of student needs
• Identifying appropriate evidence-based differentiation and intervention strategies
• Implementing and overseeing progress monitoring
• Analyzing progress monitoring data and determining next steps.
For the most intensive interventions at Tier 3, the current Mulit-disciplinary Team (MRT) structure will be used collaboratively with the building instructional teams (PLC, grade level teams, and/or content area teams) to provide classroom support for students.

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

The school's Leadership Team leads the faculty in a review of the data and, with input from the school's instructional teams, develops the initial draft of the School Improvement Plan utilizing the template provided by the Department of Education. The draft SIP is then presented to the School Advisory Council for review and recommendations. The school's Leadership Team finalizes the plan. The School Improvement Plan becomes the guiding document for the work of the school. The Leadership Team meets regularly to revise and update the plan as the needs of the students change throughout the school year. The plan includes a formal review process which demonstrates how the school has used RtI to inform instruction and make mid-course adjustments as data are analyzed.

MTSS Implementation

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

The data sources and management system(s) used to summarize data at each tier includes; Baseline data from Progress Monitoring and Reporting Network (PMRN), Florida Assessments for Instruction in Reading (FAIR), District Benchmark Assessments as appropriate, Florida Comprehensive Assessment Test (FCAT), District Learning Schedule Assessments and Compass Odyssey. The mid-year data assessment system includes FAIR and District Benchmark Assessments. The end of the year data assessment system includes FAIR, FCAT, and End of Course Exams (EOC). The on-going assessment system includes, PMRN, FAIR, District Learning Schedule Assessments and summatives, and teacher created assessments.

Behavior is monitored through weekly meetings with all Assistant Principals and the Principal. The Foundations Team meets once per month to review discipline data and to discuss student behavior.

Describe the plan to train staff on MTSS.

Mandarin Middle School will train staff on RtI during PLC meetings, early dismissal training, and during collaborative planning time.

Describe the plan to support MTSS.

Meeting times will be established to provide follow up opportunities for monitoring student success.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Deborah Smith, Principal
Bill Gilley, Assistant Principal
Angela Galyan, Assistant Principal for Curriculum
Ediva Henderson, Assistant Principal
Cicely Tyson, Assistant Principal
Judy Cagle, Reading Department Chairperson
Patrick Dafferner, Reading Instructor
Matthew Calimano, Reading Instructor
Maxine Bergman, Language Arts Department, Chairperson
Kate Brecht, Professional Development Facilitator
Susan Greene, Social Studies Teacher and team leader
Hugh McClung, Science Teacher and team leader
Jennifer Duarte, AVID Teacher and team leader

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

The Literacy Leadership Team is imbedded within our school's Leadership team which meets twice per month to review our strengths and weaknesses as identified in the 2012 data by grade level, subject area, and clusters/strands. The Leadership Team disaggregates the data to determine which instructional strategies will better help our students attain mastery. Instruction is data driven and the Leadership Team(LLT) adjusts practices based on test results and student need. The team relies on several sources of data including; teacher created formative assessments, READ 180 reports, FAIR results, FCAT, Learning Schedule Assessment results, and results from Benchmark Assessments.

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

The major initiative of the LLT this year is to have 68% (993 students) achieve Level 3 or above in reading on the 2013 administration the Florida Comprehensive Assessment Test. To achieve this goal all disciplines will collaborate to prioritize their curriculum and develop a course of study that will raise student achievement in reading. The LLT will also work closely with teams at each grade level to incorporate reading strategies into the daily core curriculum and elective instruction. The LLT will conduct Walkthroughs, data analysis, and will engage in the work of Professional Learning Communities within their departments. The school will implement the use of Cornell Note-taking as a reading/writing strategy to help improve student reading levels. All language arts classes will utilize the district created Learning Schedule Assessments (LSAs) as a way to monitor progress toward meeting the standards of reading.

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.

*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.

All disciplines will collaborate to prioritize their curriculum and develop a course of study that will raise student achievement in reading. Social Studies teachers are receiving or have received CAR-PD training. Reading, ELA, and Social Studies teachers will meet twice monthly as professional learning communities to develop common assessments, review results, and determine next steps. Teachers in all content areas will be trained using the AVID WICOR (Writing, Inquiry, Collaboration, Organization and Reading) strategies. Monthly training opportunities will be scheduled to provide support for WICOR implementation.

*High Schools Only

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

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

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

Mandarin Middle School Faculty and Guidance Counselors meet with students on an annual basis for meaningful and effective course selection. MMS Guidance Counselors facilitate academic advising for course selection and secondary school transition (Middle School-High School) through the following Career Education and Post Secondary Readiness Programs:
6th Grade- Designing Your Future
7th Grade- Career Cruiser
8th Grade- 4 Year High School Plan and Choices
Parent Night
Bright Futures
(FACTS.org)
ACT Explore
Great American Teach-In

Postsecondary Transition

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	In grades 6-8 68% (993) of Mandarin Middle School students will achieve Level 3 or above on the 2013 Florida Comprehensive Assessment Test (FCAT).
2012 Current Level of Performance:	2013 Expected Level of Performance:
66 % (940) of students in grades 6-8 achieved Level 3 or above on the 2011-2012 Florida Comprehensive Assessment Test (FCAT).	68% (993) of students in grades 6-8 will achieve Level 3 or above on the 2013 Florida Comprehensive Assessment Test (FCAT).

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student note taking and organization skills	School wide use of Cornell note taking School wide use of student planners School wide use of 2-notebook system	Leadership Team Principal Assistant Principals	Student notebooks with evidence of Cornell note taking to include answers to Essential Questions and student created summaries	Student notebooks
2	1.1 Lack of schema Lack of vocabulary	1.1 All Level 1and disfluent 2s will take Intensive Reading 90 minutes per day Level 1, 2, & 3 students will complete the FAIR testing	1.1 Principal Assistant Principals Reading Teachers Intensive Reading teachers Social Studies teachers (FAIR testing)	1.1 Classroom observations Department meetings Walkthroughs Data Analysis PLC discussions System 44 reports FAIR reports	1.1 Data notebooks kept by classroom teachers FCAT results for the 2012 school year Walkthrough Instrument Progress Reports Report Cards SAM Reports FAIR Reports Data Notebook Portfolios
3	1.2 Lack of knowledge to effectively analyze data and drive instruction.	1.2. Reading and ELA teachers will use the Reflection/Analysis student worksheet to identify struggles and strengths in FCAT strands, drive collegial conversation, and drive differentiated instruction Reading and ELA teachers will use the LSA and Benchmarks to help drive instruction. ELA teachers will attend	1.2 ELA and Reading teachers ELA and Reading teachers	1.2 Classroom observations Walkthroughs Data Notebook Inform	1.2 Reflection/Analysis Student Worksheet Meeting logs and agendas Classroom Walkthrough results Inform

		PLC Plus training.			
4					

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:	6% (2) of students taking the Florida Alternate Assessment in Reading will score at Levels 4, 5 and 6 during the 2012-2013 school year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
7% (3) of students taking the Florida Alternate Assessment in Reading scored at Levels 4, 5 and 6 during the 2011-2012 school year.	6% (2) of students taking the Florida Alternate Assessment in Reading will score at Levels 4, 5 and 6 during the 2012-2013 school year.

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	Nature of the exceptionalities: Visual Impaired Hearing Impaired Physically Impaired Medically Impaired Cognitive Abilities Developmental Language ESOL	Unique Learning Systems (ULS)- High interest/Low Level; PCI Reading; Reading Mastery; Weevil/Meevil; Assistive Technology Devices;	Teachers Administrators Therapists	Progress Monitoring Professional Learning Community (PLC) Meetings	Portfolio Observations Formative/Summative tools IEP Florida Altenernate Assessment(FAA) Brigance
2					

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	In grades 6-8 39% (570) of Mandarin Middle School students will achieve Level 4 or above on the 2013 Florida Comprehensive Assessment Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
37 % (524) of students in grades 6-8 achieved Level 4 or above on the 2011-2012 Florida Comprehensive Assessment Test (FCAT).	In grades 6-8 39% (570) of Mandarin Middle School students will achieve Level 4 or above on the 2013 Florida Comprehensive Assessment Test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1 Attendance Issues Student Truancy List Background Knowledge Vocabulary Fluency Comprehension	2.1 All Fluent level two and three 6th grade students will take a Critical Thinking course. Offer incentives to encourage students to use Florida Achieves.	2.1 Principal Assistant Principals Teachers	2.1 Classroom observations Department meetings Walkthroughs Data Analysis PLC discussions FCAT Achieves reports	2.1 Data notebooks kept by classroom teachers FCAT results for the 2012 school year Walkthrough Instrument

					Florida Achieves 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 reading. Reading Goal #2b:	53% (15) of students taking the Florida Alternate Assessment in Reading will score at Levels 7, 8 and 9 during the 2012-2013 school year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
51% (21) of students taking the Florida Alternate Assessment in Reading scored at Levels 7, 8 and 9 during the 2011-2012 school year.	53% (15) of students taking the Florida Alternate Assessment in Reading will score at Levels 7, 8 and 9 during the 2012-2013 school year.

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	Nature of the exceptionalities: Visual Impaired Hearing Impaired Physically Impaired Medically Impaired Cognitive Abilities Developmental Language ESOL Limited Data Sources	Unique Learning Systems (ULS)- High interest/Low Level; PCI Reading Reading Mastery; Weevil/Meevil; Assistive Technology Devices;	Administrators Teachers Therapists	Progress Monitoring Professional Learning Community Meetings IEP Progress Reports	Portfolio Observations Formative/Summative tools IEP Florida Altenernate Assessment(FAA) Brigance Curriculum Based Assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	69% (1,008) of students will make learning gains in Reading on the 2013 Florida Comprehensive Assessment Test (FCAT).
2012 Current Level of Performance:	2013 Expected Level of Performance:
66% (940) of students made learning gains in Reading on the 2012 Florida Comprehensive Assessment Test (FCAT).	69% (1,008) of students will make learning gains in Reading on the 2013 Florida Comprehensive Assessment Test (FCAT).

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of teacher experience analyzing data on student performance and growth planning	Implement the use of district Learning Schedule Assessments to identify areas of improvement and to build lessons to address those needs	Teachers of ELA, Math and Science Administrators	Data chats after each baseline and post assessment to determine needs and to provide additional instruction	LSA reports
2	3.1 Attendance Issues Student Truancy List Background Knowledge Vocabulary Fluency Comprehension	3.1 Reading strategies in Social Studies classes Intensive Reading	3.1 Social Studies Teachers Intensive Reading Teachers	3.1 Data Analysis Department Meetings PLC discussions Observations Lesson Plans	3.1 FAIR reports Inform Lesson Plans

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	77% (22) of the students taking the Florida Alternate Assessment in Reading will make learning gains on the 2012-2013 assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
75% (30) of the students taking the Florida Alternate Assessment in Reading made learning gains on the 2011-2012 assessment.	77% (22) of the students taking the Florida Alternate Assessment in Reading will make learning gains on the 2012-2013 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	Nature of the exceptionalities: Visual Impaired Hearing Impaired Physically Impaired Medically Impaired Cognitive Abilities Developmental Language ESOL Limited Data Sources	Unique Learning Systems (ULS)- High interest/Low Level; PCI Reading Reading Mastery; Weevil/Meevil; Assistive Technology Devices;	Administrators Teachers Therapists	Progress Monitoring Professional Learning Community Meetings Observations	Portfolio Observations Formative/Summative tools IEP Florida Altenernate Assessment(FAA) Brigance Curriculum Based Assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	In grades 6-8 63% (230)of students in the Lowest 25% will make learning gains in Reading on the 2013 Florida Comprehensive Assessment Test (FCAT).
2012 Current Level of Performance:	2013 Expected Level of Performance:
61% (223) of students in the Lowest 25% made learning gains in Reading on the 2012 Florida Comprehensive Assessment Test (FCAT).	63% (230)of students in the Lowest 25% will make learning gains in Reading on the 2013 Florida Comprehensive Assessment Test (FCAT).

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of formative data to help teachers plan instruction	Use the district Learning Schedule Assessments to help guide instruction for the teachers teaching Intensive Reading and Math. Teachers will meet after each post assessment to provide IR and IM teachers with specific benchmarks still needed for mastery.	ELA teachers Math teachers Reading teachers Intensive Math teachers	Teachers will meet regularly to share data from the LSAs and to plan for additional instruction/intervention	Benchmark results Compass Odyssey reports
	4.1 Background	4.1	4.1 All Content	4.1 Classroom	4.1 Data Notebook

2	Knowledge Language Students With Disabilities Economically Disadvantaged Attendance Vocabulary Phonics Phonemic Awareness Fluency Behavior	Intensive Reading System 44 Grouping based on student weaknesses Differentiated Instruction RTI WICOR Strategies Kagan Strategies	Area Teachers	observations Department Meetings Walkthroughs Data Analysis PLC	FCAT results SAM reports FAIR reports LSA Reports

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

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

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	66	74	77	79	82	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	In grades 6-8 the following AYP student sub groups at Mandarin Middle School will achieve Level 3 or above on the 2013 Florida Comprehensive Assessment Test (FCAT): White: 73%(702) Black: 52% (138) Hispanic: 58% (96) Asian: 69% (44)
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 6-8 on the 2012 Florida Comprehensive Assessment Test the following AYP sub groups achieved Level 3 or above: White: 71%(695) Black: 50% (121) Hispanic: 56% (83) Asian: 67% (36)	In grades 6-8 the following AYP student sub groups at Mandarin Middle School will achieve Level 3 or above on the 2013 Florida Comprehensive Assessment Test: White: 73%(702) Black: 52% (138) Hispanic: 58% (96) Asian: 69% (44)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5B.1. Family Culture Parent Involvement Background knowledge/prior knowledge socio-economic status White:82% (897) Black: 66% (165) Hispanic: 64% (97)	5B.1. Monitor status of students/grade reports sent home Increase Cultural Awareness Translate information into multiple languages Interest Inventories and learning style inventory Differentiated Instruction Increase Parent Contact Peer Tutoring Positive Reinforcement Small Group Instruction Specialized instructional techniques	5A.1. Intensive Reading Teachers All Teachers	5A.1. Review Parent Contact Logs Progress Reports RTI	5A.1. Parent Contact Log Data Notebook LSA FCAT Student 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:

5C. English Language Learners (ELL) not making	

satisfactory progress in reading. Reading Goal #5C:	In grades 6-8 25% (9) of our 38 ELL students will achieve Level 3 or above on the 2013 Florida Comprehensive Assessment Test (FCAT).
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0) of our 34 ELL students scored at or above Level 3 on the 2012 Florida Comprehensive Assessment Test (FCAT).	In grades 6-8 25% (9) of our 38 ELL students will achieve Level 3 or above on the 2013 Florida Comprehensive Assessment Test (FCAT).

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5C.1. Language Background Knowledge Parental Support Parental Communication	5C.1. ESOL teaching strategies Push-in Pull-out Sheltered Instructional Observation Protocol (SIOP)	5C.1. All teachers ESOL teacher Guidance Counselor Paraprofessionals	5C.1. Observations Data Notebooks Department Meetings	5C.1. SAM reports FAIR reports FCAT Benchmarks CELLA LSA
2					

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	In grades 6-8 40% (84) of Students with Disabilities will achieve Level 3 or above on the 2013 Florida Comprehensive Assessment Test (FCAT) Reading Exam.
2012 Current Level of Performance:	2013 Expected Level of Performance:
32% (37) Students with Disabilities scored at Level 3 or above in Reading on the 2012 Florida Comprehensive Assessment Test (FCAT).	In grades 6-8 40% (84) of Students with Disabilities will achieve Level 3 or above on the 2013 Florida Comprehensive Assessment Test (FCAT) Reading Exam.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5D.1. Processing deficiencies Memory retention Motor Skills to maneuver during lessons Grade level material Parental Support Parent Communication Behavior Attendance Economically Disadvanatges	5D.1. Modifications Accommodations Differentiated Instruction Team Up RTI Compass Odyssey	5D.1. ESE Teachers Intensive Reading Teachers Support Facilitator All teachers	5D.1. Data Notebook Observations PLC Department Meetings Multiplinary Discipline Meetings SMART Team Meetings	5D.1. IEP progress reports Data Notebooks FAIR reports Benchmarks FAA LSA

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	In grades 6-8 55% (299) of our Economically Disadvantaged students will score Level 3 or above on the 2013 Florida Comprehensive Assessment Test (FCAT).

2012 Current Level of Performance:	2013 Expected Level of Performance:
51% (167) of Economically Disadvantaged students scored Level 3 or above on the 2012 Florida Comprehensive Assessment Test (FCAT).	In grades 6-8 55% (299) of our Economically Disadvantaged students will score Level 3 or above on the 2013 Florida Comprehensive Assessment Test (FCAT).

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5E.1. Family stress Attendance Behavior Supplies Parental Support Loack of Access to Technology	5E.1. Parent contact Use planner Interest inventory/learning style inventory Conferencing School use of technology Team Up RTI Parent/Community Computer Access	5E.1. All teachers Intensive Reading teachers Administrators	5E.1. Data Notebook Department meetings Walkthoughs PLC Classroom Observation	5E.1. Data Notebook FCAT results FAIR reports LSA

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
Digital Literacy District Pearson rep. (DAT) IEP Training Literacy Academy Common Core Reading Competency ESOL Training CHAMPS Kagan Training District LSA Writing Training PLC PLUS (8th grade)	ELA Teachers	District	6,7,8 ELA	On-going	Administrator will monitor PD	Deborah Smith Cicely Tyson

Reading Budget:

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

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
District Workshops	Professional developement during school hours	Fund 10000 Substitute	$2,000.00
			Subtotal: $2,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $2,000.00

End of 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:	Mandarin Middle School will increase ESOL students proficiency in Listening/speaking on the CELLA by 3% (2), increacing the total percent of students procient to 50% (24).
2012 Current Percent of Students Proficient in listening/speaking:	
Forty-seven percent (22 out of 47) of active ESOL students scored in the proficiency range on the Listening/Speaking section of CELLA.	
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 materials and resources and lack of knowlege of materials and resources available	Work with district personel in identifying resources avaialable and making these accessible to the teachers	Guidance Counselor ESOL Paraprofessional	Survey on what resources are used for ESOL students at Mandarin	Teacher Survey
2	Lack of continuous training for teachers	Provide teacher's opportunity to take professional development classes	Principal	Amount of in service point for ESOL training	Professional development point total in ESOL

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:	Mandarin Middle School will increase ESOL students proficiency in Reading on the CELLA by 10%(5), increacing the total percent of students procient to 28%

	(16).

2012 Current Percent of Students Proficient in reading:

Tewnty-three percent (11 out of 47) of active ESOL students scored in the proficiency range on the Reading section of CELLA.

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 materials and resources and lack of knowlege of materials and resources available	Work with district personel in identifying resources avaialable and making these accessible to the teachers	Wilhelm	Survey on what resources are used for ESOL students at Mandarin	Teacher Survey
2	Only one ESOL paraprofessional available for forty seven students	Develop a schedule for the ESOL paraprofessional	ESOL Paraprofessional Wilhelm	Percent of ESOL students serviced per week	ESOL Paraprofessonal's schedule

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

3. Students scoring proficient in writing. CELLA Goal #3:	Mandarin Middle School will increase ESOL students proficiency in writing on the CELLA by 8% (4), increacing the total percent of students procient to 40% (19.

2012 Current Percent of Students Proficient in writing:

Thirty-two percent(15 out of 47) of active ESOL students scored in the proficiency range on the Writing section of CELLA.

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 continuous training for teachers	Provide teacher's opportunity to take professional development classes	D. Smith Teachers	Amounty of in service point for ESOL training	Professional development point total in ESOL
2	Lack of parental involvement	Have access to translators for parent conferences and parental communications	Guidance Teachers	Increase in parent conferences and parental communication	Conference Logs

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:	In grades 6-8 69% (1,008) of Mandarin Middle School students will achieve Level 3 or above on the 2013 Florida Comprehensive Assessment Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
64 % (903) of students in grades 6-8 achieved Level 3 or above on the 2011-2012 Florida Comprehensive Assessment Test (FCAT).	In grades 6-8 69% (1,008) of Mandarin Middle School students will achieve Level 3 or above on the 2013 Florida Comprehensive Assessment Test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student note taking and organization skills	School wide use of Cornell note taking School wide use of student planners School wide use of 2-notebook system	Leadership Team Principal Assistant Principals	Student notebooks with evidence of Cornell note taking to include answers to Essential Questions and student created summaries	Student notebooks
2	1.1 Lack of Vocabulary Lack of self confidence with math skills. Insufficient prior knowledge. Lack of engagement.	1.1 Use the Prioritizing the Curriculum/PLC model to move students towards a desire to achieve content mastery, rather than simply achieve a letter grade. Utilize Compass Odyssey and RTI strategies to remediate areas of weakness.	1.1 Math teachers, Parents, Intensive Math teachers	1.1 Classroom observations Department meetings Walkthroughs Data Analysis PLC discussions System reports	1.1 Data notebooks kept by classroom teachers FCAT results for the 2012 school year Walkthrough Instrument Progress Reports Report Cards Baseline Data Formative Data Summative Data Data Notebook
3	1.2 Lack of knowledge to effectively analyze data to drive instruction.	1.2 Math teacher will use the Student Reflection Knowledge Tickets to identify weaknesses and strengths in FCAT strands, drive collegial conversation, and drive differentiated instruction. Math teachers will use the Baselines, Formatives, Quizzes, tests and Benchmarks to help drive instruction.	1.2 Math teachers, Intensive Math teachers	1.2 Classroom observations Walkthroughs Analysis of Student Work Analyze LSA reports Analyze teacher generated common assessments	1.2 Knowledge tickets, District Benchmark Assessments, LSA pre and post tests, meeting logs and agendas Classroom Walkthroughs Inform PLC Work

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:	47% (23)of students being assessed using the Florida Alternate Assessment program will score at Levels 4, 5 or 6 in mathematics during the 2012 - 2013 school year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
40% (20)of students assessed using the Florida Alternate Assessment program scored at Levels 4, 5 or 6 in mathematics during the 2011 - 2012 school year.	47% (23)of students being assessed using the Florida Alternate Assessment program will score at Levels 4, 5 or 6 in mathematics during the 2012 - 2013 school year.

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	Nature of the exceptionalities: Visual Impaired Hearing Impaired Physically Impaired Medically Impaired Cognitive Abilities Developmental Language ESOL Limited Data Sources	Unique Learning Systems (ULS)- High interest/Low Level; PCI Reading Reading Mastery; Weevil/Meevil; Assistive Technology Devices;	Administrators Teachers Therapists	Progress Monitoring Professional Learning Community Meetings	Portfolio Observations Formative/Summative tools IEP Florida Altenernate Assessment(FAA) Brigance Curriculum Based Assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	In grades 6-8 37% (541) of Mandarin Middle School students will achieve Level 4 or above on the 2013 Florida Comprehensive Assessment Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
32% (447) of students in grades 6-8 achieved Level 4 or above on the 2011-2012 Florida Comprehensive Assessment Test (FCAT).	In grades 6-8 37% (541) of Mandarin Middle School students will achieve Level 4 or above on the 2013 Florida Comprehensive Assessment Test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1 Lack of Vocabulary Lack of self confidence with math skills. Insufficient prior knowledge	2.1 Math teacher will use the Student Reflection Knowledge Tickets to identify weaknesses and strengths in FCAT strands, drive collegial conversation, and drive differentiated instruction Math teachers will use the Baselines, Formatives and Benchmarks to help drive instruction.	2.1 Math teachers	2.1 Classroom observations Walkthroughs Analysis of Student Work Analyze LSA Data from Inform reports Analyze Teacher generated common assessment results	2.1 Knowledge tickets Meeting logs and agendas Classroom Walkthrough results LSA Assessments posted in Inform PLC Work Artifacts
	2.2 Excessive absences	Teachers will work with house offices to notify	2.1 Math teachers	2.1 Monitor attendance reports to identify	Attendance Reports from

2		administrators of students with excessive absences for follow up.		students with excessive absences. Review Attendance Cut/Discrepancy Lists	OnCourse Attendance Cut/Discrepancy Lists

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:	17% (8)of students being assessed using the Florida Alternate Assessment program will score at Level 7 or higher in mathematics during the 2012 - 2013 school year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
12%(6)of students assessed using the Florida Alternate Assessment program scored at Level 7 or higher in mathematics during the 2011 - 2012 school year.	17% (8)of students being assessed using the Florida Alternate Assessment program will score at Level 7 or higher in mathematics during the 2012 - 2013 school year.

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	Nature of the exceptionalities: Visual Impaired Hearing Impaired Physically Impaired Medically Impaired Cognitive Abilities Developmental Language ESOL Limited Data Sources	Unique Learning Systems (ULS)- High interest/Low Level; PCI Reading Reading Mastery; Weevil/Meevil; Assistive Technology Devices	Administrators Teachers Therapists	Progress Monitoring Professional Learning Community Meetings	Portfolio Observations Formative/Summative tools IEP Florida Altenernate Assessment(FAA) Brigance Curriculum Based Assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	In grades 6-8 69% (1,008) of Mandarin Middle School students will make learning gains in math on the 2013 Florida Comprehensive Assessment Test (FCAT).
2012 Current Level of Performance:	2013 Expected Level of Performance:
67 % (943) of students in grades 6-8 made learning gains in mathematics on the 2011-2012 Florida Comprehensive Assessment Test (FCAT).	In grades 6-8 69% (1,008) of Mandarin Middle School students will make learning gains in math on the 2013 Florida Comprehensive Assessment Test (FCAT).

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of teacher experience analyzing data on student performance and growth planning	Implement the use of district Learning Schedule Assessments to identify areas of improvement and to build lessons to address those needs	Teachers of ELA, Math and Science Administrators	Data chats after each baseline and post assessment to determine needs and to provide additional instruction	LSA reports
	3.1 Attendance Issues	3.1 Communication with	3.1 Math Teachers	3.1	3.1 Baseline Data

2	Background Knowledge	parents Provide an Intensive Math class for students scoring at levels 1 and 2 on FCAT Math in grades 6-8 Student Conferencing Small Group Instruction Allow for revision of work	Intensive Math Teachers	Data Analysis Department Meetings PLC discussions Observations Lesson Plans Regular Attendance	Formative Data Summative Data Insight LSA reports Lesson Plans Benchmark 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:	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	83% (30)of students assessed on the Florida Alternate Assessment will make learning gains on the 2012 - 2013 mathematics assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
81% (30)of students assessed on the Florida Alternate Assessment made learning gains on the 2011 - 2012 mathematics assessment.	83% (30)of students assessed on the Florida Alternate Assessment will make learning gains on the 2012 - 2013 mathematics 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	Nature of the exceptionalities: Visual Impaired Hearing Impaired Physically Impaired Medically Impaired Cognitive Abilities Developmental Language ESOL Limited Data Sources	Unique Learning Systems (ULS)- High interest/Low Level; PCI Reading Reading Mastery; Weevil/Meevil; Assistive Technology Devices;	Administrators Teachers Therapists	Progress Monitoring Professional Learning Community Meetings	Portfolio Observations Formative/Summative tools IEP Florida Altenernate Assessment(FAA) Brigance Curriculum Based Assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	In grades 6-8 71% (259) of students in the lowest 25% will make gains in math as measured by the 2013 Florida Comprehensive Assessment Test (FCAT).
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 6-8 69% (243) of students in the lowest 25% made learning gains in mathematics as measured by the 2012 Florida Comprehensive Assessment Test (FCAT).	In grades 6-8 71% (259) of students in the lowest 25% will make gains in math as measured by the 2013 Florida Comprehensive Assessment Test (FCAT).

Problem-Solving Process to Increase Student Achievement

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

1	Lack of formative data to help teachers plan instruction	Use the district Learning Schedule Assessments to help guide instruction for the teachers teaching Intensive Reading and Math. Teachers will meet after each post assessment to provide IR and IM teachers with specific benchmarks still needed for mastery.	ELA teachers Math teachers Reading teachers Intensive Math teachers	Teachers will meet regularly to share data from the LSAs and to plan for additional instruction/intervention	Benchmark results Compass Odyssey reports
2	4.1 Lack of student engagement and motivation Excessive student absences Insufficient prior knowledge and retention of previously taught skills	4.1 Students identified and enrolled in Intensive Math Classes; Intensive math teacher participates in PLC Warm-ups/focus lesson Teacher monitors attendance and reports problems to administrator Collaboration with professional learning community group to develop engaging lessons	4.1 Math Teachers Intensive Math Teachers Assistant Principals	4.1 Intensive math teacher communicates with core teachers to identify weaknesses in content Monitor attendance for chronic absentees PLC discussions Lesson Plans	4.1 Benchmark LSA Exit Tickets Focus Lesson/Quizzes Attendance Reports Teacher reflection on effectiveness of lessons

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Middle School Mathematics Goal # 5A : Mandarin Middle School will reduce the achievement gap in mathematics by 30% during the 2012-2013 school year.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	70	73	75	78	80	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	In grades 6-8 on the 2013 Florida Comprehensive Assessment Test the following AYP subgroups will achieve Level 3 or above: White: 71 % (683) , Black: 49% (130), Hispanic: 59% (98) , Asian: 74% (46) Amer In: 0% - 0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 6-8 on the 2012 Florida Comprehensive Assessment Test the following AYP subgroups achieved Level 3 or above: White: 69 % (666) , Black: 47% (110), Hispanic: 57% (85) , Asian: 72% (39) Amer In: 0% - 0.	In grades 6-8 on the 2013 Florida Comprehensive Assessment Test the following AYP subgroups will achieve Level 3 or above: White: 71 % (683) , Black: 49% (130), Hispanic: 59% (98) , Asian: 74% (46) Amer In: 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
	5A.1. Family Culture Parental Involvement	5A.1. Differentiated instruction Remediate skills not	5A.1. Intensive Math Teachers Math Teachers	5A.1. Observations Department Meetings	5A.1. FCAT Benchmarks

1	Background Knowledge Low prerequisite skills	mastered Identify weak prerequisite skills Use Graphic Organizers Communicate with parents	Parents through the use of the parent grade portal	Analyze Knowledge Tickets Analyze LSA and quiz results PLC collaboration	LSA formatives LSA summatives Knowledge tickets End of Course results

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	In grades 6-8 15% (6) of Mandarin Middle School ELL students will achieve Level 3 or above on the 2013 Florida Comprehensive Assessment Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
9% (3) of our ELL students scored Level 3 or above on the 2012 Florida Comprehensive Assessment Test (FCAT).	In grades 6-8 15% (6) of Mandarin Middle School ELL students will achieve Level 3 or above on the 2013 Florida Comprehensive Assessment Test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5B.1. Language Background Knowledge Low prerequisite skills	5B.1. Differentiated instruction Remediate skills not mastered Identify weak prerequisite skills Use Graphic Organizers Communicate with parents	5B.1. All Math teachers ESOL paraprofessional Parents through the use of the parent grade portal	5B.1. Observations Department Meetings Analyze Knowledge Tickets Analyze LSA and quiz results PLC collaboration	5B.1. FCAT Benchmarks LSA formatives LSA summatives Knowledge tickets End of Course results

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	In grades 6-8 33% (69) of Mandarin Middle School ESE students will achieve Level 3 or above on the 2013 Florida Comprehensive Assessment Test
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (34) of our Students with Disabilities scored Level 3 or above on the 2012 Florida Comprehensive Assessment Test (FCAT).	In grades 6-8 33% (69) of Mandarin Middle School ESE students will achieve Level 3 or above on the 2013 Florida Comprehensive Assessment Test

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	5C.1. Processing deficiencies Memory retention	5C.1. Modifications Accommodations Team Up	5C.1. Intensive Math Teacher Support Facilitator	5C.1. Observations Department Meetings	5C.1. IEP progress reports Benchmarks results

1	Organizational skills Ability to focus Low prerequisite skills	Differentiated instruction Remediation of skills not mastered Identify weak prerequisite skills WICOR Use of graphic organizers Parent communication	All math teachers Parents through the parent grade portal	Analyzing results from knowledge tickets, quizzes and LSA baselines and post tests Analyze fall and winter benchmark results PLC Collaboration	LSA Formative Data LSA Summative Data Knowledge tickets Lesson Plans EOC results

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	In grades 6-8 55% (299) of Mandarin Middle School Economically Disadvantaged students will achieve Level 3 or above on the 2013 Florida Comprehensive Assessment Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
52% (169) of our Economically Disadvantaged students scored Level 3 or above on the 2012 Florida Comprehensive Assessment Test (FCAT).	In grades 6-8 55% (299) of Mandarin Middle School Economically Disadvantaged students will achieve Level 3 or above on the 2013 Florida Comprehensive Assessment Test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5D.1. Family stress Attendance Supplies Low Prerequisite skills	5D.1. Use of the planners Team Up Differentiated instruction Remediation of skills not mastered Identify weak prerequisite skills WICOR Use of graphic organizers Parent communication	5D.1. Intensive Math Teachers Support Facilitators All math teachers Parents through the parent grade portal	5D.1. Observations Department Meetings Analyzing results from knowledge tickets, quizzes and LSA baselines and post tests Analyze fall and winter benchmark results PLC Collaboration	5D.1. Benchmarks results LSA Formative Data LSA Summative Data Knowledge tickets Lesson Plans EOC results

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:	78 % (313) of students taking Algebra I will achieve Level 3 or above on the 2012-2013 Florida End of Course Exam (EOC).
2012 Current Level of Performance:	2013 Expected Level of Performance:

76 % (266) of students taking Algebra I achieved Level 3 or above on the 2011-2012 Florida End of Course Exam (EOC).	78 % (313) of students taking Algebra I will achieve Level 3 or above on the 2012-2013 Florida End of Course Exam (EOC).

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student note taking and organization skills	School wide use of Cornell note taking School wide use of student planners School wide use of 2-notebook system	Leadership Team Principal Assistant Principals	Student notebooks with evidence of Cornell note taking to include answers to Essential Questions and student created summaries	Student notebooks
2	Lack of prerequisite skills Difficulty with abstract thinking	Use prerequisite skills as warm up activities Incorporate hands-on activities to show concepts	Algebra Teachers Principal	Analyze results from LSA assessments Analyze results from District Benchmark Assessments Exit Slips	LSA reports Benchmarks Exit Slips for each learning target Teacher made quizzes

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

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	33 % (132) of students taking Algebra I will achieve Level 4 or above on the 2012-2013 Florida End of Course Exam (EOC).
2012 Current Level of Performance:	2013 Expected Level of Performance:
29 % (101) of students taking Algebra I achieved Level 4 or above on the 2011-2012 Florida End of Course Exam (EOC).	33 % (132) of students taking Algebra I will achieve Level 4 or above on the 2012-2013 Florida End of Course Exam (EOC).

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Pace of course for students who are on target	Differentiate Instruction Enrichment Activities Cooperative Grouping	Algebra Teachers	Evaluate results from Exit Slips, Informal Assessments, Quizzes and LSA pre and post assessments	Exit Slips Informal Assessments (Homework, classwork) Quizzes LSA Benchmarks

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Algebra Goal # 3A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	70	73	75	78	81	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. Algebra Goal #3B:	20% (60) of White, 40% (18)of Black, 14%(5)of Hispanic and 7%(1)of Asian students who will take the Algebra EOC will not make satisfactory progress during the 2012-2013 school year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
22% (57) of White, 42% (22)of Black, 16%(5)of Hispanic and 9%(1)of Asian students who took the Algebra EOC did not make satisfactory progress during the 2011-2012 school year.	20% (60) of White, 40% (18)of Black, 14%(5)of Hispanic and 7%(1)of Asian students who will take the Algebra EOC will not make satisfactory progress during the 2012-2013 school year.

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 prerequisite skills Difficulty with abstract thinking	Use prerequisite skills as warm up activities Incorporate hands-on activities to show concepts	Algebra Teachers Principal	Analyze results from LSA assessments Analyze results from District Benchmark Assessments Exit Slips	LSA reports Benchmarks Exit Slips for each learning target Teacher made quizzes

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3C. English Language Learners (ELL) not making satisfactory progress in Algebra. Algebra Goal #3C:	There are no ELL students currently taking Algebra for the 2012 - 2013 school year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
No ELL students made satisfactory progress on the Algebra EOC State Assessment. One ELL student took the EOC.	There are no ELL students currently taking Algebra for the 2012 - 2013 school year.

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	Understanding of English Language Attendance	Support from ELA teacher Incorporate language/vocabulary activitie	Algebra Teacher ESOL Paraprofessional	Use of appropriate vocabulary by student Analyze results from LSAs, quizzes, benchmarks, exit slips	LSA Reports Benchmarks Exit Slips Quizzes Informal Assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra. Algebra Goal #3D:	100% (7) of the students with disabilities taking the Algebra EOC will make satisfactory progress during the 2012-2013 school year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
88% (7) of the students with disabilities taking the Algebra EOC made satisfactory progress during the 2011-2012 school year.	100% (7) of the students with disabilities taking the Algebra EOC will make satisfactory progress during the 2012-2013 school year.

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	Pace of the curriculum Lack of prerequisite skills Lack of focus	Follow accommodations and modifications listed in IEP Work collaboratively with ESE support facilitator	Algebra Teachers ESE Support Facilitator	Analyze results of LSAs, Benchmarks, Exit Slips, and Quizzes	LSA reports Exit Slips District Benchmark Assessments Informal Assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:	24% (20) or less of the Economically Disadvantages students taking the Algebra EOC will not make satisfactory progress during the 2012-2013 school year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (20) of the Economically Disadvantages students taking the Algebra EOC did not make satisfactory progress during the 2011-2012 school year.	24% (20) or less of the Economically Disadvantages students taking the Algebra EOC will not make satisfactory progress during the 2012-2013 school year.

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	Attendance Motivation to learn	Communicate with parents Take accurate attendance daily Relate lessons to real world applications	Algebra teachers Parents through the grade portal	Analyze results from LSAs, Benchmarks, Exit Slips and Quizzes	Attendance Reports LSA reports Benchmark results Informal Assessments

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:	75% (59)of students taking Geometry will score at level 3 or above on the 2012-2013 Geometry EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
No current data available for the 2011-2012 school year.	75% (59)of students taking Geometry will score at level 3 or above on the 2012-2013 Geometry EOC.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student note taking and organization skills	School wide use of Cornell note taking School wide use of student planners School wide use of 2-notebook system	Leadership Team Principal Assistant Principals	Student notebooks with evidence of Cornell note taking to include answers to Essential Questions and student created summaries	Student notebooks
2	1.1 Lack of Vocabulary Lack of self confidence with math skills. Insufficient prior knowledge.	1.1 Use the Prioritizing the Curriculum/PLC model to move students towards a desire to achieve Content Mastery, rather than simply achieve a letter grade. Utilize Compass Odyssey Student Reflection Various strategies to remediate areas of weakness. Utilize Cornell Notes.	1.1 Math Teachers	1.1 Classroom observations Department meetings Walkthroughs Data Analysis PLC discussions System reports	1.1 Data notebooks kept by classroom teachers FCAT results for the 2012 school year Walkthrough Instrument Progress Reports Report Cards Baseline Data Formative Data Summative Data Data Notebook
3	1.2 Lack of knowledge to effectively analyze data to drive instruction.	1.2 Math teacher will encourage student reflection to identify weaknessess and strengths in FCAT strands, drive collegial conversation, and drive differentiated instruction. Math teachers will use the Baselines, Formatives, Benchmarks, and Learning Schedule Assessments to help drive instruction.	1.2 Math teachers	1.2 Classroom observations Walkthroughs Analysis of Student Work Data Notebook Inform Teacher generated assessments	1.2 Student Reflection Meeting logs and agendas Classroom Walkthrough results Inform/LSAs PLC Work

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.	25% (15)of students taking Geometry will score at level 4

Geometry Goal #2:	or above on the 2012-2013 Geometry EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
No previous data available for 2011-2012	25% (15)of students taking Geometry will score at level 4 or above on the 2012-2013 Geometry EOC.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1 Lack of Vocabulary Lack of self confidence with math skills. Insufficient prior knowledge	2.1 Math teacher will use the FOI to identify struggles and strengths in FCAT strands, drive collegial conversation, and drive differentiated instruction Math teachers will use the Baselines, Formatives and Benchmarks to help drive instruction.	2.1 Math teachers	2.1 Classroom observations Walkthroughs Analysis of Student Work Data Notebook Inform/LSAs Teacher generated assessments	2.1 Imbedded Student Reflection Meeting logs and agendas Classroom Walkthrough results Inform/LSAs PLC Work

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Geometry Goal # 3A :

Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	70	73	75	78	

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:	75% (3) of Asian, 75%(8) of Hispanic, 75% (7)of Black and 75% (41) of White students taking Geometry will score at level 3 or above on the 2012-2013 Geometry EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
No data available for 2011-2012	75% (3) of Asian, 75%(8) of Hispanic, 75% (7)of Black and 75% (41) of White students taking Geometry will score at level 3 or above on the 2012-2013 Geometry EOC.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	3B.1. Family Culture Language Parental Involvement	3B.1. Progress Reports Status of students/grade reports sent home Cultural Awareness	3B.1. Intensive Math Teachers All Math Teachers	3B.1. Focus on Improvement Data Analysis Department Meetings PLC discussions	3B.1. Data Notebook Baseline Data Formative Data Summative Data

1		Translate information into multiple languages Interest Inventories and learning style inventory *Increase awareness that math is a universal language. Differentiate content level issues from language issues		Observations Lesson Plans	Inform/LSAs Lesson Plans

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3C. English Language Learners (ELL) not making satisfactory progress in Geometry. Geometry Goal #3C:	There are currently no ELL students taking the Geometry course.
2012 Current Level of Performance:	2013 Expected Level of Performance:
There were no ELL students taking the Geometry course during the 2011-2012 school year.	There are currently no ELL students taking the Geometry course.

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:	There are less than 15 (1) students with disabilities taking the Geometry course during the 2012-2013 school year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
There were no students with disabilities taking Geometry during the 2011-2012 school year.	There are less than 15 (1) students with disabilities taking the Geometry course during the 2012-2013 school year.

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:	25% (4) or less of Economically Disadvantaged students taking the Geometry EOC in 2012-2013 will not make satisfactory progress on the EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
No data available for the 2011-2012 school year.	25% (4) or less of Economically Disadvantaged students taking the Geometry EOC in 2012-2013 will not make satisfactory progress on the EOC.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3E.1. Family stress Attendance Embarrassment Feelings of Isolation Supplies	3E.1. Parent contact Use planner Interest inventory Learning Style inventory Conferencing Team Up	3E.1. All Math teachers Intensive Math teachers	3E.1. Data Notebook Department meetings Walkthroughs PLC Classroom Observation	3E.1. Data Notebook FCAT results Baseline Data Formative Data Summative Data Limelight/LSAs Lesson Plans

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
Insight and Inform	6-8	School DAT facilitator	All mathematics and intensive math teachers	Fall 2012 - Spring 2013	PLC minutes and points	Assistant Principals
PLC Plus	6	District Instructional Support Team	6th grade math teachers and Principal	Quarterly	Artifact submissions	Principal
Grade Level PLC	6-8	Various	All mathematics and intensive math teachers	Weekly planning periods and early dismissal days	Lesson plans Meeting minutes	

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
Calculators for math classrooms	Class sets of basic 4 function calculators for 13 classrooms	School Internal General Fund	$650.00
			Subtotal: $650.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount

Substitutes for teachers participating in the district PLC Plus training	Substitutes for 4 teachers to attend 4 meetings	School Fund 10000	$1,200.00
			Subtotal: $1,200.00

Other

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $1,850.00

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:	A minimum of 68% (340) of Mandarin Middle School 8th graders will score Level 3 or above on the 2013 Florida Comprehensive Assessment Test (FCAT).
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on 2012 Science FCAT data, 66% (310) of students achieved Level 3 or above.	At least 68% (340) of Mandarin Middle School's 8th grade students will score Level 3 or above on the 2013 Florida Comprehensive Assessment Test (FCAT).

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student note taking and organization skills	School wide use of Cornell note taking School wide use of student planners School wide use of 2-notebook system	Leadership Team Principal Assistant Principals	Student notebooks with evidence of Cornell note taking to include answers to Essential Questions and student created summaries	Student notebooks
2	1.1 Inconsistent student prior knowledge. (Tier 1 Instruction).	1.1 Use hands on learning at least every three class days, including models, materials, kits, equipment etc. Increase inquiry labs/activities for each NGSS. Use computer programs for support, (Compass Odyssey, Gizmos, FCAT Explorer). Provide review of 6th and 7th grade science concepts.	1.1 Teacher, grade level chair, grade level PLC, Science Dept Chair	1.1 Identify prior knowledge through the use of grade level common baseline assessments or other assessments. PLC Weekly and early release day planning. E-slips at the end of a learning target.	1.1Summative assessments given at the end of a unit(as structured by the district learning schedule), usually every 1-2 weeks). Growth of students through Benchmark Assessment data. District LSAs as given on Inform. Collaborative

					evaluations of PLC assessments
3	1.2. Low student reading levels (Tier 1 Instruction).	1.2. Use before/during/after reading strategies with the science text such as Cornell notes and use of Interactive notebooks. Use reading strategies during non-traditional reading activities (labs, computer work, Power Point presentations, etc. Use graphic organizers/and vocabulary strategies.	1.2. Teachers, Grade level PLCs	1.2. Identify target students (level 1, 2 and bubble) and monitor their success on various assignments/assessments.	1.2. Comparison of 2011 and 2012 student FCAT reading data for targeted students.
4	1.3. Inconsistent continuous growth in "Nature of Science"strand from 2011-2012.	1.3. Provide review of 6th and 7th grade science concepts.	1.3. Teachers, PLCs	1.3. Analyze Pre/Post EOC data .	1.3. Comparison of 2011 and 2012 EOC data. Comparison of 2011 and 2012 student FCAT science data.
5	1.4 Tier 2 students not responding adequately to core instruction.	1.4 Use appropriate technology based instruction, use reading strategies, and provide remediation of failing labs and assessment grades. Implement before and after school tutoring, and during class time.	1.4 Teachers, PLCs	1.4 Weekly planning with grade level PLCs, monthly mtgs w/ House administrators. PLC planning during early release dates.	1.4 Current ongoing assessment data. LSAs, summative assessments, e-slips.
6	1.5 Tier 3 students not responding to core plus supplemental instruction.	1.5 Receive targeted instruction.	1.5	1.5 Classroom observations by teacher.	1.5 LSAs, progress 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:	20% (2) of the students taking the Florida Alternate Assessment for Science scored at Levels 4, 5 and 6 in 2012-2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
13% (2) of the students taking the Florida Alternate Assessment for Science scored at Levels 4, 5 and 6 in 2011-2012.	20% (2) of the students taking the Florida Alternate Assessment for Science scored at Levels 4, 5 and 6 in 2012-2013.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Nature of the exceptionalities:	Unique Learning Systems(ULS)- High	Administrators Teachers	Progress Monitoring Professional Learning	Portfolio Observations

1	Visual Impaired Hearing Impaired Physically Impaired Medically Impaired Cognitive Abilities Developmental Language Delays Limited Data Sources Lab Facilities	interest/Low Level; PCI Reading Reading Mastery; Weevil/Meevil; Assistive Technology Devices;	Therapists	Community Meetings Student Performance	Formative/Summative tools IEP Florida Altenernate Assessment(FAA) Brigance Curriculum Based Assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	At least 20% (100) of Mandarin Middle School's 8th grade students will score Level 4 or above on the 2013 Florida Comprehensive Assessment Test (FCAT).
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on 2012 Science FCAT data, 18% (84) of students achieved Level 4 or above.	At least 20% (100) of Mandarin Middle School's 8th grade students will score Level 4 or above on the 2013 Florida Comprehensive Assessment Test (FCAT).

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. Inconsistent student prior knowledge. (Tier 1 Instruction). Modern Scientific equipment.	2.1. Use hands on learning at least once a week, including models, materials, kits, equipment etc. Increase inquiry labs/activities for each NGSS. Use computer programs for support, (Compass Odyssey, Gizmos, FCAT Explorer). Provide review of 6th and 7th grade science concepts.	2.1. Teacher, grade level chair, grade level PLC, Science Dept Chair	2.1. Identify prior knowledge through the use of grade level common baseline assessments. Weekly PLC and early release day planning times. E-slips at the end of a learning target.	2.1. Summative assessments given at the end of a unit(as structured by the district learning schedule) Growth of students through Benchmark Assessment data. District LSAs as given on Inform. Collaborative evaluations of PLC assessments (baseline, e-slips and summatives).

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:	60% (7) of the students taking the Florida Alternate Assessment for Science scored at Levels 7, 8 and 9 in 2012-2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
44% (7) of the students taking the Florida Alternate	60% (7) of the students taking the Florida Alternate

Assessment for Science scored at Levels 7, 8 and 9 in 2011-2012.	Assessment for Science scored at Levels 7, 8 and 9 in 2012-2013.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Nature of the exceptionalities: Visual Impaired Hearing Impaired Physically Impaired Medically Impaired Cognitive Abilities Developmental Language ESOL Limited Data Sources	Unique Learning Systems(ULS)- High interest/Low Level; PCI Reading Reading Mastery; Weevil/Meevil; Assistive Technology Devices;	Administrotors Teaachers Therapists	Progress Monitoring Professional Learning Community Meetings	Portfolio Observations Formative/Summative tools IEP Florida Altenernate Assessment(FAA) Brigance Curriculum Based Assessments

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
AVID		AVID teacher	School-wide	Early release days	Data sharing, WICOR strategies used/discussion in meetings	PLC group
NGCAR.PD	6-8(ALL subject areas)	Workshop facilitator	School-wide	PLC meetings as scheduled	Completion of course	Workshop facilitator
NGSSS content workshops		Workshop facilitator	Science teachers as needed	PLC meetings as scheduled	Completion of workshop	Workshop facilitator

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
District workshops for new teachers in the science department or for those who have changed grade levels	Substitutes for TDEs	Fund 10000 Substitutes	$750.00
			Subtotal: $750.00
Other			

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $750.00

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:	A minimum of 60% (300) of Mandarin Middle School 8th graders will score Level 4 or above on the 2013 Florida Comprehensive Assessment Writing Test (FCAT).
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2012 FCAT data 83% (392) of Mandarin Middle School students scored Level 3.0 or above on the Florida Comprehensive Assessment Writing Test.	A minimum of 60% (300) of Mandarin Middle School 8th graders will score Level 4 or above on the 2013 Florida Comprehensive Assessment Writing Test (FCAT).

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Prior Knowledge.	1.1. School-wide writing program.	1.1. Principal Assistant Principals ELA Department	1.1. Results from writing assessments. Weekly PLC meetings.	1.1. Distrit common writing assessments.
2	1.2 New Scoring Method/Rubric	School-wide writing program	Principal Assistant Principals ELA Department	Results from writing assessments. Weekly PLC meetings	Results from common writing assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	61% (6) of the 8th grade students taking the Florida Alternate Assessment in writing will score at level 4 or higher on the 2013 assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
57% (9) of the 8th grade students taking the Florida Alternate Assessment in writing scored at 4 or higher on the 2012 assessment.	61% (6) of the 8th grade students taking the Florida Alternate Assessment in writing will score at level 4 or higher on the 2013 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	Nature of the exceptionalities: Visual Impaired Physically Impaired Medically Impaired Cognitive Abilities Developmental Language Limited Data Sources Limited Instructional Materials Low Functioning Motor Skills	Occupational Therapy Unique Learning Systems(ULS)- High interest/Low Level; Weevil/Meevil; Assistive Technology Devices; Low Functioning Motor Skills	Teachers Admininstrators	Progress Monitoring Professional Learning Community Meetings Observation Student Product	Portfolio Observations Florida Altenernate Assessment(FAA) Brigance Curriculum Based Assessments

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
District Writing Training	8th Grade ELA	District	8th Grade ELA	October 4th and 5th 2012	Contact District Coaches as needed	Administrators

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
In class Editing Workshop	Document Camera	Fund 10000 Media	$1,100.00
			Subtotal: $1,100.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
District Writing Workshop	8th Grade ELA teachers will attend District Writing Training	Fund 10000 Substitutes	$750.00
			Subtotal: $750.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $1,850.00

End of Writing Goals

Civics End-of-Course (EOC) Goals

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

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

in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Civics. Civics Goal #1:	50% (232) of the students will score at or above Level 3 on the Civics EOC
2012 Current Level of Performance:	2013 Expected Level of Performance:
Test was not given in 2012	50% (232) of the students will score at Level 3 on the Civics EOC

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student note taking and organization skills	School wide use of Cornell note taking School wide use of student planners School wide use of 2-notebook system	Leadership Team Principal Assistant Principals	Student notebooks with evidence of Cornell note taking to include answers to Essential Questions and student created summaries	Student notebooks
2	Lack of expertise in developing formative and summative assessments.	Use of PLC to develop appropriate and effective common assessments, including baseline assessments, learning slips, and end of unit assessments.	Civics Teachers	Student results on the common assessments and EOC	Assessment data from common assessments developed in the PLC, along with district/state assessments.
3	Lack of curriculum knowledge and structure of the discipline, as well as resources needed.	Use of PLC and district workshops/trainings to develop knowledge of content and pedagogy.	Civics Teachers	Classroom observations, lesson plan assessment and PLC monitoring.	Student achievement on formative and summative assessments.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Civics. Civics Goal #2:	15% (70) of the students will score a Level 4 or 5 on the Civics EOC
2012 Current Level of Performance:	2013 Expected Level of Performance:
Test was not given in 2012	15% (70) of the students will score a Level 4 or 5 on the Civics EOC

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of curriculum knowledge and structure of the discipline.	Use of PLC time to analyze testing criteria to develop strategies to increase academic achievement.	Administrators	Monitorin of PLC time.	Student achievement formative and summative 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
Civics content knowledge and pedagogy.	Civics	District Trainers	Civics Teachers	TDE-5 Trainings for 2012-13	Classroom observation, lesson plan assessment and PLC monitoring.	Administrators
Civics assessment writing and analysis of data to direct instruction	Civics	Teacher Led	Civics Teachers	Early release days	Monitoring of PLC time	Administrators

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
Workshops provided by the district to support new curriculum and textbooks	Substitutes for teacher training	Fund 10000 Substitutes	$750.00
			Subtotal: $750.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $750.00

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:	Mandarin Middle School will reduce the number of students with 10 or more unexcused absences from school to 4.5%(66)or less.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:

The attendance rate for Mandarin Middle School for 2011-2012 was 98.6%.	Mandarin Middle School will increase the attendance rate from 98.6% to 98.8%.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
5% (74) of Mandarin Middle School students were absent 10 or more days during the 2011-2012 school year.	Mandarin Middle School will decrease the number of students with 10 or more absences to 4.5% (66).
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
19 students recorded excessive tardies during the 2011-2012 school year.	Mandarin Middle School will reduce the number of students with excessive tardies from 19 to 15.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Parent Involvement.	1.1. Increase communication with parents via Parent Awareness Workshops and the Parent Link program.	1.1. Principal Assistant Principal Teachers Guidance Counselors	1.1. Attendance reports from Genesis.	1.1. Genesis Reports
2	1.2. Tangible consequences for absences.	1.2. Strict enforcement of district policy.	1.2. Principal Assistant Principal Teachers Guidance Counselors	1.2. Attendance reports from Genesis.	1.2. Genesis Reports
3	1.3. Student motivation.	1.3. Incentive programs for students who attend school regularly.	1.3. Principal Assistant Principal Teachers Guidance Counselors Activities Director	1.3. Attendance reports from Genesis.	1.3. Genesis Reports
4	1.4 Inaccurate Attendance Records	1.4 School Wide Attendance Monitoring (Daily Basis) Teachers are checking the daily student cut/discrepancy list to ensure attendance accuracy	1.4 Principal	1.4 Teacher Attendance Report from OnCourse. Data pulled on a daily basis to determine which teachers have not taken attendance	1.4 Oncourse
5	1.5 Parent Monitoring	1.5 Increase Parent Awareness	1.5 Administrators Teachers Guidance Counselors	1.5 Parents can monitor daily attendance on Parent Portal	1.5 District Parent Portal Site

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Using the cut/discrepancy reports in Genesis	6-8 all	Principal	All teachers	September 2012	Monitor results of teacher corrected cut/discrepancy sheets to identify students with discrepancies	Assistant Principals Principal

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to “Guiding Questions”, identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	Mandarin Middle School will reduce the total number of studetns (369) suspended (in school and out of school supspensions) by 3% (11) for 2012-2013.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
There were 1049 In School Suspensions during the 2011-2012 school year.	The number of In School Suspensions will decrease by 5% to 997 during for the 2012-2013 school year.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
A total of 365 students received In School Suspension in 2011-2012	The number of students receiving In School Suspension will decrease by 3% to 354 for the 2012-2013 school year.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions

There were 4 suspensions during the 2011-2012 school year.	The number of suspensions will decrease to 3 for the 2012-2013 school year.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
There were 4 students suspended during the 2011-2012 school year.	Mandarin Middle School will reduce the number of students suspended by 33% (1) students during the 2012-2013.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited consequences for more serious offenses.	Develop effective policies and procedures that support safe and civil schools. Work with the school's Foundations Team. Continue to implement C.H.A.M.P.S. for effective classroom management. Develop behavioral interventions through the RtI team.	Principal Assistant Principals Teachers Guidance Counselors	Genesis Reports. Foundation team meeting minutes.	Genesis Reports
2	Transportation to ATOSS centers.	Offer district transportation to ATOSS centers.	Principal Assistant Principals	Genesis Reports.	Genesis Reports
3	1.3. Parent Involvement	1.3. Increase communication with parents.	1.3. Principal Assistant Principals Teachers Guidance Counselors	1.3. Genesis Reports.	1.3. Genesis Reports

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

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

PD Content / Topic and / or PLC Focus	Grade Level / Subject	PD Facilitator and / or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up / Monitoring	Person or Position Responsible for Monitoring
CHAMPS training	6-8 new hires	District Trainers School Trainers	All new teachers at Mandarin Middle School that are new to the district	Spring 2013	Completed Training Classroom observations using Domain 2 of CAST evaluation system	PDF

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
Substitutes for teachers attending CHAMPs training	Substitutes	Fund 10000 substitutes	$750.00
			Subtotal: $750.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $750.00

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: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	Mandarin Middle School needs to increase parental involvement in school related activities by 5%.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
During the 2012 school year 5,128.75 volunteer hours were logged at Mandarin Middle School.	Increase number of volunteer hours by 5% (256 hours).

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 same parents volunteer for most of the school activities.	Hold 2nd Annual Parent/Family Volunteer Continental Breakfast and Orientation Attract new volunteers via Parent Link, Hawk Tawk, MMS Newsletter, and Upcoming 6th Grader Family Night	PTSA Volunteer Leader MMS Volunteer Liaison Administration	Monitor the volunteer database and sign-in logs	Monitor the volunteer database and sign-in logs
2	The same parents volunteer for most of the school activities.	Reinstate the VIP (Very Involved Parent) recognition program.	PTSA Volunteer Leader MMS Volunteer Liaison Administration	Monitor the volunteer log hours Tiered system: 20-29 – Bronze 30-39 – Silver 40+ - Gold	Review volunteer database and sign-in log

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

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

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

Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	Hands-on inquiry labs will be implemented a minimum of two times monthly.

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	Inconsistent student prior knowledge	Improve articulation between grade levels including 5th to 6th grade	Principal Assistant Principals Science and Math departments	Utilize baseline data, regular PLC meetings including all grade levels	District Learning Schedule Assessments

2	Materials for hands-on inquiry labs are limited	Focus school internal funds to support the consumable items needed to implement lab activities	Science department chairperson Bookkeeper Principal	Classroom visits Lesson plans Student reflections	Documentation of classroom observations Artifacts from labs
3	Number of students scoring at level 1 and 2 on FCAT mathematics	Work with math and intensive math teachers to increase student performance on FCAT Heterogeneously schedule students to provide better cooperative groupings in math classes	Math teachers Intensive math teachers Assistant Principal for Curriculum	Use the Math Learning schedule assessments to monitor performance of students in target groups Provide Knowledge Tickets to monitor student performance between LSAs	LSA results Knowledge Ticket results Interim Benchmark results

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 initiatives, disrict training, book study	6-8 Science/ Math	Science/ Math PLC leaders	Minimum of two teachers per grade	Monthly discussion groups with Science and Math departments	Participants will share information with rest of the staff	Assistant Principal/Science and Math PLC leaders

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:	25%(371)of the student population participate in the Microsoft IT Academy program.

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	Current lack of a curriculum for exploratory AVTS/AV Tech	Work with district to develop curriculum guides for middle school level students	TV Production Teacher Computer Teacher	Monitor progress of the curriculum development	Progress of the curriculum development
2	Time to collaborate with fellow CTE teachers in developing lesson plan	Provide a common planning time for CTE teachers to meet	Assistant Principal Principal	Review minutes of planning meetings	Master Schedule
3	Lack of proper equipment available	Work with district to procure materials and equipment needed to teach CTE classes	Computer Teacher Principal	Monitor the transfer orders and purchase orders of materials	Purchase order and transfer orders.

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

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

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

CTE Budget:

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

No Data	No Data	No Data	$0.00
			Subtotal: $0.00

Other

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

End of CTE Goal(s)

Additional Goal(s)

Drop Out Prevention Goal:

Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	
1. Drop Out Prevention Goal Drop Out Prevention Goal #1:	Reduce the retention rate schoolwide to 3% (44).
2012 Current level:	2013 Expected level:
The retention rate during the 2011-2012 school year was 3.56% (53).	Reduce the retention rate schoolwide to 3% (44).

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	GPA < 1.5 is number one reason our students are retained at MMS.	Do "reality checks" for students with D's/F's quarterly.	Guidance Counselor Administration	Monitor GPAs each quarter	Genesis--GPA reports
2	Attendance	Run bi-weekly excessive absence reports to monitor fidelity of MMS attendance process. Hold AIT meetings, as needed. Increase parent contact for excessive absences.	Classroom Teachers Administration Office Clerks Guidance Counselors Attendance Officer	Quarterly Attendance Reports	Oncourse--Attendance reports
3	Overage students	Monitor progress and hold family conferences within the first semester. Create resource flyer for families to utilize with alternative programs/schools.	Classroom Teachers Administration Guidance Counselors	Monitor grades, attendance and behavior of overage students (quarterly).	Genesis and Oncourse reports
4	Students who were promoted and lack one credit are in jeopardy of being retained in middle school.	Provide opportunity for course recovery (during the school day, when appropriate).	Computer lab teachers Administration Duval Virtual School	Monitor online course recovery efforts weekly.	AVENTA and FLVS progress reports
5	Students who were retained but only need two credits are in jeopardy of being retained without a safety net/intervention.	Provide a Standards-Based Promotion program during the school day to assist students in being administratively promoted mid-year.	Compass Odyssey teachers Administration Guidance Counselors	Monitor grades, attendance and behavior of SBP students (bi-weekly).	Genesis, Oncourse, and Compass Odyssey reports

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

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

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

Budget:

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

End of Drop Out Prevention Goal(s)

Parental Involvement (2) Goal:

Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	
1. Parental Involvement (2) Goal Parental Involvement (2) Goal #1:	No additional goal
2012 Current level:	2013 Expected level:
No additional goal	No additional goal
Problem-Solving Process to Increase Student Achievement	

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

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

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

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

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 Parental Involvement (2) Goal(s)

Parental Involvement (3) Goal:

Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	
1. Parental Involvement (3) Goal	

Parental Involvement (3) Goal #1:	No additional goal
2012 Current level:	2013 Expected level:
No additional goal	No additional goal

Problem-Solving Process to Increase Student Achievement

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

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

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

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

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

Parental Involvement (4) Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Parental Involvement (4) Goal Parental Involvement (4) Goal #1:	No additional goal
2012 Current level:	2013 Expected level:
No additional goal	No additional goal

Problem-Solving Process to Increase Student Achievement

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

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

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

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

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 Parental Involvement (4) Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	Calculators for math classrooms	Class sets of basic 4 function calculators for 13 classrooms	School Internal General Fund	$650.00
Writing	In class Editing Workshop	Document Camera	Fund 10000 Media	$1,100.00
				Subtotal: $1,750.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	District Workshops	Professional developement during school hours	Fund 10000 Substitute	$2,000.00
Mathematics	Substitutes for teachers participating in the district PLC Plus training	Substitutes for 4 teachers to attend 4 meetings	School Fund 10000	$1,200.00
Science	District workshops for new teachers in the science department or for those who have changed grade levels	Substitutes for TDEs	Fund 10000 Substitutes	$750.00
Writing	District Writing Workshop	8th Grade ELA teachers will attend District Writing Training	Fund 10000 Substitutes	$750.00
Civics	Workshops provided by the district to support new curriculum and textbooks	Substitutes for teacher training	Fund 10000 Substitutes	$750.00
Suspension	Substitutes for teachers attending CHAMPs training	Substitutes	Fund 10000 substitutes	$750.00
				Subtotal: $6,200.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
				Grand Total: $7,950.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

○ Priority	○ Focus	○ Prevent	● NA

Are you a reward school: ● Yes ○ No

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

No Attachment (Uploaded on 10/12/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

☑ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
School Improvement funds will be targeted for classroom materials to support the goals of the school improvement plan.	$1,500.00

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

Monthly meetings will focus on budget, instruction, student celebrations, district updates, planning for 2013-2014 and implementation of the school improvement plan.

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

Duval School District MANDARIN MIDDLE SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	81%	77%	88%	67%	313	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	65%	67%			132	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	69% (YES)	65% (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					579	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Duval School District MANDARIN MIDDLE SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	81%	82%	92%	68%	323	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	68%	76%			144	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	66% (YES)	71% (YES)			137	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					604	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested