FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: FALCON COVE MIDDLE SCHOOL

District Name: Broward

Principal: Dr. Mark J. Kaplan

SAC Chair: Monifa Nealy and Alicia Carl

Superintendent: Robert Runcie

Date of School Board Approval: 12/04/2012

Last Modified on: 11/19/2012

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

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K-12 Public Schools
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PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Dr. Mark Kaplan	PhD, Educational Leadership School Principal, all levels; Social Sciences, 5-9, 6-12	9	13	05-06, AYP met, School grade A 84% meeting high standards in reading 88% meeting high standards in math 100% meeting high standards in writing 510 Total FCAT Points 06-07, AYP met, School grade A 88% meeting high standards in reading 90% meeting high standards in math 100% meeting high standards in writing 62% meeting high standards in science 647 Total FCAT Points 07-08, AYP met, School grade A 89% meeting high standards in reading 91% meeting high standards in math 100% meeting high standards in writing 67% meeting high standards in science 649 Total FCAT Points 08-09, AYP not met, School grade A 91% meeting high standards in reading 94% meeting high standards in math 100% meeting high standards in writing

					76% meeting high standards in science 670 Total FCAT Points 09-10, AYP not met, School grade A 92% meeting high standards in reading 93% meeting high standards in math 97% meeting high standards in writing 71% meeting high standards in science 660 Total FCAT Points 10-11, AYP not met, School grade A 90% meeting high standards in reading 92% meeting high standards in math 95% meeting high standards in writing 72% meeting high standards in science 645 Total FCAT Points
Assis Principal	Georgette Hamm	Masters, Educational Leadership Educational Leadership, all levels;English, 5-9	1	1	
Assis Principal	W. David Segarra	Masters, Educational Leadership Educational Leadership, all levels; Elementary Education, 1-6	6	13	07-08, AYP met, School grade A 89% meeting high standards in reading 91% meeting high standards in math 100% meeting high standards in writing 67% meeting high standards in science 649 Total FCAT Points 08-09, AYP not met, School grade A 91% meeting high standards in reading 94% meeting high standards in math 100% meeting high standards in writing 76% meeting high standards in science 670 Total FCAT Points 09-10, AYP not met, School grade A 92% meeting high standards in reading 93% meeting high standards in math 97% meeting high standards in writing 71% meeting high standards in science 660 Total FCAT Points 10-11, AYP not met, School grade A 90% meeting high standards in reading 92% meeting high standards in math 95% meeting high standards in writing 72% meeting high standards in science 645 Total FCAT Points
Assis Principal	Cristina Selvidge	Masters, Instruction & Curriculum, Educational Leadership Certification, all levels; Bachelors in History, Social Science Certification, 6-12	1	1	

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)
					07-08, AYP met, School grade A 89% meeting high standards in reading 91% meeting high standards in math 100% meeting high standards in writing 67% meeting high standards in science 649 Total FCAT Points 08-09, AYP not met, School grade A

Reading	Laurie Reichow	MS.Ed., NBCT/Reading	13	5	91% meeting high standards in reading 94% meeting high standards in math 100% meeting high standards in writing 76% meeting high standards in science 670 Total FCAT Points 09-10, AYP not met, School grade A 92% meeting high standards in reading 93% meeting high standards in math 97% meeting high standards in writing 71% meeting high standards in science 660 Total FCAT Points 10-11, AYP not met, School grade A 90% meeting high standards in reading 92% meeting high standards in math 95% meeting high standards in writing 72% meeting high standards in science 645 Total FCAT Points

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	NESS	NESS Liaison, Jeannie Dempsey	Ongoing	
2	Professional Development	Assistant Principal, Georgette Hamm	Ongoing	
3	FCMS Teacher Mentor/Mentee Program	NESS Liaison (Jeannie Dempsey) / Teacher Mentors James Tomich & Amy Kaye	Ongoing	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).
*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

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

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
121	1.7%(2)	19.0%(23)	38.0%(46)	42.1%(51)	42.1%(51)	100.0%(121)	14.9%(18)	17.4%(21)	48.8%(59)

Teacher Mentoring Program/Plan

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Amy Kaye	Stella Stringer	Mrs. Kaye and Mrs. Stringer both teach math.	Mrs. Kaye will assist Mrs. Stringer in successfully navigating Falcon Cove Middle School's policies and procedures, and also serve as a contact for Mrs. Stringer.
James Tomich	Kristen Ducar	Mr. Tomich and Ms. Ducar both teach 6th grade math.	Mr. Tomich will assist Ms. Ducar in successfully navigating Falcon Cove Middle School's policies and procedures, and also serve as a contact for Ms. Ducar.
James Tomich	Shannon Axe	Mr. Tomich and Ms. Axe both teach 6th grade math.	Mr. Tomich will assist Ms. Axe in successfully navigating Falcon Cove Middle School's policies and procedures, and also serve as a contact for Ms. Axe.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Safe School Ambassador Program (SSA), Crime Watch, Rachel's Challenge, Silence Hurts / Safe Zone, Project BRIDGE, Saturday Anti-Bullying Program

Nutrition Programs

6th grade Health and Physical Education

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Georgette Hamm, 6th Grade Assistant Principal
Randy Rosenberg, Guidance Director/7th Grade Guidance
Jeffrey Showers, 6th Grade Guidance
Dave Roca, 8th Grade Guidance
Ilza Sterling, ELL Coordinator
Lisa Bandman, ESE Specialist
Annette Rodriguez, School Psychologist
Scott Dermer, ESE Support Facilitator
Richard Johnson, ESE Support Facilitator
Mary Ann Deist-Zemon, School Social Worker
Ruth Steinberg, Data Specialist
Deputy Matthew Brand, School Resource Officer
Laurie Reichow, Reading Coach
Shelley Shamp, Peer Counseling Teacher

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?

RtI Team meets bi-monthly to address student concerns, assess student needs and monitor progress, and make academic recommendations. The Guidance Director coordinates every meeting and presides over the team. The assistant Principal monitors the overall process, receives meeting minutes to help inform decisions, and makes recommendations to the team based on all data points received. Each team participant manages an equal amount of caseloads, and when applicable, the teacher and student are paired according to grade level. The data specialist is responsible for ensuring accurate minutes, booking the meetings with the team, and organizes, collects and stores data for each child.

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?

Tier one data is routinely inspected in the core areas of reading, writing, mathematics, and science. The collected data, in turn, is carefully used in making informed decisions. Furthermore, behavior and socialization data is also utilized in decision-making. The data is used to make decisions about modifications needed to the core curriculum and behavior management strategies for all students.

The data is also used to screen at-risk students who may require tier 2 and tier 3 interventions, which is provided to the CPS team when referring a student for further interventions. The data best informs the CPS team 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.

The data management system will be used to group and organize in a data spreadsheet and file. This data list is sorted by teacher name as the RtI team monitors it. Specifically, all data pertinent to student behavior, reading, writing, mathematics, and science is collected, analyzed, and routinely inspected for decision making. If a child requires tier 2 or tier 3 services, Intervention Records and Progress Monitoring Graphs and Reports are generated for each student.

Describe the plan to train staff on MTSS.

The Guidance Director will train staff in meetings and as a part of the school-wide Professional Learning Communities Program. Specifically, there will be a school-wide faculty meeting during pre-planning to reacquaint the faculty with the RtI process. Teachers will be given RtI forms and shown how to observe and collect data and property fill out the required documentation. The faculty will learn about the 3 tiers and how to proceed with students that receive these interventions. Guidance counselors will provide RtI updates and mini-trainings during grade level meetings, and will specifically work in depth with teams that have students receiving tier interventions.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Georgette Hamm, 6th grade assistant principal
Cristina Selvidge, 7th grade assistant principal
W. David Segarra, 8th grade assistant principal
Laurie Reichow, Reading Coach and Department Head
Lisa Bandman, ESE Specialist
Ilza Sterling, ELL Coordinator
Randy Rosenberg, 7th grade guidance director
Marcia Alexander, Media Specialist
Phyllis Zuri, Teacher and Department Head
Steven Bryant, Teacher and Department Head
James Tomich, Teacher and Department Head
Shelley Shamp, Teacher and Department Head
Kate Stone, Teacher and Department Head
Jessica Velez, Teacher and Department Head
Silvia Bibiloni-Carr, Teacher and Department Head

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

Meetings are held monthly to assess and monitor student progress. Attention will be given to SWD, ELL, and students in the lowest quartile. At the onset of the year, the LLT will review the master schedule reading classes to ensure that all students who scored a level 1 or 2 are placed according to the reading K-12 plan. Once these students are identified and placed properly, the LLT will monitor the reading progress from continual in-class assessments, BAT data, DAR, Fluency, and computer-based assessments.

Under the guidance of the principal and reading coach, the LLT will meet monthly to focus on literacy initiatives, programs, student performance data, and literacy concerns throughout the school. The primary goal of the team is to ensure that all stakeholders support the work of the reading coach and the school's literacy goals through a whole-school approach.

The reading coach and the master scheduler will work closely with the IMT to ensure that class size is being met and all policies and procedures regarding the K-12 reading plan class codes are being implemented.

Through PLC's, department and grade level meetings, school-wide trainings and workshops, Reading Across the Curriculum, and data chats, all faculty will remain updated with all information related to reading and literacy.

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

School-wide vocabulary building program and learning gains for students in the SWD, ELL, FRL, and lowest quartile to achieve

Safe Harbor will be the LLT's major focus. Also, all classroom teachers will participate weekly in "Drop Everything and Read," a school-wide reading program that spans reading across the curriculum.

Public School Choice

Supplemental Educational Services (SES) Notification

No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

Reading strategies will be included in all content areas, to be monitored by Reading Coach and Administrators.

*High Schools Only

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

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

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

Postsecondary Transition

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

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	A 1% increase of students will score a level 3 or above on the 2013 FCAT Reading Test
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (702)	Maintain / increase to 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	Student oral reading fluency	Oral reading fluency practice a minimum of 2x/week to increase student reading fluency (Jamestown fluency)	Reading coach, Assistant Principals,Department Chairs	Progress monitoring of reading students, data chats and teacher/coach meetings, reading coach to model instruction for research-based literacy, frequent CWT to monitor student engagement and provide feedback to reading teacher to assist in instruction, use of Compass Odyssey	Compass Odyssey assessments, Fluency, DAR word list, SRI, FCAT, BAT, and mini-Bat's and teacher-designed assessments
2	Student's current comprehension of vocabulary	BEEP lessons, Word of the Day through morning announcements, Reading Across the Curriculum, word walls, and context clues strategies - all designed to increase students' current comprehension of vocabulary	Reading Coach, department chairs, classroom teachers	Weekly vocabulary assessments, weekly word wall activities, CWT to monitor student engagement and provide feedback to teachers, data chats	FCAT, BAT, mini BAT assessments, teacher-designed assessments.
3	Student's current comprehension of academic vocabulary	BEEP lessons, PW Impact lessons, Word of the Day through morning announcements, Reading Across the Curriculum, word walls, and context clues strategies - all designed to increase students' current comprehension of vocabulary	Reading Coach, department chairs, classroom teachers	PW Impact and teacher created vocabulary assessments, weekly word wall activities, Informal walkthroughs to monitor student engagement and provide feedback to teachers, data chats	FCAT, BAT, mini BAT assessments, PW Impact vocabulary assessments, teacher-designed assessments.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	A 1% increase of students will score at level 4,5 or 6 on the 2013 FAA Reading Test

2012 Current Level of Performance:	2013 Expected Level of Performance:
39%(18)	Maintain/Increase to 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	Students answers may be unreliable due to inconsistencies of their communication method, AAC devices malfunction, early release, attendance, behaviors	Differentiated Instruction to incorporate a variety of teaching strategies for multiple learning styles of Bloom's Taxonomy, Use of different reading programs..Unique Learning, BEEP lessons, Smiles, Reading Mastery, Edmark, Word Walls	Assistant Principals, ESE Specialist/Dept Chair, ESE Teachers	Checklists/Informal Assessments/Pre-Post Tests from different reading programs Teacher Generated Tests	Diagnostic Assessment of Reading, Brigance, San Diego Reading, Oral Reading Assessments

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	A 1% increase of students will score levels 4 and 5 on the 2013 FCAT Reading Test
2012 Current Level of Performance:	2013 Expected Level of Performance:
51% (1,201 students)	Increase to 52%

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	6th Grade advanced reading classes need more exposure to higher order questioning and academic vocabulary to increase reading comprehension	BEEP lessons, C.I.S. lessons, Differentiated Instruction to incorporate a variety of teaching strategies for multiple learning styles,	Reading Coach, Assistant Principals, Department Chairs	Rubrics, Graphic organizers, weekly reading logs based on the elements of reading, data chats to review and analyze student data, PLCs focused on infusing higher order questioning into curriculum and CCSS, FCAT Explorer and Compass Odyssey online learning modules	Teacher-generated assessments, Compass Odyssey assessments, End of novel culminating activities/projects, BAT, FCAT 2.0
2	7th and 8th grade level 4 and 5 students that do not take reading per the master schedule.	Students will receive enrichment reading across the curriculum.	Reading coach, assistant principals, department chairs	Progress monitoring of reading students, data chats and teacher/coach meetings, reading coach to model instruction for research-based literacy, frequent walkthroughs to monitor student engagement and provide feedback to reading teacher and content area teachers to assist in instruction	Teacher-generated assessments, End of novel culminating activities/projects, BAT, FCAT 2.0

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:	A 1% increase of students will score at level 7 on the 2013 FAA Reading Test
2012 Current Level of Performance:	2013 Expected Level of Performance:
1%	2%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students answers may be unreliable due to inconsistencies of their communication method, AAC devices malfunction, early release, attendance, behaviors	Differentiated Instruction to incorporate a variety of teaching strategies for multiple learning styles of Bloom's Taxonomy, Use of different reading programs.Unique Learning, BEEP lessons, Smiles, Reading Mastery, Edmark, Word Walls	Assistant Principals, ESE Specialist/Dept Chair, ESE Teachers	Checklists/Informal Assessments/Pre-Post Tests from different reading programs Teacher Generated Tests	Diagnostic Assessment of Reading, Brigance, San Diego Reading, Oral Reading Assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	A 1% increase of students will make learning gains on the 2013 FCAT Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
73% (1,634 students)	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	Student oral reading fluency level.	Oral reading fluency practice a minimum of two times per week (Jamestown Fluency).	Reading coach, LLT designee, assistant principals	Progress monitoring of reading students, data chats and teacher/coach meetings, reading coach to model instruction for research-based literacy, frequent CWT to monitor student engagement and provide feedback to reading teacher to assist in instruction	Compass Odyssey assessments, Fluency, DAR word list, SRI, FCAT, BAT, and mini-Bat's and teacher-designed assessments.
2	Student's current comprehension of vocabulary	BEEP lessons, Word of the Day through morning announcements, Reading Across the Curriculum, word walls, and context clues strategies - all	Reading coach, LLT designee, assistant principals	Weekly vocabulary assessments, weekly word wall activities, CWT to monitor student engagement and provide feedback to teachers,	FCAT, BAT, mini BAT assessments, teacher-designed assessments.

		designed to increase students' current comprehension of vocabulary		data chats	
3	Student current reading levels.	READ XL series, REWARDS series, WILSON series, proper scheduling per K-12 reading plan, research based strategies specifically for SWD students	Classroom teacher, Reading Coach, LLT designee	Teacher monitoring of student progress, utilization of diagnostic assessments to drive instruction, monitor progress, and determine effectiveness of strategies.	FLORIDA ORAL READING PROBES –PRE AND POST (FORF), DAR WORD LIST, FCAT/BAT, diagnostic assessments, accommodations and collaboration for SWD
4	Student's current comprehension of vocabulary	BEEP lessons, Word of the Day through morning announcements, Reading Across the Curriculum, word walls, and context clues strategies, PW Impact vocabulary lessons,all designed to increase students' current comprehension of vocabulary	Reading coach, LLT designee, assistant principals, department chairs	Teacher created vocabulary assessments, PW Impact vocabulary assessments, weekly word wall activities, CWT to monitor student engagement and provide feedback to teachers, data chats	FCAT 2.0, BAT,mini BAT assessments, teacher-designed assessments, PW 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:	A 1% increase of students will make learning gains on the 2013 FAA Reading Test
2012 Current Level of Performance:	2013 Expected Level of Performance:
33%(16)	Maintain/Increase 34%(17)

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 answers may be unreliable due to inconsistencies of their communication method, AAC devices malfunction, early release, attendance, behaviors	Differentiated Instruction to incorporate a variety of teaching strategies for multiple learning styles of Bloom's Taxonomy, Use of different reading programs..Unique Learning, BEEP lessons, Smiles, Reading Mastery, Edmark, Word Walls	Assistant Principals, ESE Specialist/Dept Chair, ESE Teachers	Checklists/Informal Assessments/Pre-Post Tests from different reading programs Teacher Generated Tests	Diagnostic Assessment of Reading, Brigance, San Diego Reading, Oral Reading 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:	A 1% increase of students in the lowest quartile will make learning gains on the 2013 FCAT Reading Test
2012 Current Level of Performance:	2013 Expected Level of Performance:

72% (277 students)	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	Student oral reading fluency level and decoding abilities	Oral reading fluency practice a minimum of two times per week (Jamestown Fluency, Wilson reading program), paired readings; REWARDS program,BEEP Lessons, Paired Fluency Drills, Word Walls, Weekly Reading Logs, DI, Double Block Reading Classes, Read Alouds modeled by teachers	Reading coach, Assistant Principals, Department Chairs	Department Chairs Progress monitoring of reading students, data chats and teacher/coach meetings, reading coach to model instruction for research-based literacy, frequent CWT to monitor student engagement and provide feedback to reading teacher and content area teachers to assist in instruction, use of Compass Odyssey.Weekly fluency drills and students maintain a progress monitoring chart, Students read aloud, Student Portfolios, FCAT Explorer, Compass Odyssey	Fluency probes, NAEP passages, ,FCAT 2.0, BAT , and mini-Bats, REWARDS assessments, Wilson assessments and teacher designed assessments.
2	Student current reading levels.	READ XL series, PW Impact, REWARDS series, WILSON Reading program, proper scheduling per K-12 reading plan, research based strategies specifically for SWD students	assistant principal in charge of scheduling, Reading Coach, LLT designee, assistant principals	Teacher monitoring of student progress, utilization of diagnostic assessments to drive instruction, monitor progress, and determine effectiveness of strategies, CWT to monitor student engagement and provide feedback to reading teacher to assist in instruction	Fluency Assessments, DAR Word Recognition, Compass Odyssey assessments, FCAT 2.0, BAT, Mini BATs, PW Impact assessments, REWARDS assessments, Wilson 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 by 50%.	Reading Goal # 5A : Proficiency will be maintained or increased in all subgroups, as demonstrated by the FCAT 2013 Reading Test.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	All Students 81	All Students 85	All Students 87	All Students 88	All Students 90	

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.	Proficiency will be maintained or increased in all subgroups, as demonstrated by the FCAT 2013 Reading Test.

Reading Goal #5B:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 14% (131 students)Black: 34% (26 students) Hispanic: 22% (253 students)Asian: 8% (9 students) American Indian: 15% (2 students)	White: 13% ,Black: 33%, Hispanic: 23% ,Asian: 7% ,American Indian: 14%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student oral reading fluency level and decoding abilities	Oral reading fluency practice a minimum of two times per week (Jamestown Fluency). READ XL series, PW Impact, REWARDS series, WILSON series, proper scheduling per K-12 reading plan, research based strategies specifically for SWD students, fluency drills, Compass Odyssey,	Classroom teachers, Reading Coach, Assistant Principals	Teacher monitoring of student progress, utilization of diagnostic assessments to drive instruction, monitor progress, and determine effectiveness of strategies.	FLORIDA ORAL READING PROBES –PRE AND POST FORF), DAR WORD LIST, FCAT 2.0, PW Impact assessments, REWARDS assessments, Wilson Reading program assessments, NAEP probes, BAT, teacher-created assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	A 4% increase of ELL students will score level 3 or above on the 2013 FCAT Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
68% (144 students)	66% (136 students)

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 teacher of language acquisition of ELL students.	Teachers to participate in ELL teaching strategies that include instruction of linguistic and academic skills using ESOL strategies and differentiated instruction, BEEP and various computer based literacy programs - FCAT Explorer, Compass Learning Odyssey,	LLT designee, Reading Coach, ESOL Coordinator, ESOL Aide	classroom visits, evaluation of lesson plans, use of materials and audio-visuals, and grade book notations, data chats – Adjustments in schedules based on achievement and IPT/reevaluations for ELL status. PMP monitoring of students. Daily assignments, tests, quizzes, miniassessments, and	Report Cards, Ongoing alternative assessments, Pupil Monitoring Plan All teachers of ELLs MUST document the ESOL strategies used for each lesson in their plan book. CELLA, FORF assessments, student portfolios

				portfolios.	
2	Lack of teacher experience with ESOL strategies.	Teachers of social studies, science, mathematics and computer literacy are certified in their assigned subject areas and receive appropriate ESOL training, as required by the state, when ELLs are enrolled in their classes.	LLT designee, Reading Coach, ESOL Coordinator, ESOL Aide	Mini-Assessments, Classroom Walk Through (CWT) will be conducted once a week to focus on the higher level questioning and student responses. Students will receive feedback from the teacher via a teacher generated think and search rubric. Based on student responses, teachers may refer to Marzano's Research-Based Strategies for Increasing Achievement for further education on the review and revision process. RtI, Data Chats, Lesson Plans	Benchmark Testing, miniassessments, FORF, DAR, teacher made tests

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:	A 5% increase of SWD students will score level 3 or above on the 2013 FCAT Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (105 students)	45% (95 students)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of teacher experience with students in mainstream classes that may not be responding to traditional instruction.	Based on Assessment, plan supplemental instruction/ intervention for students not responding to core instruction. Focus of instruction is determined by review of assessment data and will include explicit instruction, modeled instruction, guided practice and independent practice/exploration. Teachers will provide visual cues and prompts paired with verbal instructions. Preferential seating with close proximity to teacher during directions and instructions. Multi-sensory activities. Differentiated	Reading Coach, AP over ESE, ESE Specialist, and ESE Support Facilitator	Use of ESE accommodations in the classroom through classroom observations and lesson plan review. Student progress is assessed using assessment data, including but not limited to miniassessments and OPM. Observations, Behavior/Academic checklists and Portfolios. Percent of students making adequate progress toward benchmark is calculated. Datachats with Administration and ESE teachers/specialist to review assessment and OPM data to	Student Growth Plans, FLORIDA ORAL READING PROBES –PRE AND POST (FORF), DAR WORD LIST, FCAT/BAT 1&2, diagnostic assessments, accommodations and collaboration for SWD.

		isntruction for SWD students based on current levels of comprehension and breaking up work into smaller segments		determine progress from Benchmark to Benchmark.	
2	Lack of teacher experience with SWD students in the classroom as it relates to their disability.	Teachers will be inserviced in ways to present material to SWD students and ways to accommodate the learner. Based on Assessment, plan supplemental instruction/ intervention for students not responding to core instruction. Focus of instruction is determined by review of assessment data and will include explicit instruction, modeled instruction, guided practice and independent practice/exploration. Teachers will provide visual cues and prompts paired with verbal instructions. Preferential seating with close proximity to teacher during directions and instructions. Multi-sensory activities. Breaking up work into smaller segments	Reading Coach, AP over ESE, ESE Specialist, and ESE Support Facilitator	Use of ESE accommodations in the classroom through classroom observations and lesson plan review. Student progress is assessed using assessment data, including but not limited to miniassessments and OPM. Observations, Behavior/Academic checklists and Portfolios. Percent of students making adequate progress toward benchmark is calculated. Datachats with Administration and ESE teachers/specialist to review assessment and OPM data to determine progress from Benchmark to Benchmark.	Student Growth Plans, FLORIDA ORAL READING PROBES –PRE AND POST (FORF), DAR WORD LIST, FCAT/BAT 1&2, diagnostic assessments, accommodations and collaboration for SWD.
3					
4					

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	A 1% increase of FRL students will score level 3 or above on the 2013 FCAT 2.0 Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33%(101 students)	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
	Lack of teachers experience with dealing with the increasing number of students classified as	Teachers will differentiate instruction to meet	LLT designee, Reading Coach, assistant	Progress monitoring of reading students, data chats and	Compass Odyssey assessments, Fluency, DAR

1	Economically Disadvantaged.	the needs of students.	principals, department heads	teacher/coach meetings, reading coach to model instruction for research-based literacy, frequent CWT to monitor student engagement and provide feedback to reading teacher to assist in instruction, use of Compass Odyssey	word list, SRI, FCAT, BAT 1&2, and mini-Bat's and teacher-designed assessments
2	Teachers lack of experience with students who may have difficulty in reading/understanding/answering higher order questions.	Include, CRISS Strategies, KWL, Concept Mapping, SQ3R strategies and higher order questions in lesson plans.	LLT designee, Reading Coach, assistant principals, department heads	Progress monitoring of reading students, data chats and teacher/coach meetings, reading coach to model instruction for research-based literacy, frequent CWT to monitor student engagement and provide feedback to reading teacher to assist in instruction, use of Compass Odyssey	Compass Odyssey assessments, Fluency, DAR word list, SRI, FCAT, BAT 1&2, and mini-Bat's and teacher-designed assessments
3	Lack of teachers experience with dealing with the increasing number of students classified as Economically Disadvantaged	Teachers will differentiate instruction to meet the needs of students.	LLT designee, Reading Coach, assistant principals, department heads	Progress monitoring of reading students, data chats and teacher/coach meetings, reading coach to model instruction for research-based literacy, frequent CWT to monitor student engagement and provide feedback to reading teacher to assist in instruction, use of Compass Odyssey	Compass Odyssey assessments, Fluency, DAR word list, SRI, FCAT, BAT, and mini-Bat's and teacher-designed assessments
4	Teachers lack of experience with students who may have difficulty in reading/understanding/answering higher order questions.	Include, CRISS Strategies, KWL, Concept Mapping, SQ3R strategies and higher order questions in lesson plans.	LLT designee, Reading Coach, assistant principals, department heads	Progress monitoring of reading students, data chats and teacher/coach meetings, reading coach to model instruction for research-based literacy, frequent CWT to monitor student engagement and provide feedback to reading teacher to assist in instruction, use of Compass Odyssey	Compass Odyssey assessments, Fluency, DAR word list, SRI, FCAT, BAT, and mini-Bat's and teacher-designed assessments
5	FRL students need more access and exposure to reading material and technology to increase reading comprehension.	Media Center visits, Book Club option, Direct Instruction, Oral Language – Read Alouds. Word Walls – Interactive Picture Books to give background knowledge on informational text. BEEP Lessons. Novel Study,PW Impact, Data Chats.	LLT designee, Reading Coach, classroom teachers, department chairs, Assistant Principals	Alternative assessments. Webquests, Time allotted for media center. Technology for background knowledge. FCAT Explorer. FOCUS. Compass Odyssey.	BAT, Compass Odyssey, teacher-created assessments, FCAT

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
Differentiated Instruction with ESE and ELL strategies infused, especially test accomodations that must be provided throughout the year.	school-wide	ESE Support Facilitators, ESE Specialist, Reading Coach, Department Heads	school-wide	Monthly department meetings and PLCs throughout the year	CWT, PLCs with ESE department, Professional Conversations within PLC, Ongoing assessments PLC meetings	ESE Support Facilitators, ESE Specialist, Reading Coach, Department Heads, Assistant Principals
Veritcal and horizontal curriculum alignment	school-wide	Reading Coach, Department Heads	school-wide	weekly meetings and PLCs	CWT's, data chats, reading coach to model strategies throughout school, Classroom Walkthrough, Administration of diagnostic and assessment instruments, Observations, Teacher/ Coach conferencing	Assistant Principals, Reading Coach, Department Heads
Infusion of research based programs and reading strategies through core curriculum and reading comprehension, decoding skills, fluency, and vocabulary and study skills (through Literacy Dept)	school-wide	Reading Coach, Department Heads	school-wide	Ongoing through Department meetings and content area PLCs. Departments meet once a week for 30 minutes. Teachers also meet during planning to discuss. Training sessions to be held all year by Reading Coach	Classroom Walkthrough, Administration of diagnostic and assessment instruments, Observations, Teacher/ Coach conferencing	Assistant Principals, Reading Coach, Department Heads
NEW TOPICS CCSS, Marzano Model, Text Complexity	school-wide	Reading Coach, Department Heads	school-wide	Ongoing through Department meetings. Departments meet once a week for 30 minutes, training sessions offered throughout the year, Teachers also meet during planning to discuss PLC.	Participants will complete follow-up assignment(s) associated with the specific topic. CWT will be used to monitor the infusion of new strategies. Data Analysis of CWT	Assistant Principals, Reading Coach, Department Heads

Reading Budget:

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

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

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	A 5% increase of students will score a proficient level on the 2013 CELLA listening/speaking section.
2012 Current Percent of Students Proficient in listening/speaking:	
6th Grade - 58% (25 students) 7th Grade - 49% (21 students) 8th Grade - 82% (40 students)	
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 current comprehension of vocabulary.	Word of the Day, Word Walls, and context clues strategies.	Classroom teacher Reading Coach ESOL Coordinator ESOL Teacher Aide Administrator over Reading/ELL	Classroom visits to monitor student engagement,IObservation snapshots, informal and formal observations by administration and leadership team, Weekly Vocabulary Assessments, Word Wall Activities.	FCAT, BAT, classroom assessments, Achieve 3000, CELLA.
2	Student speaks and understands English that is below grade level.	Daily instructions will include modeled instruction, guided practice, and independent practice along with the ESOL Strategies in all lessons.	Classroom teacher Reading Coach ESOL Coordinator ESOL Teacher Aide Administrator over Reading/ELL	Classroom assessments, IObservation snapshots, informal and formal observations by administration and leadership team,teacher monitoring student progress and utilization of diagnostic assessments to drive	Achieve 3000, FCAT, BAT, CELLA, Pre/Post Fluency and DAR.

				instruction.	
3	Student oral fluency.	Fluency practice 2x a week to increase fluency.	Classroom teacher Reading Coach ESOL Coordinator ESOL Teacher Aide Administrator over Reading/ELL	Progress monitoring of students and data review with teacher/Reading Coach, IObservation snapshots, informal and formal observations by administration and leadership team,.	Fluency, DAR, BAT, classroom assessments, CELLA and Achieve 3000.

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:	A 5% increase of students will score a proficient level on the 2013 CELLA reading section.
2012 Current Percent of Students Proficient in reading:	
6th Grade - 28% (13 students) 7th Grade - 43% (20 students) 8th Grade - 45% (22 students)	

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	Reading is not scheduled for all ELLs. Only certain students are placed in reading as per the K-12 Reading Plan.	Implement Differentiated Instruction and provide support for these students. Content Area teachers will incorporate reading strategies into their daily lessons.	Reading Coach ESOL Coordinator ESOL Teacher Aide Administrator over Reading/ELL	Classroom visits, IObservation snapshots, informal and formal observations by administration and leadership team, Daily Assignments, tests, quizzes, portfolios, ESOL Strategies included in lesson plans.	BAT, ESOL Strategies in lesson plans, CELLA, FORP, Report Card, Achieve 3000.
2	Teachers lack experience teaching reading to ELLs.	Teacher must include ESOL Strategies in their daily instructions. Implement Differentiated Instructions to meet the needs of the students. Teachers will attend professional developments in effectively instructing ELLs.	Reading Coach ESOL Coordinator ESOL Teacher Aide Adminstrator over Reading/ELL	Classroom visits, IObservation snapshots, informal and formal observations by administration and leadership team, Lesson Plans Review, Use of materials, grade book notations, and audio-visuals.	Report Cards, on-going alternative assessments, Documentation of ESOL Strategies in lesson plan books, CELLA, portfolios, Achieve 3000, Teacher based assessments.
3	Teachers lack experience implementing the ESOL Strategies in their daily instructions.	Teacher of content areas are certified in their subject areas and receive appropriate ESOL training. Teachers will have the ESOL Endorsement or are working towards obtaining it.	Reading Coach ESOL Coordinator ESOL Teacher Aide Adminstrator over Reading/ELL	Classroom visits, IObservation snapshots, informal and formal observations by administration and leadership team, Mini-Assessments, Lesson Plans documented with ESOL Strategies, Data Chats.	BAT, FORP, teacher made assessments, Portfolios, Achieve 3000.

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing.	A 5% increase of students will score a proficient level on

CELLA Goal #3:	the 2013 CELLA writing section.

2012 Current Percent of Students Proficient in writing:

6th Grade - 35% (16 students)
7th Grade - 43% (20 students)
8th Grade - 67% (33 students)

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	ELLs current writing ability.	Teachers will participate in staff developments to address writing, grammar, vocabulary, mechanics, and reading skills. ELLs will enhance their writing skills by maintaining a portfolio.	Language Arts Dept. Chair ESOL Coordinator ESOL Teacher Aide Adminstrator over Language Arts/ELL	Classroom teacher monitoring of student progress, IObservation snapshots, informal and formal observations by administration and leadership team, utilization of diagnostic assessment to drive instruction, Classroom visits.	Florida Writes, Student writing portfolios, school-wide writing prompts, Achieve 3000.
2	ELLs with limited writing, reading, and speaking skills.	Implementation of the ESOL Strategies in daily instructions. ELLs will enhance their writing skills by maintaining a portfolio.	Language Arts Dept. Chair ESOL Coordinator ESOL Teacher Aide Adminstrator over Reading/ELL	Classroom visits and utilization of diagnostic assessments, IObservation snapshots, informal and formal observations by administration and leadership team.	Florida Writes, Student writing portfolios, school-wide writing prompts
3	ELLs lack of exposure to pre-writing and strategies.	Teachers will introduce and model pre-writing strategies such as brainstorming and graphic organizers, and outlines.	Language Arts Dept. Chair ESOL Coordinator ESOL Teacher Aide Adminstrator over Reading/ELL	Classroom visits, teacher monitoring student progress, IObservation snapshots, informal and formal observations by administration and leadership team, use of diagnostic assessments to drive instructions.	Florida Writes, Student writing portfolios, school-wide writing prompts

CELLA Budget:

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

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

End of CELLA Goals

Middle School Mathematics Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	A 1% increase of students will score level 3 or above on the 2013 FCAT Mathematics Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
20.7% (486 Students)	21.7% (499 Students)

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's current comprehension of vocabulary	BEEP lessons, Word of the Day through morning announcements, Reading Across the Curriculum, word walls, and context clues strategies - all designed to increase students' current comprehension of vocabulary	Reading Coach, department chairs, classroom teachers	Weekly vocabulary assessments, weekly word wall activities, CWT to monitor student engagement and provide feedback to teachers, data chats	FCAT, BAT, mini BAT assessments, teacher-designed assessments.
2	Teacher technology proficiency.	All mathematics teachers will participate in staff development to address the integration of technology to enhance learning in the mathematics classroom. Strategies may include Compass Odyssey, Geogebra, FCAT Explorer, Use of the Promethean Board to enhance student engagement.	James Tomich, Mathematics Department Head, Georgette Hamm, assistant principal	Teachers will be given a pre and post in-service survey to determine use of technology in the classroom. Teachers will receive training on implementing the technology and will be monitored by CWT's.	Student engagement in utilizing technology-based manipulatives and programs to enhance student learning
3	Student test-taking skills.	All students in grades 6-8 will participate in weekly FCAT Test-Taking Practices to reflect the NGSSS Big Ideas and supporting ideas.	James Tomich, Mathematics Department Head, Georgette Hamm, assistant principal	School-wide activities are used to incorporate test-taking skills on Early Release Days. Teacher monitoring of student progress,utilization of diagnostic assessments to drive instruction, monitor progress, and determine effectiveness of strategies.	BAT, Mini-Bat assessments, FCAT, diagnostic assessments, accommodations and collaboration for SWD.
4	Student ability to answer higher level questioning.	Mathematics teachers will be trained on incorporating FCAT – Style questioning in all class assessments.	BAT, Mini-Bat assessments, FCAT, diagnostic assessments, accommodations and collaboration for SWD.	All FCMS teachers will submit 2 FCAT –type questions per quarter to be used by all teachers in each grade level. Teacher monitoring of student progress, utilization of diagnostic assessments to drive instruction, monitor progress, and determine	Question Compilation and CWT, BAT, Mini-Bat assessments, FCAT, diagnostic assessments, accommodations and collaboration for SWD.

				effectiveness of strategies.	
5	Teachers need more experience in understanding the Next Generation SSS and the implementation of new math curriculum.	Intensive training for teachers on the new standards and weekly professional development activities through department meetings and through sharing of best practices during planning periods.	James Tomich, Mathematics Department Head, Georgette Hamm, assistant principal	Teacher Observations and Review of Lesson Plans to ensure that teachers are utilizing the training with the standards. Discussions through data chats and department meetings ensure compliance with the curriculum.	Teacher Observations, Lesson Plans, Classroom Assessments, Mini – Assessments, Benchmark Assessments in September and Novemeber with follow up wtih miniassessments.

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:	A 1% increase of students will score a level 4,5 and 6 on the 2013 FAA Math Test
2012 Current Level of Performance:	2013 Expected Level of Performance:
39%(7 students)	Maintain/Increase to 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	Students answers may be unreliable due to inconsistencies of their communication method, AAC devices malfunction, early release, attendance, behaviors	Differentiated Instruction to incorporate a variety of teaching strategies for multiple learning styles of Bloom's Taxonomy, Use of different math programs..Unique Learning, BEEP lessons, Moving with Math, Touch Math	Assistant Principals, ESE Specialist/Dept Chair, ESE Teachers	Checklists/Informal Assessments/Pre-Post Tests from Moving With Math and Touch Math Teacher Designed Generated Tests	TEMA, CMAT, Brigance, Moving with Math Pre-Post Tests Handbook

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:	A 1% increase of students will score levels 4 and 5 on the FCAT Mathematics Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
63% (1490 students)	64.5% (1483 students)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Teacher technology	All mathematics teachers	James Tomich,	Teachers will be given a	Student

1	proficiency.	will participate in staff development to address the integration of technology to enhance learning in the mathematics classroom. Strategies may include Compass Odyssey, Geogebra, FCAT Explorer, Use of the Promethean Board to enhance student engagement.	Mathematics Department Head, Georgette Hamm, assistant principal	pre and post in-service survey to determine use of technology in the classroom. Teachers will receive training on implementing the technology and will be monitored by CWT's.	engagement in utilizing technology-based manipulatives and programs to enhance student learning
2	Student ability to answer higher level questioning.	Mathematics teachers will be trained on incorporating FCAT – Style questioning in all class assessments.	James Tomich, Mathematics Department Head	All FCMS teachers will submit 2 FCAT –type questions per quarter to be used by all teachers in each grade level.	Question Compilation and CWT.
3	Lack of rigor of math instruction for the students scoring level 4 and 5 on FCAT math because the teachers need to be more familiar with utilizing textbook resources to increase rigor in their lessons.	Expand teachers' ability to plan cooperatively to increase the exposure to the utilization of the textbook resources.	James Tomich, Mathematics Department Head	Classroom observations will indicate the rigor in the classrooms - conferences with teachers will be held for those in need of assistance. Monitoring of IFC/lesson plans to ensure rigor in the classroom.	Classroom observation logs. Reporting out of lessons/assessments through data chats
4	Teachers need more experience in understanding the Next Generation SSS and the implementation of new math curriculum.	Intensive training for teachers on the new standards and weekly professional development activities through department meetings and through sharing of best practices during planning periods.	James Tomich, Mathematics Department Head, Georgette Hamm, assistant principal	Teacher Observations and Review of Lesson Plans to ensure that teachers are utilizing the training with the standards. Discussions through data chats and department meetings ensure compliance with the curriculum.	Teacher Observations, Lesson Plans, Classroom Assessments, Mini – Assessments, Benchmark Assessments in November with follow up with mini assessments.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	A 1% increase of students will score a level 7 or above on the 2013 FAA Math Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0%	1% 1 student

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	Cognitive ability, Students answers may be unreliable due to inconsistencies of their communication method, AAC devices malfunction, early release, attendance, behaviors	Differentiated Instruction to incorporate a variety of teaching strategies for multiple learning styles of Bloom's Taxonomy, Use of different reading programs..Unique Learning, BEEP lessons, Touch math, Moving with math, TEACCH model	Assistant Principals, ESE Specialist/Dept Chair, ESE Teachers	Checklists/Informal Assessments/Pre-Post Tests from different reading programs Teacher Generated Tests	CMAT, TEMA, Brigance, Pre-Post Test Moving With Math/Touch Math

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	A 1% increase of students will make learning gains on the 2013 FCAT Mathematics Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
83% (1870 students)	84% (1932 students)

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's current comprehension of vocabulary	BEEP lessons, Word of the Day through morning announcements, Reading Across the Curriculum, word walls, and context clues strategies - all designed to increase students' current comprehension of vocabulary	Reading coach, LLT designee, assistant principals	Weekly vocabulary assessments, weekly word wall activities, CWT to monitor student engagement and provide feedback to teachers, data chats	FCAT, BAT, mini BAT assessments, teacher-designed assessments.
2	Teacher technology proficiency.	All mathematics teachers will participate in staff development to address the integration of technology to enhance learning in the mathematics classroom. Strategies may include Compass Odyssey, Geogebra, FCAT Explorer, Use of the Promethean Board to enhance student engagement.	James Tomich, Mathematics Department Head, Georgette Hamm, assistant principal	Teachers will be given a pre and post in-service survey to determine use of technology in the classroom. Teachers will receive training on implementing the technology and will be monitored by CWT's.	Student engagement in utilizing technology-based manipulatives and programs to enhance student learning
3	Student test-taking skills	All students in grades 6-8 will participate in weekly FCAT Test-Taking Practices to reflect the NGSSS Big Ideas and supporting ideas.	James Tomich, Mathematics Department Head, Georgette Hamm, assistant principal	School-wide activities are used to incorporate test-taking skills on Early Release Days. Teacher monitoring of student progress,utilization of diagnostic assessments to drive instruction, monitor progress, and determine effectiveness of strategies.	BAT, Mini-Bat assessments, FCAT, diagnostic assessments, accommodations and collaboration for SWD.
4	Student ability to answer higher level questioning.	Mathematics teachers will be trained on incorporating FCAT – Style questioning in all class assessments.	James Tomich, Mathematics Department Head, Georgette Hamm, assistant principal	All FCMS teachers will submit 2 FCAT –type questions per quarter to be used by all teachers in each grade level. Teacher monitoring of student progress, utilization of diagnostic assessments to drive instruction, monitor progress, and determine effectiveness of strategies.	Question Compilation and CWT. BAT, Mini-Bat assessments, FCAT, diagnostic assessments, accommodations and collaboration for SWD.
	Students in content area classes are not sufficiently involved in higher-level questions	Use of CRISS strategies. Teachers trained in using higher level	James Tomich, Mathematics Department Head, Georgette Hamm,	Informal observations, PLC's focusing on critical thinking based on the NGSSS Big Ideas and	Lesson Plans, Teacher made tests from District

5	and how to answer them, and in the use of critical thinking strategies to support their answers.	questioning techniques based on the NGSSS Big Ideas and supporting ideas.	assistant principal	supporting ideas. Classroom Walk Through Observations, Lesson Plans	adopted textbooks, Mini-benchmark assessments, BEEP, BAT assessments, unit exams, end of chapter exams

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:	A 1% increase of students will make learning gains on the 2013 FAA Math Test
2012 Current Level of Performance:	2013 Expected Level of Performance:
26%(4 students)	maintain/increase to 27%

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 answers may be unreliable due to inconsistencies of their communication method, AAC devices malfunction, early release, attendance, behaviors	Differentiated Instruction to incorporate a variety of teaching strategies for multiple learning styles of Bloom's Taxonomy, Use of different reading programs..Unique Learning, BEEP lessons,Moving with Math, Touch Math and TEACCH Model activities	Assistant Principals, ESE Specialist/Dept Chair, ESE Teachers	Checklists/Informal Assessments/Pre-Post Tests from different math programs Teacher Generated Tests	TEMA, CMAT, Brigance, Pre-Post Test from Touch Math and Moving with Math

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	A 1% increase of students in the lowest quartile will make learning gains on the 2013 FCAT Mathematics Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
65.6% (238 students)	66.6%

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
	Teacher technology proficiency.	All mathematics teachers will participate in staff development to address the integration of technology to enhance	James Tomich, Mathematics Department Head, Georgette Hamm, assistant principal	Teachers will be given a pre and post in-service survey to determine use of technology in the classroom.	Student engagement in utilizing technology-based manipulatives and

1		learning in the mathematics classroom. Strategies may include Compass Odyssey, Geogebra, FCAT Explorer, Use of the Promethean Board to enhance student engagement.		Teachers will receive training on implementing the technology and will be monitored by CWT's.	programs to enhance student learning
2	Lack of experience of teachers with disaggregating student data to identify and meet the needs of all students.	Teachers will be trained in data disaggregation using 2011 FCAT, BAT data with the Math Department Head To determine areas of weaknesses for individual students	James Tomich, Mathematics Department Head, Georgette Hamm, assistant principal	Monitoring Lessons based on student weaknesses and daily student progress along with data chats with teachers/studentsand teachers/administration will indicate effectiveness of strategy.	Data Chats, classroom observations, strategies documented in lesson plans
3	Lack of use of the math manipulative tools and online (technology) resources that accompany the textbook, and exposure to various math strategies.	Increase student use and exposure to the online resources embedded in the curriculum. Math manipulatives, FCAT Explorer, and various FCAT math strategies will be utilized in all classes.	James Tomich, Mathematics Department Head, Georgette Hamm, assistant principal	Classroom observations with monitoring of IFC and lesson plans to ensure compliance w/ IFC.	Lesson Plans,classroom observations, Teacher made tests from District adopted textbooks, Mini-benchmark assessments, BEEP, BAT assessments
4	Student test-taking skills.	All students in grades 6-8 will participate in weekly FCAT Test-Taking Practices to reflect the NGSSS Big Ideas and supporting ideas.	James Tomich, Mathematics Department Head, Georgette Hamm, assistant principal	School-wide activities are used to incorporate test-taking skills on Early Release Days. Teacher monitoring of student progress,utilization of diagnostic assessments to drive instruction, monitor progress, and determine effectiveness of strategies.	BAT, Mini-Bat assessments, FCAT, diagnostic assessments, accommodations and collaboration for SWD

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

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

Middle School Mathematics Goal #

5A : Proficiency will maintained or increased in all subgroups, as demonstrated by the FCAT 2013 Test.

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	All Students 85	All Students 87	All Students 88	All Students 89	All Students 91	

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:	Proficiency will be maintained or increased in all subgroups, as demonstrated by the 2013 FCAT Mathematics Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:

White:12.2% Black:36.4% Hispanic:18% Asian:6% American Indian:15%	White:11.2% Black:35.4% Hispanic:17% Asian:5% American Indian:14%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teacher technology proficiency.	All mathematics teachers will participate in staff development to address the integration of technology to enhance learning in the mathematics classroom. Strategies may include Compass Odyssey, Geogebra, FCAT Explorer, Use of the Promethean Board to enhance student engagement.	James Tomich, Mathematics Department Head, Georgette Hamm, assistant principal	Teachers will be given a pre and post in-service survey to determine use of technology in the classroom. Teachers will receive training on implementing the technology and will be monitored by CWT's.	Student engagement in utilizing technology-based manipulatives and programs to enhance student learning
2	Student test-taking skills.	All students in grades 6-8 will participate in weekly FCAT Test-Taking Practices to reflect the NGSSS Big Ideas and supporting ideas.	James Tomich, Mathematics Department Head, Georgette Hamm, assistant principal	School-wide activities are used to incorporate test-taking skills on Early Release Days. Teacher monitoring of student progress,utilization of diagnostic assessments to drive instruction, monitor progress, and determine effectiveness of strategies.	BAT, Mini-Bat assessments, FCAT, diagnostic assessments, accommodations and collaboration for SWD.
3	Student ability to answer higher level questioning.	Mathematics teachers will be trained on incorporating FCAT –Style questioning in all class assessments.	James Tomich, Mathematics Department Head, Georgette Hamm, assistant principal	All FCMS teachers will submit 2 FCAT –type questions per quarter to be used by all teachers in each grade level. Teacher monitoring of student progress, utilization of diagnostic assessments to drive instruction, monitor progress, and determine effectiveness of strategies.	Question Compilation and CWT. BAT, Mini-Bat assessments, FCAT, diagnostic assessments, accommodations and collaboration for SWD.
4	Teachers need more experience in understanding the Next Generation SSS and the implementation of new math curriculum.	Intensive training for teachers on the new standards and weekly professional development activities through department meetings and through sharing of best practices during planning periods.	James Tomich, Mathematics Department Head, Georgette Hamm, assistant principal	Teacher Observations and Review of Lesson Plans to ensure that teachers are utilizing the training with the standards. Discussions through data chats and department meetings ensure compliance with the curriculum.	Teacher Observations, Lesson Plans, Classroom Assessments, Mini –Assessments, Benchmark Assessments in September and Novemeber with follow up with mini assessments.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	A 2% increase of ELL students will score level 3 or above on the 2013 FCAT Mathematics Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:

82% (173)	80% (168)

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 teacher of language acquisition of ELL students.	Teachers to participate in ELL teaching strategies that include instruction of linguistic and academic skills using ESOL strategies and differentiated instruction, BEEP and various computer based literacy programs - FCAT Explorer, Compass Learning Odyssey,	LLT designee, Reading Coach, ESOL Coordinator, ESOL Aide	classroom visits, evaluation of lesson plans, use of materials and audio-visuals, and grade book notations, data chats – Adjustments in schedules based on achievement and IPT/reevaluations for ELL status. PMP monitoring of students. Daily assignments, tests, quizzes, miniassessments, and portfolios.	Report Cards, Ongoing alternative assessments, Pupil Monitoring Plan All teachers of ELLs MUST document the ESOL strategies used for each lesson in their plan book. CELLA, FORF assessments, student portfolios
2	Lack of teacher experience with ESOL strategies.	Teachers of social studies, science, mathematics and computer literacy are certified in their assigned subject areas and receive appropriate ESOL training, as required by the state, when ELLs are enrolled in their classes.	LLT designee, Reading Coach, ESOL Coordinator, ESOL Aide	Mini-Assessments, Classroom Walk Through (CWT) will be conducted once a week to focus on the higher level questioning and student responses. Students will receive feedback from the teacher via a teacher generated think and search rubric. Based on student responses, teachers may refer to Marzano's Research-Based Strategies for Increasing Achievement for further education on the review and revision process. RtI, Data Chats, Lesson Plans	Benchmark Testing, miniassessments, FORF, DAR, teacher made tests
3	Lack of utilization of necessary ELL strategies to teach the content.	Teacher training in peer tutoring, peer buddies, small group, differentiated instruction, and the application of ELL strategies. The instruction provided to ELLs must be equal in amount, scope, sequence and quality to the instruction provided to non-ELLs at the same grade level. Instruction is supported through the use of ESOL instructional strategies. In addition, the curriculum, textbooks, and other instructional materials used by ELLs must be comparable	James Tomich, Mathematics Department Head, Georgette Hamm, assistant principal, ESOL Coordinator, ESOL Aide	Participation in teacher training. Classroom observations. Data chats with teachers/students/administrators to indicate effectiveness of training. Ongoing analysis of assessments in the classroom - teacher made tests, quizzes, portfolios, and daily assignments.	Lesson plan review, Miniassessments, alternative assessments to drive instruction and monitor ELL progress. Daily assignments, miniassessments, observations, BAT.

		to those used by their non-ELL counterparts.			
4	ELL students not given adequate support in mainstream classroom.	Identity and monitor LF students through data disaggregation and mentoring and infuse ELL strategies in classroom and lesson plans – think/pair/share, pairing non speakers w/ speakers, notetaking strategies ELLs are provided accommodations in the administration of statewide assessments consistent with the requirements of State Board of Education rule 6A-6.09091 and the FCAT Test Administration Manual.	James Tomich, Mathematics Department Head, Georgette Hamm, assistant principal, ESOL Coordinator, ESOL Aidel	STeachers maintain log of ESOL strategies used in lesson plans and classroom observations to monitor the utilization of support for ELL. Ongoing analysis of assessments in the classroom - teacher made tests, quizzes, portfolios, and daily assignments. utilization of diagnostic assessments to drive instruction, monitor progress, and determine effectiveness of strategies.	Lesson Plans, classroom observations to monitor teaching and learning. Daily assignments, miniassessments, observations, BAT.
5	Student test-taking skills.	All students in grades 6-8 will participate in weekly FCAT Test-Taking Practices to reflect the NGSSS Big Ideas and supporting ideas.	James Tomich, Mathematics Department Head, Georgette Hamm, assistant principal, ESOL Coordinator, ESOL Aide	School-wide activities are used to incorporate test-taking skills on Early Release Days. Teacher monitoring of student progress,utilization of diagnostic assessments to drive instruction, monitor progress, and determine effectiveness of strategies.	Lesson plan review, Miniassessments, alternative assessments to drive instruction and monitor ELL progress. Daily assignments, miniassessments, observations, BAT.

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:	A 5% increase of SWD students will score level 3 or above on the 2013 FCAT Mathematics Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
52% (95 students)	50% (90 students)

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 teacher experience with students in mainstream classes that may not be responding to traditional instruction.	Based on Assessment, plan supplemental instruction/ intervention for students not responding to core instruction. Focus of instruction is determined by	Reading Coach, AP over ESE, ESE Specialist, and ESE Support Facilitator	Use of ESE accommodations in the classroom through classroom observations and lesson plan review. Student progress is assessed using assessment data, including but not limited to	Student Growth Plans, FLORIDA ORAL READING PROBES –PRE AND POST (FORF), DAR WORD LIST, FCAT/BAT 1&2, diagnostic assessments,

1		review of assessment data and will include explicit instruction, modeled instruction, guided practice and independent practice/exploration. Teachers will provide visual cues and prompts paired with verbal instructions. Preferential seating with close proximity to teacher during directions and instructions. Multi-sensory activities. Differentiated isntruction for SWD students based on current levels of comprehension and breaking up work into smaller segments		miniassessments and OPM. Observations, Behavior/Academic checklists and Portfolios. Percent of students making adequate progress toward benchmark is calculated. Datachats with Administration and ESE teachers/specialist to review assessment and OPM data to determine progress from Benchmark to Benchmark.	accommodations and collaboration for SWD.
2	Lack of teacher experience with SWD students in the classroom as it relates to their disability.	Teachers will be inserviced in ways to present material to SWD students and ways to accommodate the learner. Based on Assessment, plan supplemental instruction/ intervention for students not responding to core instruction. Focus of instruction is determined by review of assessment data and will include explicit instruction, modeled instruction, guided practice and independent practice/exploration. Teachers will provide visual cues and prompts paired with verbal instructions. Preferential seating with close proximity to teacher during directions and instructions. Multi-sensory activities. Breaking up work into smaller segments	Reading Coach, AP over ESE, ESE Specialist, and ESE Support Facilitator	Use of ESE accommodations in the classroom through classroom observations and lesson plan review. Student progress is assessed using assessment data, including but not limited to miniassessments and OPM. Observations, Behavior/Academic checklists and Portfolios. Percent of students making adequate progress toward benchmark is calculated. Datachats with Administration and ESE teachers/specialist to review assessment and OPM data to determine progress from Benchmark to Benchmark.	Student Growth Plans, FLORIDA ORAL READING PROBES –PRE AND POST (FORF), DAR WORD LIST, FCAT/BAT 1&2, diagnostic assessments, accommodations and collaboration for SWD.
3	Inability to adequately utilize math strategies to meet the needs of Student with Disabilities.	Teachers will provide tutorials, small group and individualized math instruction with accommodations specific to student needs with a variety of math strategies and the use of manipulatives and assisted technology devices such as calculator.	James Tomich, Mathematics Department Head, Georgette Hamm, assistant principal, ESE support Facilitators	TMini Assessments, Teacher made tests, District approved text and tests will indicate evidence of a variety of math strategies. Data chats with students to monitor their progress will also show evidence.	Benchmark Assessment Test Teacher generated tests BAT Mini-Assessments Unit Tests
	Student test-taking skills.	All students in grades 6-8 will participate in weekly	James Tomich, Mathematics	SSchool-wide activities are used to incorporate	BAT, Mini-Bat assessments,

4		FCAT Test-Taking Practices to reflect the NGSSS Big Ideas and supporting ideas.	Department Head,Georgette Hamm, assistant principal, ESE support Facilitators	test-taking skills on Early Release Days. Teacher monitoring of student progress,utilization of diagnostic assessments to drive instruction, monitor progress, and determine effectiveness of strategies.	FCAT, diagnostic assessments, accommodations and collaboration for SWD.
5	Teacher inability to to provide adequate support and accomodations to SWD in the mainstream content area classes.	Based on diagnostic assessment, plan supplemental instruction/ intervention for students not responding to core instruction. Provide appropriate accommodations based on student need. Focus of instruction is determined by review of assessment data and will include explicit instruction, modeled instruction, guided practice and independent practice/exploration and the use of manipulatives and assisted technology devices such as calculator. Teachers will provide visual cues and prompts paired with verbal instructions.	James Tomich, Mathematics Department Head, Georgette Hamm, assistant principal, ESE support Facilitators	Student progress is assessed using assessment data, including but not limited to mini-assessments and OPM. Observations, Behavior/Academic checklists and Portfolios. Percent of students making adequate progress toward benchmark is calculated.	Data Chats with Administration and ESE teachers/specialist to review assessment and OPM data to determine progress from Benchmark to Benchmark. Miniassessments, alternative assessments, teacher made tests/quizzes.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	A 2% increase of FRL students will score level 3 or above on the 2013 FCAT Mathematics Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (94 students)	28% (90 students)

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 teachers experience with dealing with the increasing number of students classified as Economically Disadvantaged.	Teachers will differentiate instruction to meet the needs of students.	LLT designee, Reading Coach, assistant principals, department heads	Progress monitoring of reading students, data chats and teacher/coach meetings, reading coach to model instruction for research-based literacy, frequent CWT to monitor student engagement and provide feedback to reading teacher to	Compass Odyssey assessments, Fluency, DAR word list, SRI, FCAT, BAT 1&2, and mini-Bat's and teacher-designed assessments

				assist in instruction, use of Compass Odyssey	
2	Teachers lack of experience with students who may have difficulty in reading/understanding/answering higher order questions.	Include, CRISS Strategies, KWL, Concept Mapping, SQ3R strategies and higher order questions in lesson plans.	LLT designee, Reading Coach, assistant principals, department heads	Progress monitoring of reading students, data chats and teacher/coach meetings, reading coach to model instruction for research-based literacy, frequent CWT to monitor student engagement and provide feedback to reading teacher to assist in instruction, use of Compass Odyssey	Compass Odyssey assessments, Fluency, DAR word list, SRI, FCAT, BAT 1&2, and mini-Bat's and teacher-designed assessments
3	Teacher technology proficiency.	All mathematics teachers will participate in staff development to address the integration of technology to enhance learning in the mathematics classroom. Strategies may include Compass Odyssey, Geogebra, FCAT Explorer, Use of the Promethean Board to enhance student engagement..	James Tomich, Mathematics Department Head, Georgette Hamm, assistant principal	Teachers will be given a pre and post in-service survey to determine use of technology in the classroom. Teachers will receive training on implementing the technology and will be monitored by CWT's.	Student engagement in utilizing technology-based manipulatives and programs to enhance student learning
4	Student test-taking skills.	All students in grades 6-8 will participate in weekly FCAT Test-Taking Practices to reflect the NGSSS Big Ideas and supporting ideas.	James Tomich, Mathematics Department Head, Georgette Hamm, assistant principal	School-wide activities are used to incorporate test-taking skills on Early Release Days. Teacher monitoring of student progress,utilization of diagnostic assessments to drive instruction, monitor progress, and determine effectiveness of strategies.	BAT 1&2, Mini-Bat assessments, FCAT, diagnostic assessments, accommodations and collaboration for SWD.
5	Student ability to answer higher level questioning.	Mathematics teachers will be trained on incorporating FCAT – Style questioning in all class assessments.	James Tomich, Mathematics Department Head, Georgette Hamm, assistant principal	All FCMS teachers will submit 2 FCAT –type questions per quarter to be used by all teachers in each grade level. Teacher monitoring of student progress, utilization of diagnostic assessments to drive instruction, monitor progress, and determine effectiveness of strategies.	Question Compilation and CWT. BAT 1&2, Mini-Bat assessments, FCAT, diagnostic assessments, accommodations and collaboration for SWD.
6	Teachers need more experience in understanding the Next Generation SSS and the implementation of new math curriculum.	Intensive training for teachers on the new standards and weekly professional development activities through department meetings and through sharing of best practices during planning periods.	James Tomich, Mathematics Department Head, Georgette Hamm, assistant principal	Teacher Observations and Review of Lesson Plans to ensure that teachers are utilizing the training with the standards. Discussions through data chats and department meetings ensure compliance with the curriculum.	Teacher Observations, Lesson Plans, Classroom Assessments, Mini – Assessments, Benchmark Assessments in September and Novemeber with follow up with mini assessments.

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:	Proficiency will be maintained or increased for all students taking the EOC in Algebra for the 2013 school year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
2%	2%

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	Proficiency will be maintained or increased for all students taking the EOC in Algebra for 2013 school year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
98% (182 students)	98% (182 students)

Problem-Solving Process to Increase Student Achievement

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

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:	Maintain or increase level of proficiency.

2012 Current Level of Performance:	2013 Expected Level of Performance:
All students were in the top 1/3 of students taking the FCAT exam.	All students will be in the top 1/3 of students taking the 2013 FCAT exam.

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	Maintain or increase level of proficiency
2012 Current Level of Performance:	2013 Expected Level of Performance:
All students were in the top 1/3 of students taking the exam	All students were in the top 1/3 of students taking the exam

Problem-Solving Process to Increase Student Achievement

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

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
Veritcal and horizontal curriculum alignment	All grade levels	James Tomich, Mathematics Department Chair	Mathematics Department	Ongoing through monthly Department meetings and Weekly PLC	Marzano iObservations will be used to monitor the infusion of new strategies.Participants will complete assignment(s) associated with the specific topic. Data Analysis of iObservations will determine the use of strategies.	James Tomich, Mathematics Department Chair, Georgette Hamm, assistant principal
					Marzano iObservations will	

Infusion of high-order thinking skills into curriculum	All grade levels	James Tomich, Mathematics Department Chair	Mathematics Department	Ongoing through monthly Department meetings and Weekly PLC	Marzano iObservations will be used to monitor the infusion of new strategies.Participants will complete assignment(s) associated with the specific topic. Data Analysis of iObservations will determine the use of strategies	James Tomich, Mathematics Department Chair, Georgette Hamm, assistant principal
Common Core/ Marzano Text	All grade levels	James Tomich, Mathematics Department Chair	Mathematics Department	Ongoing through monthly Department meetings and Weekly PLC	Marzano iObservations will be used to monitor the infusion of new strategies.Participants will complete assignment(s) associated with the specific topic. Data Analysis of iObservations will determine the use of strategies	James Tomich, Mathematics Department Chair, Georgette Hamm, assistant principal

Mathematics Budget:

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

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	A 1% increase of Falcon Cove's eighth graders will score at 3.0 or higher on the 2013 FCAT Science test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
45% (363 students)	46% (368 students)

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 student comprehension of breadth and depth of concepts and vocabulary required for science FCAT proficiency due to testing that occurs only in 8th grade.	Students will participate in FCAT preparation activities that will strengthen their ability to understand content and vocabulary.	Kathryn Stone, Department Head, Cristina Selvidge, assistant principal	Weekly monitoring of scores on teacher generated FCAT related assessments. Monitoring of student scores on County mini-benchmark exams	Teacher generated assessments. County mini-assessments. CWT Data
2	Lack of teacher experience in dealing with students who are not able to effectively process and solve scientific problems using the scientific method.	Students will be exposed to differentiated-inquiry instruction with emphasis on problem solving.	Kathryn Stone, Department Head, Cristina Selvidge, assistant principal	Weekly monitoring of classroom assessments Classroom Walk-throughs by Administrators	Classroom participation Benchmark Assessment Test Teacher generated tests County mini-assessments Unit tests
3	Teachers lack of experience in teaching the Next Generation SSS Science Standards and the implementation of the new science curriculum.	Intensive training for teachers in implementing the new standards, curriculum and textbook resources via monthly professional development activities, monthly department meetings, weekly PLC's, and sharing of best practices.	Kathryn Stone, Department Head, Cristina Selvidge, assistant principal	Progress monitoring of science students, data chats, frequent CWT to monitor student engagement and provide feedback to science teacher to assist in instruction	CWT to provide timely feedback regarding the implementation of the new Science SSS, data chats regarding student progress, Teacher generated assessments. County mini-benchmark exams.

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:	A 1% increase of students will score a level 4,5 and 6 on the 2013 FAA Science Test
2012 Current Level of Performance:	2013 Expected Level of Performance:
33%	34%

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students answers may be unreliable due to inconsistencies of their communication method, AAC devices malfunction, early release, attendance, behaviors	Differentiated Instruction to incorporate a variety of teaching strategies for multiple learning styles of Bloom's Taxonomy, Use of different reading	Assistant Principals, ESE Specialist/Dept Chair, ESE Teachers	Checklists/Informal Assessments/Pre-Post Tests from different programs Teacher Generated Tests	Teacher Created Generated Tests/Informal Measures

		programs..Unique Learning,News to You TEACCH Model,Lab Experiments			

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:	A 1% increase of Falcon Cove's eighth graders will score at 4.0 or higher on the 2013 FCAT Science test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
24% (192 students)	25% (200 students)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited structured opportunities for students to transfer and apply scientific knowledge to solving real-world problems.	Students will participate in community-based competitions and activities to enrich student learning of science and its application to real-world situations. Ex. Science Fair.	Kathryn Stone, Department Head, Cristina Selvidge, assistant principal	Teachers will engage students in real world competitions/activities as events occur.	Rubrics based on each specific activity completed. Student work/student created artifacts. Lab. Journals. Notebooks.
2	Students' inability to select and use scientific problem solving strategies and independent scientific thought processes.	Students will participate in essential labs or equivalent to support the inquiry processes of scientific thinking and problem solving.	Kathryn Stone, Department Head, Cristina Selvidge, assistant principal	Teachers will monitor activities designed to enhance inquiry and independent problem solving skills	Teacher-generated assessments and activities.
3	Teachers lack of experience in teaching the Next Generation SSS Science Standards and the implementation of the new science curriculum.	Intensive training for teachers in implementing the new standards, curriculum and textbook resources via monthly professional development activities, monthly department meetings, weekly PLC's, and sharing of best practices.	Kathryn Stone, Department Head, Cristina Selvidge, assistant principal	Progress monitoring of science students, data chats, frequent CWT to monitor student engagement and provide feedback to science teacher to assist in instruction	CWT to provide timely feedback regarding the implementation of the new Science SSS, data chats regarding student progress, Teacher generated assessments. County mini-assessments.
4	Students' inability to remember science content due to the science FCAT only being administered in the 8th grade.	8th grade teachers will create a secondary curriculum map in order to incorporate review time for 6th and 7th grade curriculum before the science FCAT.	Kathryn Stone, Department Head,Cristina Selvidge, Assistant Princpal	frequent CWT to monitor progression of curriculum map and provide feedbak to science teachers in order to assist in instruction, data chats	CWT Data Teacher generated assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment:	

Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	A 1% increase of students will score at or above level 7 on the 2013 FAA Science Test
2012 Current Level of Performance:	2013 Expected Level of Performance:
0	1%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students answers may be unreliable due to inconsistencies of their communication method, AAC devices malfunction, early release, attendance, behaviors	Differentiated Instruction to incorporate a variety of teaching strategies for multiple learning styles of Bloom's Taxonomy, Use of different science lab experiments, Unique Learning, News to You Cooking Lessons, TEACCH Model activities	Assistant Principals, ESE Specialist/Dept Chair, ESE Teachers	Checklists/Informal Assessments/Pre-Post Tests	Teacher Generated Created Tests

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
Incorporating Inquiry into Science Lessons	Al grade levels/ Science	Cynthia Knupp, County Secondary Science Trainer	Selected science teachers from each grade level	monthly county workshops	CWT data, review of lesson plans, department collaboration	Kathryn Stone, Department Head
Unwrapping the FCAT 2.0 Benchmarks using the Test Item Specifications	All grade levels/ Science	Kathryn Stone, Department head	Science Department	monthly PLC's	CWT Data, review of lesson plans	Kathryn Stone, Department Head
Vertical and Horizontal alignment	All grade levels, Science	Kathryn Stone, Department Head	Science Department	monthly PLC's	CWT data, common assessments	Kathryn Stone, Department Head

Science Budget:

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

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

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	A 1% increase of Falcon Cove's eighth graders will score a 4.0 or higher on the 2013 FCAT writing assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
93% (751 students)	94% (813 students)

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's current writing ability	All language arts teachers will participate in staff development to address writing, grammar, vocabulary, mechanics, literature, and reading skills.	Phyllis Zuri, department head; Cristina Selvidge, assistant principal	Frequent CWT to monitor student engagement and provide feedback to teacher to assist in instruction, Teacher monitoring of student progress, utilization of diagnostic assessments to drive instruction, monitor progress, and determine effectiveness of strategies.	School-wide writing prompts, Florida Writing Assessment Rubric, student writing portfolios
2	Students' lack of exposure to prewriting strategies.	Teachers will introduce and model prewriting strategies such as brainstorming, graphic organizers, and outlines. Students will practice prewriting strategies such as brainstorming, graphic organizers, and outlines.	Phyllis Zuri, department head; Cristina Selvidge, assistant principal	Frequent CWT to monitor student engagement and provide feedback to teacher to assist in instruction, Teacher monitoring of student progress, utilization of diagnostic assessments to drive instruction, monitor progress, and determine effectiveness	School-wide writing prompts, Florida Writing Assessment Rubric, student writing portfolios

				of strategies.	
3	Lack of experience in writing on a particular content with logical progression of ideas.	Modeling mini-lessons on the importance of writing content to the central idea or topic and how the organization of writing affects the logical presentation of ideas and the unity of the piece. Practice will be given in writing content to the central idea or topic and organizing writing so it affects the logical presentation of ideas	Phyllis Zuri, department head; Cristina Selvidge, assistant principal	Frequent CWT to monitor student engagement and provide feedback to teacher to assist in instruction, Teacher monitoring of student progress, utilization of diagnostic assessments to drive instruction, monitor progress, and determine effectiveness of strategies.	School-wide writing prompts, Florida Writing Assessment Rubric, student writing portfolios

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	A 1% increase of students will score a level 4 or above on the 2013 FAA Writing Test
2012 Current Level of Performance:	2013 Expected Level of Performance:
33%(3)	Maintain or Increase one student 34%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students answers may be unreliable due to inconsistencies of their communication method, AAC devices malfunction, early release, attendance, behaviors	Differentiated Instruction to incorporate a variety of teaching strategies for multiple learning styles of Bloom's Taxonomy, Use of different reading programs..Unique Learning, BEEP lessons, Technology for increase of written work production(Classroom Suites, Kidspiration), Use of personal word processors	Assistant Principals, ESE Specialist/Dept Chair, ESE Teachers	Checklists/Informal Assessments/Pre-Post Tests from different writing programs Teacher Generated Tests	Teacher evaluation of work samples

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 strategies/ skills taught in the Language Arts curriculum.	All levels/ Language Arts	Phyllis Zuri	Language Arts department, all grade levels	Weekly PLC's	Monthly classroom walkthrough	Phyllis Zuri, department head; Cristina Selvidge, assistant principal
Infusing ESE and ESOL strategies, particularly paragraph structure, using vocabulary in writing and reading passages to increase word usage.	Grades 6-8 Reading, Language Arts, Social Studies	Phyllis Zuri	Language Arts, Social Studies, Reading, all grade levels	Weekly PLC's. PD takes place weekly for 50 minutes as a department	Lesson plans, monthly classroom walkthrough, teachers will utilize BEEP lesson plans and indicate strategies in lesson plans	Phyllis Zuri, department head; Cristina Selvidge, assistant principal
Strategies - utilizing academic vocabulary in writing and reading passages to increase word usage.	Grades 6-8 Reading, Language Arts, Social Studies	Phyllis Zuri	Language Arts, Social Studies, Reading, all grade levels	Weekly PLC's. PD takes place weekly for 50 minutes as a department	Lesson plans, monthly classroom walkthrough, word walls	Phyllis Zuri, department head; Cristina Selvidge, assistant principal

Writing Budget:

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

End of Writing Goals

Civics End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Civics. Civics Goal #1:	Falcon Cove will monitor baseline Civics data, as evidenced by the End of course exam.
2012 Current Level of Performance:	2013 Expected Level of Performance:

Progress will be ongoing as students and teachers prepare for the EOC field test.	To be determined based upon the outcome of 2012 EOC field test.

Problem-Solving Process to Increase Student Achievement

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Application of Common Core Standards	Civics Teachers	Steve Bryant	Civics Teachers	Every Wednesday throughout the entire school year for 1 hour	Common instructional strategies,activities & assessment	Steve Bryant & Georgette Hamm

Civics Budget:

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

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

End of Civics Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	Attendance rates will be increased by 1%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
95%	96% or above.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
888	879
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
122	121

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	Early release and BAT Testing Days.	Mass distribution of announcements reminding parents of attendance policies and encouraging students to attend school.	Teachers and Administrators	Student Attendance Reports	Pinnacle, TERMS, DMS, Virtual Counselor
	Student tardies	Grade level assemblies	administration	Student attendance	Pinnacle, TERMS,

2		to address attendance / tardy policies		reports, teacher collaboration	Virtual Counselor atttendance 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
District Attendance Policies	Faculty and staff	Administrators	School-Wide	Start of School Year	Pinnacle, TERMS, DMS, Virtual Counselor	Administrators
Attendance Codes	Faculty and staff	Administrators	School-Wide	Start of School Year	Pinnacle, TERMS, DMS, Virtual Counselor	Administrators

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to “Guiding Questions”, identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	External suspensions will decrease by 1%.

2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
0	0
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
0	0
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
133	131
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
133	131

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 implementation of appropriate classroom management techniques	Effective classroom management, CHAMPs strategies,Project BRIDGE	Administration, faculty	Number of referrals reported to administration resulting in school consequences	DMS, TERMS
2	Insufficient time spent reviewing school policies and expectations	Grade level assemblies addressing student behavior as outlined in the code of student conduct handbook, review of policies and procedures in classrooms.	Administration, faculty	Number of referrals reported to administration resulting in school consequences	DMS,TERMS
3	Lack of uniformity in consequences.	Administrators and teacher-leader designees will attend discipline matrix training	Administrators, teacher-leader designees	Uniformity in consequences.	Discipline Matrix

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
Student Code of Conduct	All Grades	Administrators	School-wide	Included in the PLC program	TBD	Administrators

Referral Policies and Procedures	All Grades	Administrators	School-wide	As needed	Number and types of referrals	Administrators
Classroom Management Strategies	All Grades	Administrators	School-wide	Monthly	Number and types of referrals in DMS	Administrators
CHAMPS refresher training	All faculty & staff	District or school based presenter	School-wide	As needed	Monthly review of discipline data	Administrators, teacher-leader designees

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	We will maintain or increase parent involvement for the 2012-2013 school year by increasing our volunteer base by 10%
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
400	440

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 parent involvement	Survey families to determine their interests, talents, and availability.	Administrative Team	Survey	Survey Results
2	lack of parent involvement	Maintain a system to contact all families throughout the year.	Administrative Team, Jason Erdman, and Jeremy Gershwin	System continues to function effectively	Parent response.

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
Volunteer Breakfast	All parents	PTA Executive Board, Administration	Parents	August 29, 2012	Sign in Sheets, minutes, parent survey results	Cristina, Selvidge, assistant principal

Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM	To follow the county and state mandates for science, technology, engineering and mathematics that focus on

STEM Goal #1:	developing problem solving skills such as inquiry and analysis.

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	This is a new program so the barriers are to be determined	Teachers will attend professional development for STEM	Kathryn Stone, Science Department Head,Cristina Selvidge, Assistant Principal		

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

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

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

STEM Budget:

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. CTE CTE Goal #1:	

Problem-Solving Process to Increase Student Achievement

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

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

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

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

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

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

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

Differentiated Accountability

School-level Differentiated Accountability Compliance

( ) Priority ( ) Focus ( ) Prevent (•) NA

Are you a reward school: (•) Yes ( ) No

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

No Attachment (Uploaded on 10/18/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

[x] No. Disagree with the above statement.

If NO, describe the measures being taken to Comply with SAC Requirement

We will maintain or increase parent involvement for the 2012-2013 school year by increasing our volunteer base by 10%. All SAC meeting dates will be posted on our school website to inform parents and members of the community of meetings. The PTA will also send out email blasts to contact families throughout the year and encourage participation in SAC meetings. Falcon Cove also has a marquee maintained by Jeremy Gershwin, which notifies parents as well as members of the community of upcoming SAC meetings.

Describe projected use of SAC funds	Amount

No data submitted

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

Assist the Principal in faithfully implementing the School Improvement Plan (SIP), facilitate the development of the SIP, monitor implementation of the SIP, evaluate the effectiveness of the SIP, provide assistance in the preparation of the school's annual budget, and to make recommendations regarding the alignment of instructional staffing and instructional materials to support the SIP.

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 FALCON COVE MIDDLE SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	90%	92%	95%	72%	349	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	70%	79%			149	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	74% (YES)	73% (YES)			147	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					645	
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 FALCON COVE MIDDLE SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	92%	93%	97%	71%	353	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	73%	79%			152	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	75% (YES)	80% (YES)			155	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					660	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested