

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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

School Name: WESTPINE MIDDLE SCHOOL

District Name: Broward

Principal: Paula Meadows

SAC Chair: Corey Appelbaum and Garrett Shipley

Superintendent: Robert Runcie

Date of School Board Approval: 12/6/2012

Last Modified on: 10/18/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
					11/12-School Grade :B Reading Mastery: 60% Math Mastery: 53% Science Mastery: 39% Writing Mastery: 87% Learning gains reading: 70% learning gains Math: 61% Lowest 25% in Reading: 68% Lowest 25% in Math: 50% 10/11-, School Grade: A Reading Mastery: 72% Math Mastery: 69% Science Mastery: 49% Writing Mastery: 94% Learning Gains Reading: 65% Learning Gains Math: 66% Lowest 25% in Reading: 68% Lowest 25% in Math: 64% did not meet AYP 09/10-, School Grade: A Reading Mastery: 68% Math Mastery: 65% Science Mastery: 47% Writing Mastery: 95%

Principal	Paula Meadows	<p>Degrees M.S. Elementary Education B.A. Elementary Education</p> <p>Certifications Educational Leadership Elementary Education 1-6 Reading K-12</p>	6	16	<p>Learning Gains Reading: 65% Learning Gains Math: 67% Lowest 25% in Reading: 63% Lowest 25% in Math: 59% did not meet AYP 08/09-A, School Grade: A Reading Mastery: 67% Math Mastery: 64% Science Mastery: 42% Writing Mastery: 97% Learning Gains Reading: 68% Learning Gains Math: 68% Lowest 25% in Reading: 75% Lowest 25% in Math: 65% AYP not met 07/08-, School Grade: A Reading Mastery: 67% Math Mastery: 63% Science Mastery: 45% Writing Mastery: 98% Learning Gains Reading: 67% Learning Gains Math: 67% Lowest 25% in Reading: 66% Lowest 25% in Math: 63% AYP not met 06/07- School Grade: A Reading Mastery: 66% Math Mastery: 69% Science Mastery: 41% Writing Mastery: 94% Learning Gains Reading: 63% Learning Gains Math: 70% Lowest 25% in Reading: 65% Lowest 25% in Math: 65% AYP not met 05/06- School Grade: A Reading Mastery: 64% Math Mastery: 65% Writing Mastery: 89% Learning Gains Reading: 66% Learning Gains Math: 73% Lowest 25% in Reading: 69% AYP met 04/05- School Grade: A Reading Mastery: 63% Math Mastery: 62% Writing Mastery: 80% Learning Gains Reading: 60% Learning Gains Math: 68% Lowest 25% in Reading: 69% AYP met</p>
Assis Principal	Jennifer Adams	<p>Degrees M.S. Educational Leadership B.S. Computer Tech.</p> <p>Certifications Computer Science K-12 Educational Leadership K-12 Mathematics 5-9</p>	9	9	<p>11/12-School Grade: B Reading Mastery: 60% Math Mastery: 53% Science Mastery: 39% Writing Mastery: 87% Learning gains reading: 70% learning gains Math: 61% Lowest 25% in Reading: 68% Lowest 25% in Math: 50% 10/11-, School Grade: A Reading Mastery: 72% Math Mastery: 69% Science Mastery: 49% Writing Mastery: 94% Learning Gains Reading: 65% Learning Gains Math: 66% Lowest 25% in Reading: 68% Lowest 25% in Math: 64% did not meet AYP 09/10-, School Grade: A Reading Mastery: 68% Math Mastery: 65% Science Mastery: 47% Writing Mastery: 95% Learning Gains Reading: 65% Learning Gains Math: 67% Lowest 25% in Reading: 63% Lowest 25% in Math: 59% did not meet AYP 08/09-A, School Grade: A Reading Mastery: 67% Math Mastery: 64% Science Mastery: 42% Writing Mastery: 97% Learning Gains Reading: 68% Learning Gains Math: 68% Lowest 25% in Reading: 75% Lowest 25% in Math: 65% AYP not met 07/08-, School Grade: A Reading Mastery: 67% Math Mastery: 63% Science Mastery: 45%</p>

		ESOL			<p>Writing Mastery: 98%</p> <p>Learning Gains Reading: 67%</p> <p>Learning Gains Math: 67%</p> <p>Lowest 25% in Reading: 66%</p> <p>Lowest 25% in Math: 63%</p> <p>AYP not met</p> <p>06/07- School Grade: A</p> <p>Reading Mastery: 66%</p> <p>Math Mastery: 69%</p> <p>Science Mastery: 41%</p> <p>Writing Mastery: 94%</p> <p>Learning Gains Reading: 63%</p> <p>Learning Gains Math: 70%</p> <p>Lowest 25% in Reading: 65%</p> <p>Lowest 25% in Math: 65%</p> <p>AYP not met</p> <p>05/06- School Grade: A</p> <p>Reading Mastery: 64%</p> <p>Math Mastery: 65%</p> <p>Writing Mastery: 89%</p> <p>Learning Gains Reading: 66%</p> <p>Learning Gains Math: 73%</p> <p>Lowest 25% in Reading: 69%</p> <p>AYP met</p> <p>04/05- School Grade: A</p> <p>Reading Mastery: 63%</p> <p>Math Mastery: 62%</p> <p>Writing Mastery: 80%</p> <p>Learning Gains Reading: 60%</p> <p>Learning Gains Math: 68%</p> <p>Lowest 25% in Reading: 69%</p> <p>AYP met</p>
Assis Principal	Conrad Forbes	<p>Degrees</p> <p>M.S. Educational Leadership</p> <p>B.S. Elementary Education</p> <p>Certifications</p> <p>Educational Leadership</p> <p>Elementary Education 1-6</p>	2	5	<p>11/12-School Grade: B</p> <p>Reading Mastery: 60%</p> <p>Math Mastery: 53%</p> <p>Science Mastery: 39%</p> <p>Writing Mastery: 87%</p> <p>Learning gains reading: 70%</p> <p>learning gains Math: 61%</p> <p>Lowest 25% in Reading: 68%</p> <p>Lowest 25% in Math: 50%</p> <p>10/11-, School Grade: A</p> <p>Reading Mastery: 72%</p> <p>Math Mastery: 69%</p> <p>Science Mastery: 49%</p> <p>Writing Mastery: 94%</p> <p>Learning Gains Reading: 65%</p> <p>Learning Gains Math: 66%</p> <p>Lowest 25% in Reading: 68%</p> <p>Lowest 25% in Math: 64%</p> <p>did not meet AYP</p> <p>2009-2010</p> <p>School grade= C</p> <p>FCAT High Standards=58%</p> <p>Learning Gains= 63%</p> <p>Lowest 25%= 65%</p> <p>AYP= NO</p> <p>2008-2009 School Grade= B</p> <p>FCAT High Standards=58%</p> <p>Learning Gains= 66%</p> <p>Lowest 25%= 61%</p> <p>AYP= NO</p> <p>2007-2008 School Grade= C</p> <p>FCAT High Standards=54%</p> <p>Learning Gains= 56%</p> <p>Lowest 25%= 57%</p> <p>AYP= NO</p>
					<p>11/12: School Grade: B</p> <p>Reading Mastery: 60%</p> <p>Math Mastery: 53%</p> <p>Science Mastery: 39%</p> <p>Writing Mastery: 87%</p> <p>Learning gains reading: 70%</p> <p>learning gains Math: 61%</p> <p>Lowest 25% in Reading: 68%</p> <p>Lowest 25% in Math: 50%</p> <p>10/11-, School Grade: A</p> <p>Reading Mastery: 72%</p> <p>Math Mastery: 69%</p> <p>Science Mastery: 49%</p> <p>Writing Mastery: 94%</p> <p>Learning Gains Reading: 65%</p> <p>Learning Gains Math: 66%</p> <p>Lowest 25% in Reading: 68%</p> <p>Lowest 25% in Math: 64%</p> <p>did not meet AYP</p> <p>09/10-, School Grade: A</p> <p>Reading Mastery: 68%</p> <p>Math Mastery: 65%</p> <p>Science Mastery: 47%</p> <p>Writing Mastery: 95%</p> <p>Learning Gains Reading: 65%</p> <p>Learning Gains Math: 67%</p> <p>Lowest 25% in Reading: 63%</p>

Assis Principal	Kimberly Showers	Kimberly Showers Degrees Ed.S. Educational Leadership M.Ed. Guidance and Counseling	9	9	Lowest 25% in Math:59% did not meet AYP 08/09-A, School Grade:A Reading Mastery:67% Math Mastery: 64% Science Mastery: 42% Writing Mastery: 97% Learning Gains Reading: 68% Learning Gains Math:68% Lowest 25% in Reading:75% Lowest 25% in Math:65% AYP not met 07/08-, School Grade:A Reading Mastery: 67% Math Mastery: 63% Science Mastery: 45% Writing Mastery: 98% Learning Gains Reading: 67% Learning Gains Math:67% Lowest 25% in Reading:66% Lowest 25% in Math:63% AYP not met 06/07- School Grade:A Reading Mastery:66% Math Mastery: 69% Science Mastery: 41% Writing Mastery: 94% Learning Gains Reading: 63% Learning Gains Math:70% Lowest 25% in Reading:65% Lowest 25% in Math:65% AYP not met 05/06- School Grade:A Reading Mastery:64% Math Mastery: 65% Writing Mastery: 89% Learning Gains Reading: 66% Learning Gains Math:73% Lowest 25% in Reading:69% AYP met 04/05- School Grade:A Reading Mastery: 63% Math Mastery: 62% Writing Mastery: 80% Learning Gains Reading: 60% Learning Gains Math:68% Lowest 25% in Reading:69% AYP met
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INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Margaret Bauer	Degrees B.A. Elementary Education M.S. Reading	4	2	Teacher Performance Record YR GR RD MA AYP 11-12 B 61 53 10-11 A 72 69 N 09-10 A 68 65 N 08-09 A 67 64 N 07-08 A 67 63 N 06-07 A 66 69 N

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. Partnering teachers new to Westpine Middle with veteran teachers in the same department to help acclimate them to Westpine Middle	Mentor Liaison	June 2013	
2	2. Regular meetings of new teachers with Assistant Principal	Assistant Principal	June 2013	
		Department		

3	Professional Learning Communities	Chairpersons/ Assistant Principals	June 2013
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Non-Highly Effective Instructors

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

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

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

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
69	0.0%(0)	15.9%(11)	42.0%(29)	43.5%(30)	46.4%(32)	100.0%(69)	13.0%(9)	8.7%(6)	98.6%(68)

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
Lisa Kreutzer Corey Appelbaum	Mrs. Nickia Samson Mr. Edwin Munoz	Both Language Arts teachers Both Social Studies teachers	Going over the instructional focus calendar, making curriculum decisions. Review the common core and Next Generation Sunshine State standards, Investigate classroom management procedures.

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 1 will be used to fund:

- Staff development, including curriculum alignment and strategic lesson planning
- Parent involvement activities
- Educational resources
- Professional Development for teachers to attend District PD training

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

•Receive support/services/materials from Multicultural Department of ELL students

Title X- Homeless

•Receive support/services/materials for homeless students from the Homeless Department

Supplemental Academic Instruction (SAI)

•Funds from SAI will be used to lower class size for Impact Reading and Intensive Reading teachers.

Violence Prevention Programs

N/A

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Jeannie Hooper – School Social Worker
Rhonda Marks – ESE Behavior Specialist
Gary Matloff – School Psychologist
Monica McLemore – Guidance Director
Carla Quarrie – Guidance Counselor
Rhonda Russell – ESE Specialist
Jennifer Adams – 6th Grade Assistant Principal
Conrad Forbes - 7th Grade Assistant Principal
Kim Showers - 8th Grade Assistant Principal(Chairperson)

The RtI Leadership Team is comprised of administration, guidance and student service personnel as listed above.

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?

- Weekly RtI meetings are held every Tuesday @ 9:15 a.m.
- Meetings are conducted in the Guidance Conference Room
- The RtI Chairperson, Mrs. Kim Showers, facilitates the meetings
- Each member of the RTI team is considered a case manager and has the power to submit recommendations and suggestions.

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

- The role of the RTI leadership team is to develop and put into place intervention strategies and monitoring devices to assist students who are having trouble academically, behaviorally or both. Tier 1 data is routinely inspected in the areas of reading, math, writing, science and behavior. Data is used to make decisions about modifications needed to the core curriculum and behavior management strategies for all students. These same data is also used to screen for at-risk students who may be in need of Tier 2 or 3 interventions; all such students are referred to the CPS team for consideration of how best to proceed.

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.

Tier 1 data is routinely inspected in the areas of reading, math, writing, science and behavior. Data is used to make decisions about modifications needed to the core curriculum and behavior management strategies for all students. The same data points are also used to screen for at-risk students who may be in need of Tier 2 or 3 interventions; all such students are referred to the CPS team for consideration of how best to proceed.

Tier 1 data sources will include:

Academic-FCAT, BAT 2, FAIR, Mini-BATs, Teacher-made assessments from FCAT Test Maker PRO, Springboard, and Rubrics

Behavior-classroom discipline data, teacher anecdotal

Tiers 2 and 3, indicate that the data sources are the Intervention Records and progress monitoring graphs generated for individual students.

Tier 2 and 3 Data include:

Academics-DAR, Mini-Benchmarks, modified class assignments, academic progress reports

Behavior-individual behavior plan, FBA/PBIB, discipline records, frequency charts, teacher anecdotal records.

Data is managed using a Filemaker database where meetings and other information are organized. The system will be used to track the progress of each student through the RtI process with committee recommendations and results of interventions.

Describe the plan to train staff on MTSS.

Staff will be trained on RtI during the first quarter (October 2012) by Mrs. Russell the ESE specialist. RtI members will be introduced and procedures to recommend students for RtI will be reviewed. Teachers will be familiarized with Tier 1 interventions for both academic and behavioral concerns. Also, individuals that can advise staff members of Tier 2 interventions will be identified along with both formal and informal means of data collection. All information disseminated at the training is included in a copy of the on-line staff handbook

Describe the plan to support MTSS.

Using the new teacher and behavioral strategies template featured in the revised BASIS system. These strategies will be reviewed by the RTI/CPT team when submitted. In addition, the RTI team will receive ongoing staff development related to RTI such as BASIS 2.0.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

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

Paula Meadows – Principal
Jennifer Adams – Assistant Principal
Kim Showers – Assistant Principal
Conrad Forbes – Assistant Principal
Peggy Bauer – Reading Coach
Monika Bell – Math Department Chairperson
Lisa Kreuzer – Language Arts Department Chairperson
David Berlin – Science Department Chairperson
Joe Kula – Social Studies Department Chairperson
Megan Nocerino – Reading Teacher

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

- Under the direction of the Principal and the Reading Coach, the LLT will meet on a monthly basis to focus on literacy initiatives, programs and literacy concerns throughout the school.
- The LLT will be responsible for the infusion of reading comprehension strategies in each content area.
- The LLT will analyze the effectiveness of the professional development of the reading strategies.
- The LLT will also monitor the implementation of the learned reading strategies by all teachers.
- The LLT will share information with the Curriculum Council, department meetings, and PLCs.

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

- Development and presentation of ongoing literacy professional development
- Use data to analyze the effectiveness of instruction and redesign instruction, resources and professional development to meet the students' instructional and intervention needs.
- Create and share activities designed to promote literacy
- Support and participate in classroom demonstrations and modeling of research-based reading strategies.
- Reflect on practice to improve instruction
- Implement the Comprehensive Core Reading Programs or Comprehensive Intensive Reading Programs and scientifically based reading instruction and strategies with fidelity.
- Monitoring and supporting the implementation of the Comprehensive Intervention Reading Programs and scientifically based reading instruction and strategies with fidelity.
- Leading and supporting PLC's and Study Groups; creating and sharing school-wide initiatives and activities that promote literacy.

Public School Choice

Supplemental Educational Services (SES) Notification

[View uploaded file](#) (Uploaded on 9/18/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

N/A

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

All faculty will be provided professional development to provide and implement a school-wide plan to ensure that every student has the same strategies/tools which are reinforced in every class each day.

*High Schools Only

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

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

N/A

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

N/A

Postsecondary Transition

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

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

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	In grades 6-8, 30% (376) of (1261) students achieved a level 3 on the 2012 administration of the FCAT reading test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30%(376/1261)	33%

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 general comprehension and context clues skills to successfully complete classwork, homework, and examinations.	Integrate graphic organizers and effective reading strategies across all content area classes. Comprehension monitoring will include underlining, selective highlighting, making personal connections, teacher-directed visualization and questioning, as well as, opportunities for students to make inferences based on their recollection of text selections in content area classes.	Department Chairperson Administrators	Administration and Department Chairperson will review raw data from the various evaluation tools to determine the effectiveness of the strategy.	FAIR testing, FCA Test Maker, curriculum base test generators, results of various exams, data chats, portfolios, classroom walkthroughs.
2	Insufficient teacher experience with instructing the Next Generation Sunshine State Standards.	Teachers will generate practice tests from FCAT Test Maker PRO for various benchmarks in reading, math, and science to determine progress and mastery of benchmarks. Teachers and Department Chairpersons will review and discuss the Next Generation Sunshine State Standards. The NGSSS will be reviewed with the students and the teachers will highlight the additions and changes that they need to know in order to effectively cover all standards.	Department Chairpersons Reading Coach Administrators	Administration and Department Chairperson will review raw data from the various evaluation tools to determine the effectiveness of the strategy.	FAIR testing, FCAT Test Maker, curriculum based test generators, results of various exams, data chats, portfolios, classroom walkthroughs.
3	Language development and achievement for the students in each specifically designated	Develop a curriculum map for reading and language arts classes and include instruction of specific	Reading Coach Department Chairperson	Administration will be aware of the curriculum maps, upcoming focus, and monitor through	Effectiveness will be determined through FAIR assessments and

	reading class (Leveled by FCAT score and group accordingly)	context clues.IMPACT curriculum will also be implemented.		classroom walk throughs.	monthly IMPACT assessments.
4	Providing effective extended learning opportunities for struggling students who achieved a level 3 or above, but are not performing up to their potential and previous performance standard as demonstrated on the FCAT.	Reading will pull out students who are on the bubble for maintaining level 3 and receive extra tutoring.	Guidance Reading Coach	Monitor progress of participants through chats with tutors and students.	Effectiveness will be determined through FCAT results of participating students.

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:	In grades 6-8, 43%(9/21) of the students who took the 2012 Florida Alternate Assessment test scored a 4,5, or 6 in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
43%(9/21)	46%

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 vocabulary to successfully complete classwork and examinations.	Integrate multi-sensory strategies to teach new vocabulary in conjunction with reading computer software in the classroom and with the speech pathologist.	Classroom teacher and speech therapist	Review monthly assessments	Effectiveness will be determined through monthly assessments.
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 31% (386) of (1261) of students achieved a level 4 or 5 on the 2012 administration of the FCAT
2012 Current Level of Performance:	2013 Expected Level of Performance:
31%(386/1261)	34%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Insufficient opportunities to assist students in	Students achieving above proficiency (Levels	Department Chairperson	During PLCs, teachers will analyze student	FAIR Testing, FCAT

1	maintaining above grade level performance.	4 and 5) will be placed into advanced classes. These classes will incorporate higher order thinking skills, more challenging content materials, enrichment activities, and projects. In addition, students will be introduced to Comprehension Instructional Sequence (CIS) strategies.	Administrators Reading Coach	performance and outcomes of enrichment activities and projects. Teachers will meet in PLC's with Department Chairperson to discuss the outcomes of the various evaluation tools.	Test Maker, results of various exams, classroom walkthroughs, quarterly grade reports.
2	Elevation of student vocabulary level and knowledge of higher level reading comprehension skills as they are applied to all content areas (math word problems, science complex content analysis, et.c.).	Students achieving above proficiency (Levels 4 and 5) will be placed into advanced classes. These classes will incorporate more challenging content, vocabulary in context, and integration of enrichment activities and projects focusing upon vocabulary and comprehension skills. School wide vocabulary initiative grades 6-8 which all students will participate in a ongoing Greek and Latin initiative.	Department Chairperson Administrators Reading Coach	During PLCs, teachers will analyze student performance and outcomes of enrichment activities and projects. Teachers will meet in PLC's with Department Chairpersons to discuss the outcomes of the various evaluation tools.	FAIR Testing, FCAT Test Maker results of various exams, classroom walkthroughs, quarterly grade reports
3	Lack of higher order thinking skills	Classes in critical thinking will be offered to advanced students. All students will participate in a school wide ongoing Greek and Latin initiative for grades 6-8. Students will also participate in the IMPACT reading program.	Reading Coach Department Chairperson	Review the FAIR data reports to ensure teachers are assessing students according to the created schedule. Review of IMPACT monthly assessments.	Printout of FAIR assessments. Print out of IMPACT assessments.
4	Student vocabulary level and knowledge of higher level reading comprehension skills.	Classes will utilize novel studies and vocabulary development utilizing context clues.	Reading Teachers Reading Coach	Lesson Plans will be reviewed during classroom walkthroughs to ensure that strategies are in place and being utilized.	Classroom walkthroughs

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:	In grades 6-8, 38%(8/21) of the students achieved a level 7 in reading on the 2012 Florida Alternate Assessment test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
38%(8/21)	41%

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
	Lack of background knowledge to be able to	Integrate graphic organizers across all	Classroom teachers	Classroom teachers will review monthly	Monthly Assessments

1	relate to content in the classroom and on assessments.	content area.	assessments to review the effectiveness of the strategy.
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	In grades 6-8, 70%(863/1232) of students achieved learning gains on the 2012 administration of the FCAT reading test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
70%(863/1232)	73%

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	Utilization of technology to differentiate instruction.	Teachers will engage in a professional development workshop in order to incorporate technology effectively into their content area. The math teachers will incorporate a computer-based exams throughout the year, as well as, an End of Course Exam. Reading teachers will include Reading PLUS, which is also a computer-based learning tool.	Administrators Reading Coach	Review Reading Plus data and computer-based exams in math and other content area classes to ensure that students are benefitting from the technology component.	Effectiveness will be determined through FCAT results of participating students, along with the FAIR test and E.O.C.
2	Engage students in extended learning opportunities to facilitate student progress and mastery of the various Next Generation Sunshine State Standards.	If available, the school will utilize available SES and Title I funds to provide after-school tutoring to extend student progress beyond the regular school.	Administration	Review various data trends as yielded by FCAT Test Maker PRO and teacher evaluations/report cards.	Effectiveness will be determined through FCAT results of participating students, along with the FAIR test and applicable E.O.C.
3	Lack of reading comprehension skills by the students	Comprehension skills will be integrated across all content areas.(CIS) Comprehension monitoring strategies including sticky notes, selective highlighting, and making personal connections to the text will be employed. Students will visualize, ask questions, make inferences, and remember what is read.	Assistant Principal, Reading Coach Social Studies Teachers Science teachers Language Arts	When visiting classrooms, administrators will focus their attention to the frequency and fidelity of teaching to the reading benchmarks in all content areas.	FAIR assessments will be disaggregated to determine the effectiveness of reading benchmark instruction, IMPACT 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:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	In grades 6-8, 46%(7/16) of the students made learning gains in reading on the 2012 Florida Alternate Assessment test.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
46%(7/16)	49%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students limited practice in using strategies to repair comprehension.	Daily practice of strategies used to repair comprehension.	Classroom teacher	Review of monthly assessments	Effectiveness will be determined through monthly 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, 68%(217/318) of students in the lowest 25% achieved learning gains on the 2012 administration of the FCAT reading test.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
68%(217/318)	71%

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 need for academic support and small group instruction.	Reading classes for Level 1 students will be scheduled as a smaller class if possible.	Reading Coach Administrators	Review FAIR data with students during individual student interviews and classroom portfolio evaluations.	Effectiveness will be determined through FAIR and FCAT results of participating students, Monthly IMPACT assessments
2	Lack of vocabulary development and reading comprehension for students in intensive reading classes.	Plan supplemental instruction/ interventions, such as Greek and Latin schoolwide initiative, and rewards for students not responding to core instruction. Focus of instruction is determined by review of FAIR data and will include explicit instruction, modeled instruction, guided practice, and independent practice.	Reading Coach Administration Intensive Reading Teachers	Review FAIR data reports to ensure students are benefitting from additional reading instruction.	Effectiveness will be determined through FAIR assessments, IMPACT assessments

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	Reading Goal # In 2012-2013 students will reduce their achievement gap in reading by 2.33%
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by 50%.			5A :			
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	61	68	71	74	77	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	In grades 6-8 61%(188/308) of Hispanic students, 68% of White students (194/286),55%(307/562) of Black students,and 72%(41/57) of Asian students achieved level 3 or better on the 2012 administration of the FCAT reading test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: White: 68%(194/286) Black: 55%(307/562) Hispanic: 61%(188/308) Asian: 72%(41/57) American Indian: n/a	White: 74% Black: 64% Hispanic: 67% Asian: 76% American Indian: n/a

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Poor fluency, comprehension, and word analysis skills necessary to master tasks in all content areas.	All students in intensive reading classes will use Reading Plus two times per week. Students will practice NGSSS standards through FCAT Test Maker PRO practice opportunities in reading, math, and science classes. All content area teachers will utilize a wide variety of graphic organizers, emphasize vocabulary development, and provide opportunities to make connections between main ideas and concepts. Graphic organizers will help students to connect to the information embedded in the text and use context clues within the text to decipher unfamiliar words independently.	Reading Coach Department Chairpersons Administrators	Classroom walkthroughs will be conducted by administration, specifically focusing on instructional practices, department Chairpersons, and the reading coach. Professional development opportunities will be embedded into the calendar to elevate the implementation of graphic organizers across the content area teachers. Teachers will discuss and analyze data trends in their weekly PLC meetings.	Classroom Assessments, EOC, FAIR, FCAT, IMPACT
2	Poor fluency, reading comprehension, and word analysis skills.	All students in intensive reading classes will use Reading Plus two times per week. The use of graphic organizers will be modeled by the teacher to demonstrate visual representations that show relationships and connections between knowledge, concepts or ideas. Graphic organizers help students to remember and retrieve critical information, to	Administration Reading Coach Department Chairperson	Reading Coach will review Reading Plus data and reports. Classroom walk-throughs will be conducted. Data Chats	Reading Plus reports classroom assessments,IMPACT assessments

	think more deeply about text, to recognize the structure and patterns of text, and/or to build vocabulary and comprehension.		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	In grades 6-8, 41% of the ELL students made satisfactory progress on the 2012 FCAT test in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
41%	40%

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	English not spoken in the home.	Students will be given a Heritage dictionary to assist with homework. Title I parent nights translated into Spanish and Creole.	ELL Coordinator Title I Coordinator	Review various data from teacher observations, tests FCAT, CELLA and report cards.	FCAT and CELLA data and results
2					
3	Lack of vocabulary and higher order thinking skills	Students achieving proficiency scores will be placed in higher level reading classes. These classes will incorporate challenging vocabulary in content subject areas. Students will have more projects focusing upon vocabulary, spelling and comprehension skills	Teachers will analyze student performance through project activities.	Reviewing FAIR, BAT 2 reading scores, FCAT, CELLA, tests and quarterly report cards.	AIR, BAT 2, FCAT, CELLA

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, 34%(39/115) of students with disabilities achieved level 3 or better on the 2012 administration of the FCAT reading test
2012 Current Level of Performance:	2013 Expected Level of Performance:
34%(39/115)	42%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1	Providing individualized instruction for students according to academic needs identified in IEP.	ESE students will be instructed utilizing strategies written in their IEPs.	ESE Specialist Reading Coach Administration	IEP Reviews Classroom walkthroughs, student assessment data yielded from the FCAT Test Maker Pro, Reading PLUS, and portfolio assessments.	FAIR FCAT Alternative assessments (ie: classroom quizzes FCAT Test Maker PRO), IMPACT assessment
2	Providing appropriate reading intervention strategies for ESE students.	Use multisensory techniques that include highlighting of patterns, phrases, texts. Use graphic organizers and concept maps to sort vocabulary by feature, category, function, comparison, and association. Vocabulary/Oral Language--Developing imagery and visual representation of key words and concepts. Fluency--Repeated reading of sight words, phrases, and various passages in all content areas.	ESE Specialist Classroom Administrator Reading Coach Department Chairpersons	CWTs Data Chats IEP Reviews Portfolio Review	FAIR DAR Alternative Assessments (ie: classroom quizzes FCAT Test Maker PRO benchmark tests, Reading PLUS data), IMPACT assessment
3	Lack of vocabulary skills	School wide vocabulary initiative. In grades 6-8, all students will participate in a ongoing school wide vocabulary Greek and Latin initiative.	ESE specialist Classroom administrator Reading Coach Department Chairperson	IEP reviews Portfolio reviews Data chata	FAIR DAR Alternative Assessments (ie: classroom quizzes FCAT Test Maker PRO benchmark tests, Reading PLUS data), IMPACT assessment

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	In grades 6-8, 55%(445/812) of economically disadvantaged students achieved level 3 or better on the 2012 administration of the FCAT reading test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
55%(445/812)	62%

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 small group instruction.	If available students will receive supplemental instruction at an after-school tutoring program funded through SES funds. In addition, teacher will differentiate instruction in the classroom. Reading coach	Guidance Administration Reading Coach	Students will be assessed on a regular basis through various benchmark assessments generated through FCAT Test Maker PRO program.	FAIR Assessment Reports FCAT data from participating students

		will conduct pullouts for the level 3 bubble kids.			
2	Lack of proper adult assistance with homework and classwork.	Parents will be offered Title I parent training. Select students will be part of a mentor program. Select students will be offered teacher initiated after school tutoring.	Guidance Teachers	Students will be assessed on a regular basis to determine effectiveness through report card grades, FCAT Test Maker PRO standards assessments, pinnacle reports, and student/teacher interviews.	FAIR assessment reports Report Card Grade Pinnacle Updates FCAT data from participating students
3					
4	Lack of vocabulary skills.	All students in grade 6-8 will participate in a ongoing school wide vocabulary Greek and Latin initiative.	Classroom teacher Department Chairperson	Students will be assessed on a regular basis to determine effectiveness through report card grades, FCAT Test Maker PRO standards assessments, Pinnacle reports, and student/teacher interviews.	FAIR assessment reports Report Card Grade Pinnacle Updates FCAT data from participating students

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
Comprehension Instructional Sequence (CIS Professional Development)	6-8 all subject area teachers	Mrs. Peggy Bauer	All faculty and administration	September 2012	Classroom walkthrough, PLC Department meetings	Administrators and Reading Coach
Reading Plus Training	6-8 reading teachers	Mrs. Peggy Bauer	All faculty and administration	September 2012	Classroom walkthrough, PLC, Department meetings	Administrators and Reading Coach.
Common Core workshops	6-8 all subject area teachers	Mrs. Peggy Bauer	All faculty and administration	December 2012	Classroom walkthroughs, PLC, Department meetings	Administration and Reading Coach

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
Reading Plus		Title 1 and accountability	\$2,000.00

Subtotal: \$2,000.00

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: \$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:		In grades 6-8, 70%(14/20) of the ELL students scored proficient in listening and speaking on the 2012 CELLA test.			
2012 Current Percent of Students Proficient in listening/speaking:					
70%(14/20)					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of fluency, comprehension, and spelling skills	All subject area teachers will emphasize vocabulary development, and provide opportunities to make connections between vocabulary words in text both familiar and unfamiliar context. Student will use their Heritage Dictionary and accommodations.	Subject area teachers	Review various data from teacher observations, tests FCAT, CELLA and report cards.	FCAT and CELLA scores
2					
3	English not spoken in the home.	Students will be given a Heritage dictionary to assist with homework. Title I parent nights translated into Spanish and Creole.	ELL Coordinator Title I Coordinator	Review various data from teacher observations, tests FCAT, CELLA and report cards.	FCAT and CELLA scores

Students read in English at grade level text in a manner similar to non-ELL students.	
2. Students scoring proficient in reading. CELLA Goal #2:	In grades 6-8, 35%(7/20) of the ELL students scored proficient in reading on the 2012 CELLA test.

2012 Current Percent of Students Proficient in reading:

35%(7/20)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of vocabulary and higher order thinking skills.	Students achieving proficiency scores will be placed in higher level reading classes. These classes will incorporate challenging vocabulary in content subject areas. Students will have more projects focusing upon vocabulary, spelling and comprehension skills.	Teachers will analyze students performance through projects and activities.	Reviewing FAIR, BAT 2 reading scores, FCAT, CELLA, tests and quarterly report cards.	AIR, BAT 2, FCAT, CELLA

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

3. Students scoring proficient in writing.

CELLA Goal #3:

In grades 6-8, 37%(7/19) of the ELL students scored proficient in writing on the 2012 CELLA test.

2012 Current Percent of Students Proficient in writing:

37%(7/19)

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 grammatical skills	Students will write in English. Students will proof read writing draft.	Language Arts teacher will monitor student progress in writing grammatically correct English.	Monitoring the progress between writing prompts with Springboard activities.	Writing prompts, FCAT, CELLA.

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			\$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, 28%(356/1276) of students achieved a level 3 on the 2012 administration of the FCAT math test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28%(356/1276)	31%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of general comprehension and context clues skills to successfully complete classwork, homework, and examinations.	Integrate graphic organizers and effective reading strategies across all content area classes. Comprehension monitoring will include underlining, selective highlighting, making personal connections, teacher-directed visualization and questioning, as well as, opportunities for students to make inferences based on their recollection of text selections in content area classes.	Department Chairperson Administrators	Administration and Department Chairperson will review raw data from the various evaluation tools to determine the effectiveness of the strategy.	FAIR testing, FCA Test Maker, curriculum base test generators, results of various exams, data chats, portfolios, classroom walkthroughs.
2	Insufficient teacher experience with instructing the Next Generation Sunshine State Standards.	Teachers will generate practice tests from FCAT Test Maker PRO for various benchmarks in reading, math, and science to determine progress and mastery of benchmarks. Teachers and Department Chairpersons will review and discuss the Next Generation Sunshine State Standards. The NGSSS will be reviewed with the students and the teachers will highlight the additions and changes that they need to know in order to effectively cover all standards.	Department Chairpersons Reading Coach Administrators	Administration and Department Chairperson will review raw data from the various evaluation tools to determine the effectiveness of the strategy.	FAIR testing, FCAT Test Maker, curriculum based test generators, results of various exams, data chats, portfolios, classroom walkthroughs.
3	Providing professional development for teachers on differentiated instruction.	Strategies for instruction will include possible approaches for differentiated instruction.	Administration, Department Chairperson, Math Teacher	Individuals who are responsible for monitoring will conduct classroom walkthroughs to ensure that lesson plans and strategies are in place and employed.	Concentrated walkthroughs and data chats will be conducted by the administration.

4	Funding for extended learning opportunities.	Master teachers will conduct professional development on campus.	Administration Department Chairperson Math Teacher	Administration and math coach will conduct classroom walkthroughs to ensure that strategies are utilized.	Concentrated walkthroughs and data chats will be conducted by the administration.
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	In grades 6-8, 29%(6/21) of students who took the Florida alternate Assessment Test scored a level 4,5, or 6 in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29%(6/21)	32%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of knowledge of how to use multisensory strategies using mathematics.	Directly teach students multisensory strategies in order to solve equations involving addition and subtraction.	Classroom teacher.	Review data from monthly assessments	Monthly 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 6-8,25%(320/1276) of students achieved a level 4 or 5 on the 2012 administration of the FCAT math test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25%(320/1276)	28%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Insufficient opportunities to assist students in maintaining above grade level performance.	Students achieving above proficiency (Levels 4 and 5) will be placed into advanced classes. These classes will incorporate higher order thinking skills, more challenging content materials, enrichment activities, and projects. In addition, students will be introduced to Comprehension Instructional Sequence (CIS) strategies.	Department Chairperson Administrators Reading Coach	During PLCs, teachers will analyze student performance and outcomes of enrichment activities and projects. Teachers will meet in PLC's with Department Chairperson to discuss the outcomes of the various evaluation tools.	FAIR Testing, FCAT Test Maker, results of various exams, classroom walkthroughs, quarterly grade reports.
	Elevation of student	Students achieving	Department	During PLCs, teachers will	FAIR

2	vocabulary level and knowledge of higher level reading comprehension skills as they are applied to all content areas (math word problems, science complex content analysis, et.c.).	above proficiency (Levels 4 and 5) will be placed into advanced classes. These classes will incorporate more challenging content, vocabulary in context, and integration of enrichment activities and projects focusing upon vocabulary and comprehension skills. School wide vocabulary initiative grades 6-8 which all students will participate in a ongoing Greek and Latin initiative.	Chairperson Administrators Reading Coach	analyze student performance and outcomes of enrichment activities and projects. Teachers will meet in PLC's with Department Chairpersons to discuss the outcomes of the various evaluation tools.	Testing, FCAT Test Maker results of various exams, classroom walkthroughs, quarterly grade reports
3	Insufficient extended learning opportunities to develop higher math skills and achievement levels.	Students will have the opportunity to join the math club and compete against other math clubs from around the county in math competitions, thus elevating their math skills.	BCCTM Teacher/Coach Department Chairperson	The BCCTM Teacher/Coach will meet with the department head and administration to develop and enter various math-lete competitions.	Student achievement will be assessed by the scores of the students in the various math competitions.
4	Insufficient projects and enrichment activities to help students that are above grade level maintain their high achievement.	Teacher will include more enrichment activities and quarterly projects.	Administration Department Chairperson	In their PLCs, teachers will reflect on the effectiveness of their enrichment activities and projects.	Student grades and teacher made rubrics using RUBISTAR.

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:	In grades 6-8, 29%(6/21) of the students who took the 201 Florida Alternate Assessment test scored a level 7 in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29%(6/21)	32%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of background knowledge to be able to relate to content in the classroom and on assessments.	Integrate graphic organizers across all content area.	Classroom teachers	Classroom teachers will review monthly assessments to review the effectiveness of the strategy.	Monthly Assessments
2	Lack of knowledge on how to read a graph.	Directly teach students using multisensory strategies how to read various forms of graphs.	Classroom teacher	Review data from monthly assessments.	Monthly 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.	In grades 6-8, 61%(755/1243) of students achieved learning gains on the 2012 administration of the FCAT
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Mathematics Goal #3a:	math test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
61%(755/1243)	64%

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	Utilization of technology to differentiate instruction.	Teachers will engage in a professional development workshop in order to incorporate technology effectively into their content area. The math teachers will incorporate a computer-based exams throughout the year, as well as, an End of Course Exam. Reading teachers will include Reading PLUS, which is also a computer-based learning tool.	Administrators Reading Coach	Review Reading Plus data and computer-based exams in math and other content area classes to ensure that students are benefitting from the technology component.	Effectiveness will be determined through FCAT results of participating students, along with the FAIR test and E.O.C.
2	Engage students in extended learning opportunities to facilitate student progress and mastery of the various Next Generation Sunshine State Standards.	If available, the school will utilize available SES and Title I funds to provide after-school tutoring to extend student progress beyond the regular school.	Administration	Review various data trends as yielded by FCAT Test Maker PRO and teacher evaluations/report cards.	Effectiveness will be determined through FCAT results of participating students, along with the FAIR test and applicable E.O.C.
3	Students unaware of their personal achievement levels.	Teacher/student quarterly data chats.	Administration Department Chairperson Classroom Teacher	Teacher will have recurring data chats with students to inform them of the performance on the FCAT and the BAT.	Classroom teachers will discuss each student's strengths and weaknesses through quarterly data chats.
4	Unfamiliar with the test taking strategies that are geared towards the Next Generation Sunshine State Standards (NGSSS).	During grade level PLCs, teachers will create specific activities that will incorporate test-taking strategies. Teachers will utilize FCAT Test Maker PRO as a strategy to teach and/or reinforce all strands.	Administration Department Chairperson Classroom Teachers	Teachers will review the outcome data of the common assessments in their PLCs.	Teacher made common assessments yielded from FCAT Test Maker PRO as well as other assessments.
5	Teachers' lack of awareness of their students' achievement levels.	Teachers' will identify "climbers" (high level 2) and "sliders". (low level 3)	Administration Department Chairperson Classroom Teacher	Teacher will review the students performance on the FCAT and the BAT and implement strategies to help the pre-identified students.	Administration will conduct classroom visits to have discussions with students about their progress.

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	In grades 6-8, 20%(3/15) of the students who took the 201 Florida Alternate Assessment test made learning gains in mathematics.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
20%(3/15)	23%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students limited practice in using strategies to repair comprehension.	Daily practice of strategies used to repair comprehension.	Classroom teacher	Review of monthly assessments	Effectiveness will be determined through monthly assessments.
2	Lack of background knowledge on the values of coins and dollar bills.	Using multi-sensory strategies students will practice counting money.	Classroom Teacher	Review of monthly assessments.	Effectiveness will be determined through monthly 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, 50%(164/326) of students in the lowest 25% achieved learning gains on the 2012 administration of the FCAT math test.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
50%(164/326)	53%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Insufficient instructional resources to differentiate instruction.	Teachers will plan lessons to include specific strategies that meet the needs of diverse students. Lessons and daily instruction will be based on information gathered from on-line sources (i.e. FCAT Test Maker PRO, BEEP lessons, GeoGebra software, and other reteaching tools that are provided by the textbook publisher).	Administration Department Chairperson Classroom Teachers	Administration and Department Chairperson will review teachers' lesson plans during their classroom walkthroughs to verify that teachers are utilizing the resources that are listed.	On-going student monitoring will take place with the strategies such as student work evaluations and ticket out the door activities.
2	Students are not aware of their achievement levels that are determined by the FCAT test.	There will be a student/teacher data chat during the first quarter and another one following the second BAT administration. Also, FCAT Test Maker PRO will be utilized to discuss with students	Administration Department Chairperson Classroom Teacher	Students will be advised of their overall performance on the various standards quizzes yielded from FCAT Test Maker PRO, along with the FCAT and BAT tests.	On-going discussions between the classroom teachers, administration, and the students.

		what the standards are and what their individual strengths and weaknesses are.			
3	Extended learning opportunities to increase the progress and mastery level of students on the NGSSS are limited to a small window of time between January and March and restricted by ELO funding.	If available, students in Level 1 and Level 2 will be invited to participate in an after-school tutoring program as funded through SES.	Administrators Reading Coach Department Chairperson	Review FCAT Test Maker PRO results, FAIR, BAT 2, portfolio evaluations, student interviews, classroom walkthroughs	Effectiveness will be determined through the various evaluation tools throughout the year, such as: BAT 2, FAIR, and the FCAT results of participating students.

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 # During the 2012-2013 school years students will reduce the achievement gap in math by 2.58%				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	53	64	68	71	75	

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, 57%(176/309) Hispanic, 42%(238/569) Black, 65%(191/291)White,and 76%(44/58) of the Asian students achieved a level 3 or above on the 2012 administration of th FCAT math test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 65% Black: 42% Hispanic: 57% Asian: 76% American Indian: N/A	White: 73% Black: 57% Hispanic: 64% Asian: 83% American Indian: N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Poor fluency, comprehension, and word analysis skills necessary to master tasks in all content areas.	All students in intensive reading classes will use Reading Plus two times per week. Students will practice NGSSS standards through FCAT Test Maker PRO practice opportunities in reading, math, and science classes. All content area teachers will utilize a wide variety of graphic organizers, emphasize vocabulary development, and provide opportunities to make connections between main ideas and concepts. Graphic organizers will help	Reading Coach Department Chairpersons Administrators	Classroom walkthroughs will be conducted by administration, specifically focusing on instructional practices, department Chairpersons, and the reading coach. Professional development opportunities will be embedded into the calendar to elevate the implementation of graphic organizers across the content area teachers. Teachers will discuss and analyze data trends in their weekly PLC meetings.	Classroom Assessments, EOC FAIR, FCAT, IMPACT

		students to connect to the information embedded in the text and use context clues within the text to decipher unfamiliar words independently.			
2	Insufficient data demonstrated in interim student progress.	To determine student improvement, teachers will include instructional strategies, such as pre/post assessments created through FCAT Test Maker PRO or anticipation guides in the lessons that can monitor student learning.	Administration, Department Chairperson, Classroom Teacher	Administration, and department head will review teachers' lesson plans during their classroom walkthroughs to verify that teachers are utilizing the resources that are listed.	Data chats will be conducted between teachers and administrators to review student work samples; Administration will also conduct focused walkthroughs.
3	Students are not aware of their achievement levels that are determined by the FCAT test.	There will be a student/teacher data chat during the first quarter and another one following the second BAT administration. Students will also be made aware of their achievement levels on the various standards through the various assessments implemented in the classroom from the FCAT Test Maker PRO program.	Administration, Department Chairperson, Classroom Teacher	Students will be advised of their overall performance on the various assessments given in class on the standards from the FCAT Test Maker PRO, along with the FCAT and BAT tests.	On-going discussions between the administration, classroom teachers, and the students.
4	Lack of personnel and funding to provide pullouts and/or small group tutoring.	Teachers will plan lessons to include specific research based strategies to enhance students knowledge in the areas of vocabulary building, comprehension and improved background knowledge. Lessons and daily instruction will be based on information gathered from on-line sources (i.e. FCAT Test Maker PRO, BEEP lessons, GeoGebra software, Compass Odyssey), and other re-teaching tools that are provided by the textbook publisher.	Administration Department Chairperson Classroom Teacher	Administration and department head will review teachers' lesson plans during their classroom walkthroughs to verify that teachers are utilizing the resources that are listed.	On-going student monitoring will take place with the strategies such as student work evaluations and ticket out the door activities, as well as, the various assessments yielded from the FCAT Test Maker PRO program.

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	In grades 6-8, 31% of the ELL students made satisfactory progress on the 2012 FCAT test in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
31%	43%

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool
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			Monitoring	Strategy	
1	English not spoken in the home.	Students will be given a Heritage dictionary to assist with homework. Title I parent nights translated into Spanish and Creole.	ELL Coordinator Title I Coordinator	Review various data from teacher observations, tests FCAT, CELLA and report cards.	FCAT and CELLA data and 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, 25%(29/116) of SWD students achieved a level 3 or above the 2011 administration of the FCAT math test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25%(29/116)	41%

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	Providing individualized instruction for students according to academic needs identified in IEP.	ESE students will be instructed utilizing strategies written in their IEPs.	ESE Specialist Reading Coach Administration	IEP Reviews Classroom walkthroughs, student assessment data yielded from the FCAT Test Maker Pro, Reading PLUS, and portfolio assessments.	FAIR FCAT Alternative assessments (ie: classroom quizzes FCAT Test Maker PRO), IMPACT assessment
2	Providing appropriate reading intervention strategies for ESE students.	Use multisensory techniques that include highlighting of patterns, phrases, texts. Use graphic organizers and concept maps to sort vocabulary by feature, category, function, comparison, and association. Vocabulary/Oral Language-- Developing imagery and visual representation of key words and concepts. Fluency-- Repeated reading of sight words, phrases, and various passages in all content areas.	ESE Specialist Classroom Administrator Reading Coach Department Chairpersons	CWTs Data Chats IEP Reviews Portfolio Review	FAIR DAR Alternative Assessments (ie: classroom quizzes FCAT Test Maker PRO benchmark tests, Reading PLUS data), IMPACT assessment
3	Effective use of disability and diagnostic assessments.	Use diagnostic assessments from FCAT Test Maker PRO to drive instruction, monitor progress and determine effectiveness of strategies. Also include reference to collaboration and accommodations for SWDs.	Administration Department Chairperson RtI Team	Administration and Department Chairperson will review teachers' lesson plans during their classroom walkthroughs to verify that teachers are utilizing the resources that are listed.	On-going student monitoring will take place with the strategies such as student work evaluations and ticket out the door activities.

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, 47% (387/822) of Economically Disadvantage students achieved a level 3 or above on the 2012 administration of the FCAT math test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
47%(387/822)	58%

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 small group instruction.	If available students will receive supplemental instruction at an after-school tutoring program funded through SES funds. In addition, teacher will differentiate instruction in the classroom. Reading coach will conduct pullouts for the level 3 bubble kids.	Guidance Administration Reading Coach	Students will be assessed on a regular basis through various benchmark assessments generated through FCAT Test Maker PRO program.	FAIR Assessment Reports FCAT data from participating students
2	Lack of extended learning opportunities and assistance with homework and incomplete classwork assignments.	If available, students will receive supplemental instruction at an after-school tutoring program funded through SES funds	Administration, Math Department Chairperson Math Teachers Guidance	Administration and Guidance will review various assessment data to determine the effectiveness of the after-school program. This will also include an analysis of Pinnacle to determine the number of students participating in the program with missing homework and classwork assignments.	On-going discussions between administration, guidance, and classroom teachers.
3	Lack of hands-on activities and differentiated instruction based on student need.	Daily instruction will include strategies that cover differentiated hands on activities strategies and student reflection on what was learned, including pre/post assessments or anticipation guides in the lessons that can monitor student learning.	Administration Math Department Chairperson Math teachers	Administration and Department Chairperson will review teachers' lesson plans during their classroom walkthroughs to verify that teachers are utilizing the resources that are listed.	On-going discussions between the administration and the students.

End of Middle School Mathematics Goals

Algebra End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal # 1:	In grades 6-8, 28%(22/80) students achieved a level 3 on the Algebra EOC.

2012 Current Level of Performance:	2013 Expected Level of Performance:
28%(22/80)	31%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have weak skills with integers and rational numbers.	Utilize multiple representations to deepen students understanding of concepts involving rational numbers.	Classroom teachers specifically Algebra Teachers.	Mid year progress monitoring and data chats with students.	Classroom evaluations, BAT I

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

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	In grades 6-8, 71%(57/80) students achieved a level 4 on the Algebra EOC.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
71%(57/80)	74%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students will improve their problem solving and critical thinking skills.	Incorporate problem solving strategies in real world settings within the daily curriculum.	Classroom teachers in Algebra	Mid year class review, Data chats with students	BAT II, Classroom assessments.

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Algebra Goal #					
	3A :					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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:	In grades 6-8, 100%(28/28) of white students, 100%(15/15) of Hispanic students, 100%(16/16) of Asian students, and 100%(9/9)students made satisfactory progress on the Algebra end of year exam.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 100% Black: 100% Hispanic: 100% Asian: 100% American Indian: N/A	White: 100% Black: 100% Hispanic: 100% Asian: 100% American Indian: N/A

Problem-Solving Process to Increase Student Achievement

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

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

3C. English Language Learners (ELL) not making satisfactory progress in Algebra. Algebra Goal #3C:	N/A
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2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra. Algebra Goal #3D:	N/A
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2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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:	In grades 6-8, 98%(42/42)of the economically disadvantage students made satisfactory progress on the Algebra EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100%(42/42)	100%

Problem-Solving Process to Increase Student Achievement

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

End of Algebra EOC Goals

Geometry End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:	In grades 6-8, 3%(1/36) of the students achieved a level 3 on the geometry EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
3%(1/36)	6%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students will improve geometry vocabulary skills.	Deepen the students understanding of vocabulary using proven reading strategies.	Classroom teachers in Geometry	Data chats with students, teacher monitoring	BAT II, Mid year review.

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

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	In grades 6-8, 97%(35/36) of the students who took the Geometry EOC achieved a level 4.
2012 Current Level of Performance:	2013 Expected Level of Performance:
97%(35/36)	100%

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have difficulty justifying their answers on the Geometry EOC.	Teacher modeling, cooperative discussions to maximize the opportunities to explain their thinking.	Classroom teachers	Data chats with students, Teacher monitoring	BAT II, Mid year review

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 : <input type="text"/>			
Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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:	In grades 6-8, 100%(13/13) of white, 100%(7/7) of Black, 100%(15/15) of Hispanic, and 100%(1/1) of Asian students did make satisfactory progress on the EOC in Geometry.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 100% Black: 100% Hispanic: 100% Asian: 100% Native American: N/A	White: 100% Black: 100% Hispanic: 100% Asian: 100% Native American: N/A

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

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

3C. English Language Learners (ELL) not making satisfactory progress in Geometry. Geometry Goal #3C:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry. Geometry Goal #3D:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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:	In grades 6-8, 100%(13/13) of economically disadvantaged students made satisfactory progress in Geometry EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100%(13/13)	100%

Problem-Solving Process to Increase Student Achievement

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

End of Geometry EOC Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Technology and Hands-On Manipulative Integration	6-8 Math teachers	PLC Facilitators per Grade Level	Grades 6-8 Math teachers; Personal Growth / Career Choices Teacher	August 2012 – April 2013	Analysis in PLC and Department Meetings; Sharing Best Practices; Analysis of Student Work	Administration; Department Chairperson; Classroom Math Teachers
C.I.S. Comprehension Instruction Sequence	6-8 All Teachers	Reading Coach	Grades 6-8 all teachers	August 2012 – April 2013	Analysis in PLC and Department Meetings; Sharing Best Practices;	Administration; Department Chairperson; Classroom Teachers
S.T.E.M. Workshops	6-8 Math and Science Teachers	District Approved Trainer(s)	Grades 6-8 Math and Science Teachers	August 2012 – April 2013	Analysis in PLC and Department Meetings; Sharing Best Practices; Analysis of Student Work	Administration; Department Chairperson; Classroom Math and Science Teachers

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
Pullouts	Substitutes	Title I	\$1,600.00
			Subtotal: \$1,600.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,600.00

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:	At Westpine Middle School, 29%(121/423)of students in grade 8 achieved a level 3 on the 2012 administration of the FCAT science test.
2012 Current Level of Performance:	2013 Expected Level of Performance:

29%(121/423)

32%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of general comprehension and context clues skills to successfully complete classwork, homework, and examinations.	Integrate graphic organizers and effective reading strategies across all content area classes. Comprehension monitoring will include underlining, selective highlighting, making personal connections, teacher-directed visualization and questioning, as well as, opportunities for students to make inferences based on their recollection of text selections in content area classes.	Department Chairperson Administrators	Administration and Department Chairperson will review raw data from the various evaluation tools to determine the effectiveness of the strategy.	FAIR testing, FCAT Test Maker, curriculum base test generators, results of various exams, data chats, portfolios, classroom walkthroughs.
2	Insufficient teacher experience with instructing the Next Generation Sunshine State Standards.	Teachers will generate practice tests from FCAT Test Maker PRO for various benchmarks in reading, math, and science to determine progress and mastery of benchmarks. Teachers and Department Chairpersons will review and discuss the Next Generation Sunshine State Standards. The NGSSS will be reviewed with the students and the teachers will highlight the additions and changes that they need to know in order to effectively cover all standards.	Department Chairpersons Reading Coach Administrators	Administration and Department Chairperson will review raw data from the various evaluation tools to determine the effectiveness of the strategy.	FAIR testing, FCAT Test Maker, curriculum based test generators, results of various exams, data chats, portfolios, classroom walkthroughs.
3	Lack of hands-on science experiences.	All students will complete hands-on lab activities and use a common lab report format to document hands-on investigations.	Department Chairperson Science teachers	Grade level PLCs will review results of common assessment data every 4 weeks to determine progress toward benchmark (75% on common assessments).	Effectiveness will be determined through common assessments ties to Florida Science Standards.
4	Lack of general comprehension and context clues skills to successfully complete classwork, homework, and examinations.	Integrate graphic organizers and effective reading strategies across all content area classes. Comprehension monitoring will include underlining, selective highlighting, making personal connections, teacher-directed visualization and	Department Chairperson Administrators	Administration and Department Chairperson will review raw data from the various evaluation tools to determine the effectiveness of this strategy.	BAT 2, FAIR testing, FCAT Test Maker Pro testing, curriculum based test generator, results of various teacher-made exams, data chats, portfolios, classroom walkthroughs

		questioning, as well as, opportunities for students to make inferences based on their recollection of text selections in content area classes.			
5	Insufficient teacher experience with instructing the Next Generation Sunshine State Standards.	Teachers will generate practice tests from FCAT Tester Maker PRO and ExamView Test Generator for every benchmark in science to determine progress and mastery of benchmarks. Teachers and Department Chairperson will review and discuss the Next Generation Sunshine State Standards. The NGSSS will be reviewed with the science teachers to determine the additions and changes that they need to make in order to effectively cover all standards.	Department Chairperson Administrators	Administration and Department Chairperson will review raw data from the various evaluation tools to determine the effectiveness of this strategy.	BAT 2, FAIR testing, FCAT Test Maker Pro testing, Curriculum based test generator, results of various teacher-made exams, data chats, portfolios, classroom walkthroughs

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	In grades 8, 29%(2/7) of the students who took the 2012 Florida Alternate Assessment in science scored at levels 4,5, or 6.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29%(2/7)	32%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of background knowledge to carry out science processes.	To teach multisensory strategies in order to carry out science processes.	Classroom teachers	Review of data from monthly assessments.	Monthly assessment.

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	At Westpine Middle School, 10%(45/423) of students in grade 8 achieved a level 4 or better on the 2012 administration of the FCAT science test.
2012 Current Level of Performance:	2013 Expected Level of Performance:

10%(45/423)

13%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Insufficient opportunities to assist students in maintaining above grade level performance.	Students achieving above proficiency (Levels 4 and 5) will be placed into advanced classes. These classes will incorporate higher order thinking skills, more challenging content materials, enrichment activities, and projects. In addition, students will be introduced to Comprehension Instructional Sequence (CIS) strategies.	Department Chairperson Administrators Reading Coach	During PLCs, teachers will analyze student performance and outcomes of enrichment activities and projects. Teachers will meet in PLC's with Department Chairperson to discuss the outcomes of the various evaluation tools.	FAIR Testing, FCAT Test Maker, results of various exams, classroom walkthroughs, quarterly grade reports.
2	Elevation of student vocabulary level and knowledge of higher level reading comprehension skills as they are applied to all content areas (math word problems, science complex content analysis, et.c.).	Students achieving above proficiency (Levels 4 and 5) will be placed into advanced classes. These classes will incorporate more challenging content, vocabulary in context, and integration of enrichment activities and projects focusing upon vocabulary and comprehension skills. School wide vocabulary initiative grades 6-8 which all students will participate in a ongoing Greek and Latin initiative.	Department Chairperson Administrators Reading Coach	During PLCs, teachers will analyze student performance and outcomes of enrichment activities and projects. Teachers will meet in PLC's with Department Chairpersons to discuss the outcomes of the various evaluation tools.	FAIR Testing, FCAT Test Maker results of various exams, classroom walkthroughs, quarterly grade reports
3	Students are not proficient in high order scientific knowledge and skills.	High order reading strategies will be included by teachers. Teachers will incorporate the various standards into the classroom instruction to challenge students and review the standards.	Administration Department Chairperson Teachers	Assessment data will be analyzed by the department chairperson and classroom teachers to create higher order scientific knowledge and skills practice opportunities.	BAT 2, FAIR testing, FCAT Test Maker Pro testing, Curriculum based test generator, results of various teacher-made exams, data chats, portfolios, classroom walkthroughs
4	Insufficient opportunities to assist students in maintaining above grade level performance.	Students achieving above proficiency (Levels 4 and 5) will be placed into advanced classes. These classes will incorporate higher order thinking skills and more challenging content materials and enrichment activities and projects.	Department Chairperson Administrators	During PLCs, teachers will analyze student performance and outcomes of enrichment activities and projects. Teachers will meet in PLCs with Department Chairperson to discuss the outcomes of the various evaluation tools	BAT 2, FAIR testing, FCAT Test Maker Pro testing, curriculum based test generator, results of various teacher-made exams, data chats, portfolios, classroom walkthroughs
	Elevation of student vocabulary level and	Students achieving Levels 4 and 5 will be	Department Chairperson	During PLCs, teachers will analyze student	BAT 2, FAIR

5	knowledge of higher level reading comprehension skills as they are applied to all content areas.	placed into advanced classes. These classes will incorporate more challenging content, vocabulary in context, real world connections, and integration of enrichment activities and projects focusing upon vocabulary and comprehension skills.	Administrators	performance and outcomes of enrichment activities and projects. Teachers will meet in PLCs with Department Chairperson to discuss the outcomes of the various evaluation tools	testing, FCAT Test Maker Pro testing, Curriculum based test generator, results of various teacher-made exams, data chats, portfolios, classroom walkthroughs
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	At Westpine Middle School, 43%(3/7) of the students who took the 2012 Florida Alternate Assessment scored at or above a level 7 in science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
43%(3/7)	46%

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 vocabulary regarding the different areas of science	Directly teach vocabulary using multisensory strategies.	Classroom teacher	Review of data from monthly assessments	Monthly 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
Technology Integration Inservice Opportunities	Grades 6-8 all teachers	District Approved Trainer(s)	Grades 6-8 all teachers	August 2012-April 2013	Curriculum maps, lesson plans, data analysis in PLC meetings	Administration, Department Chairperson, Classroom Teachers
S.T.E.M. workshops	Grades 6-8 science/math teachers	District Approved Trainer(s)	Grades 6-8 science/math teachers	August 2012-April 2013	Curriculum maps, lesson plans, data analysis in PLC meetings	Administration, Department Chairperson, Science/Math teacher
Content Area Reading Strategies	Grades 6-8 all teachers	Reading coach	Grades 6-8 science teachers	August 2012-April 2013	Curriculum maps, lesson	Administration, Department Chairperson, Science/Math teacher

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
Science Labs	Lab materials	Budget	\$1,787.00
			Subtotal: \$1,787.00
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
Stem Workshops Science Gizmos	Substitutes	Title I	\$1,000.00
			Subtotal: \$1,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$2,787.00

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:		In grade 8, 87% (373/430) of the students achieved 3.0 or above on the 2012 administration of the FCAT writing test.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
87%(373/430)		90%			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have not had enough exposure to the complete writing process.	Students will use the writing process daily; all writing will be dated and recorded in a portfolio for monitoring of growth across time.	Language Arts Teachers	A school-wide consistent method of saving student work will be established. The Language Arts teachers will be responsible for monitoring the students' work.	Progress between monthly writing prompts.
2	Student knowledge of editing and grammatical conventions.	The revision and editing process will be explicitly taught and seen in student writing drafts.	Language Arts Teachers	Teachers will monitor revision and editing process by scoring student drafts.	Progress between monthly writing prompts.
	Extended Learning Opportunities/Assistance	If available, students will be able to attend	Guidance Department	Guidance and Teachers will monitor progress of	Pinnacle grades/missing

3	for homework/incomplete classwork.	an SES funded after-school program if eligible to assist with homework/incomplete classwork	Teachers	participating students through Pinnacle grades/reports of missing/incomplete assignments.	assignment reports for participating students.
4	Lack of knowledge of rubric/assessment process of FCAT test	Teachers will use Springboard, Rubric software, as well as FCAT Test Maker PRO to implement more effective lessons and explain how the writing of the students will be assessed.	Language Arts Teachers Department Chairperson	Department Head and Language Arts Teachers will meet in PLCs to discuss the progress and evaluate the rubrics being incorporated in the classroom lessons.	Pinnacle grades, Practice FCAT Writing Scores yielded from FCAT Test Maker PRO

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:	At Westpine Middle School, 86%(6/7) students who took the
2012 Current Level of Performance:	2013 Expected Level of Performance:
86%(6/7)	89%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of background knowledge to organize ideas and details.	Directly teach how to use graphic organizers using multisensory strategies	Classroom teacher	Review data of monthly assessments.	Monthly 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
Writing Prompts	6, 7, 8	Department Chairperson	Language Arts Department	Once per month during common planning periods	Review of monthly essays for each grade level	Department Chairperson PLC Team Leaders
Writing Across the Curriculum	6,7,8 All Subject Areas	Lisa Kreutzer	School-Wide	Teachers Planning Day	Meeting once per month with Department Chairs	Department Chairs
Springboard Training	6,7,8	District Professional Development	Language Arts	Preplanning	Administrative walkthroughs Department Chair Observations	Department Chairperson Administrators

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Pull outs	Substitutes	Title I	\$1,600.00
			Subtotal: \$1,600.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,600.00

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

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:	
N/A	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
District Training on accessing digital textbooks and ancillary materials	7th Grade Civics	District approved training	7th Grade Civics PLC	Summer 2012	Utilization of digital materials within the Civics classroom	Administration, Department Chairperson, Classroom teachers
Webb's Depth of Knowledge	Civics	Reading coach	7th Grade Civics PLC	August 2012-April 2013	lesson plans, data analysis in PLC meetings	Administration, Department Chairperson, Classroom teachers
Common Core / cite specific textual evidence to support analysis of primary and secondary sources	7th Grade Civics	Reading coach	7th Grade Civics PLC	August 2012-April 2013	lesson plans, data analysis in PLC meetings	7th Grade classroom Civics teachers

Civics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Common Core Training	Substitutes	Title I	\$400.00

			Subtotal: \$400.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$400.00

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:	In the 2011-2012 school year the attendance rate was 95.6%. The data further showed that 68 students had excessive absences and 23 had excessive tardies. The goal is to increase the attendance rate by reducing absences and tardies.				
2012 Current Attendance Rate:	2013 Expected Attendance Rate:				
95.6%	97%				
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)				
68	61				
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)				
23	21				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Mechanisms for notification of student tardies available to parents.	Parent link call, staff telephone call, letter to parent or parent education seminar during a Title I Family Night to explain attendance policies.	Administration BTIP Coordinator Teachers	Attendance record review	Comparative data from previous school year
2	Family concerns and circumstances	Guidance counselor to refer families to agencies for assistance	Administration Guidance Teachers	Attendance record review	Comparative data 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
NA	NA	NA	NA	NA	NA	NA

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
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:	The number of In-School Suspensions at Westpine Middle School for 2011-2012 was 771, External Suspensions was 131. The total number of students suspended in school was 321 and the total number of students suspended out of school was 95.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
771	701
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
321	293
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions

131	118
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
95	77

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of classroom management	Train teacher on the use of classroom management techniques	Administration	Data chats with teachers on rates of referrals	Discipline Management System
2	Fidelity of implementation of classroom interventions	Implement CHAMPs classroom management strategies	Administration Department Chairperson	Classroom walkthroughs	Discipline Management System
3	Insufficient variety in instructional strategies that keep students engaged.	Utilizing peer counseling and mentoring programs to provide a variety of instructional strategies (peer to peer, think/pair/share, etc.)	Guidance Administration Teachers	Student focus groups or surveys	Discipline Management system
4	Adequate supervision in common areas	Assign personnel in places during high incident time periods	Administration	Review discipline data during specific times	Discipline Management System
5	Insufficient variety in instructional strategies that keep students engaged.	Use of positive referrals and character education	Guidance Administration Classroom teachers	Review of discipline data	Discipline Management System

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
NA	NA	NA	NA	NA	NA	NA

Suspension Budget:

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

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

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

1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	During the 2011-2012 school year 39.5% (558) of parents (unduplicated) attended school events (open-house, parent nights, etc.).
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
39.5% (558)	44% (621)

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	Parent communication	Parent link, quarterly newsletter and the school website will be used to notify parents of upcoming school events	Title I Liaison Administration	Sign-in sheets	Parent Survey
2	Parent participation	Parents will be provided with grade specific instructional strategies through Title I parent events.	Title I Liaison, Lead Teachers	Sign-in Sheets	Parent Survey
3	Parent Information	The school will create a Parent Resource Center to inform parents of available services	Title I Liaison	Flyers, Agenda	Parent Survey
4	Parent understanding of curriculum and academics	Teachers will conduct individual conferences to discuss each child's assessment results, expectations, and goals for the school year.	Guidance Counselors, Teachers	Flyer, Conference Check-in Log, Progress Reports	Parent Survey

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
Effectively communicating at parent conferences	Grades 6-8 all teachers.	Title I Coordinators	Grades 6-8 all teachers	December 2012	Parent surveys/Feedback	Title I coordinators

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Active Parenting night Reading night	Teachers, Presenters, supplies	Title I	\$2,100.00
			Subtotal: \$2,100.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Technology night	Teachers, presenters, supplies	Title I	\$1,100.00
			Subtotal: \$1,100.00
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
Parent Communication	Student Agendas	Title I	\$2,517.00
			Subtotal: \$2,517.00
			Grand Total: \$5,717.00

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:			Expand the number of students who ultimately pursue advanced degrees and careers in STEM fields and broaden the participation of women and minorities in those fields.		
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
	Lack of student involvement and	Promote student involvement in STEM	Math and Science Department	Increase participation of students	Teacher and student surveys,

1	awareness of STEM	clubs, events and organizations: SECME, Science Fair, Math & Science Competitions.	Chairpersons, Science and Math teachers		classroom walkthroughs
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
GIZMOS Training	6-8 All science and math teachers	Select math and science	Science and math	August 2012-May 2013	Classroom walkthrough	Department Heads
STEM workshops	6-8 all science and math teachers	District Approved trainers	Science and Math	August 2012-May 2013	Curriculum maps, lesson plans, data analysis in PLC meetings	Administration, Department Chairperson, Science/Math teacher

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			\$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		N/A			
CTE Goal #1:		N/A			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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

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

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

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)

School-wide Standard Operating Procedures 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. School-wide Standard Operating Procedures Goal		100% of teachers and classrooms will have a uniformed board configuration, classroom rules, behavior interventions, and general school rules and procedures			
School-wide Standard Operating Procedures Goal #1:					
2012 Current level:		2013 Expected level:			
In the 2012-2013 approximately 75% (62) of all teachers and classrooms had a uniformed board configuration, classroom rules, behavior interventions, and general school rules and procedures		By 2013, 100% (83) of teachers and classrooms will have a uniformed board configuration, classroom rules, behavior interventions, and general school rules and procedures			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teacher compliance and time to meet	During the pre-planning week, time will be allocated in PLC meetings by department to outline specifically the school-wide standard operating procedures that are expected to be followed.	Administration Department Chairpersons Teachers	Classroom Walkthroughs completed by the department heads and administration, along with analysis of observations will determine the effectiveness of the PLC meetings.	CWT Teacher Evaluations

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

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

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

Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			\$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 School-wide Standard Operating Procedures Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
CELLA				\$0.00
Mathematics				\$0.00
Mathematics	Pullouts	Substitutes	Title I	\$1,600.00
Science				\$0.00
Science	Science Labs	Lab materials	Budget	\$1,787.00
Writing	Pull outs	Substitutes	Title I	\$1,600.00
Civics	N/A	N/A	N/A	\$0.00
Attendance	N/A	N/A	N/A	\$0.00
Suspension	N/A	N/A	N/A	\$0.00
Parent Involvement	Active Parenting night Parent Reading night	Teachers, Presenters, supplies	Title I	\$2,100.00
STEM				\$0.00
School-wide Standard Operating Procedures				\$0.00
				Subtotal: \$7,087.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Reading Plus		Title 1 and accountability	\$2,000.00
Parent Involvement	Technology night	Teachers, presenters, supplies	Title I	\$1,100.00
				Subtotal: \$3,100.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Science	Stem Workshops Science Gizmos	Substitutes	Title I	\$1,000.00
Civics	Common Core Training	Substitutes	Title I	\$400.00
				Subtotal: \$1,400.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Parent Involvement	Parent Communication	Student Agendas	Title I	\$2,517.00
				Subtotal: \$2,517.00
				Grand Total: \$14,104.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

No Attachment

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
After school tutoring, Course recovery, Technology	\$13,000.00

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

Student Advisory Council will discuss ways to improve parent involvement with the school. In addition, SAC will discuss the possibility of a tutoring program to increase student achievement. SAC will also discuss the possible purchase of new technology in the classrooms to assist teachers and students. SAC will also look into ways to improve student knowledge as related to common core.

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Broward School District WESTPINE MIDDLE SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	72%	69%	94%	49%	284	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	65%	66%			131	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	68% (YES)	64% (YES)			132	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					547	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Broward School District WESTPINE MIDDLE SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	68%	65%	95%	47%	275	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	65%	67%			132	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	63% (YES)	59% (YES)			122	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					529	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested