

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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Florida Department of Education  
325 West Gaines Street  
Tallahassee, Florida 32399

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

School Name: GULF MIDDLE SCHOOL

District Name: Pasco

Principal: Stan Trapp

SAC Chair: Debra Brosseau

Superintendent: Heather Fiorentino

Date of School Board Approval: November 1, 2012

Last Modified on: 10/31/2012

## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

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

|  |
|--|
| <a href="#">School Grades Trend Data</a>   |
| <a href="#">Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data</a> |
| <a href="#">High School Feedback Report</a>  |
| <a href="#">K-12 Comprehensive Research Based Reading Plan</a>                               |

### 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       | Stan Trapp    | BA English Literature, MA English Education, MA + 18 Adm. Supervision    | 9.5                          | 16                             | 2012: D, 2011:C, 2010: B, 2009: A, 2008:A, 2007:B,2006: A. AYP has never been met.  |
| Assis Principal | Lori Mobley   | B.S. in Secondary Social Studies Education, MA in Educational Leadership |                              | 2                              | Weightman Middle School: 2012: A, 2011: A.  |
| Assis Principal | Paul Lipinski | B.A. Univ. of Pennsylvania, M.A. Educational Leadership U.S.F.           | 2                            | 2                              | 2012: D, 2011: C, 2010: B, 2009: A, AYP has never been met.   |

### 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)   |
|---------------------|-----------------|---|------------------------------|--------------------------------------|---|
| K-12 Literacy Coach | Daniela Bruno   | BS English Education, FSU; Masters in Reading in progress, St. Leo University.  | 5                            |                                      | 2006-2007 – B<br>2007-2008 – A<br>2008-2009 – A<br>2009-2010 – B<br>2010-2011 – C<br>2011-2012 – D<br><br>AYP 2010-2011 = Adequate Progress of Lowest 25% in the School? Reading - 63% (YES) Math - 69% (YES)<br>AYP 2009-2010 = Adequate Progress of Lowest 25% in the School? Reading - 60% (YES) Math - 69% (YES)<br>AYP 2008-2009 = Adequate Progress of Lowest 25% in the School? Reading - 73% (YES) Math - 70% (YES)<br>AYP 2007-2008 = Adequate Progress of Lowest 25% in the School? Reading - 60% (YES) Math - 69% (YES)<br>AYP 2006-2007 = Adequate Progress of Lowest 25% in the School? Reading - 65% (YES) Math - 73% (YES) |
| Science Coach       | Shannon Schultz | BS Criminal Justice, UCF; Masters Ed. Leadership in progress, USF.  |                              | 1                                    | 2011-2012: Marlowe Elem C Hudson Elem D   |
| Math Coach          | Christine Bell  | BS Elementary Ed., BA Communication, Math 5-9 Certification, ESOL Endorsement, Masters in Ed. Leadership in progress. |                              |                                      | This is my first year as an Instructional Coach. I worked as a math instructor for Seven Springs Middle School for the past 5 years. We received the grade of "A" every year I worked there. I worked at Quail Hollow Elementary School the three years before. The school grades for those years were "A" for 04/05, "B" for 05/06, and "C" for 06/07. We did not make AYP for any of those years.   |

### 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 | Staff Development, Common Planning Periods, Mentors for new teachers, Staff Recognition Programs | Administration, faculty committees | 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 |
| 3 Reading teachers are currently working toward their reading endorsement.                             | reading endorsement courses   |

### 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 |
|-------------------------------------|--------------------------|--|---|--|-------------------------------------|-----------------------------|-----------------------------|-------------------------------------|--------------------------|
| 52                                  | 11.5%(6)                 | 34.6%(18)                                  | 34.6%(18)                                   | 19.2%(10)                                  | 21.2%(11)                           | 94.2%(49)                   | 7.7%(4)                     | 1.9%(1)                             | 26.9%(14)                |

### 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                   |
|------------------|----------------------------------|-----------------------|--|
| Bruno, Daniela   | Charles Keay, Stephanie Auringer | Language Arts         | Ongoing training sessions, one on one meetings |
| Costantino, Mary | Reynolds, Jessica                | Math                  | Ongoing training sessions, one on one meetings |
| Johnson, Joyce   | Jennings, Holly                  | Science               | Ongoing training sessions, one on one meetings |
| Lehmker, Cheri   | Gallagher, Brigit                | Guidance              | Ongoing training sessions, one on one meetings |
| Reynolds, Joy    | Johnson, Anthony                 | Social Studies        | Ongoing training sessions, one on one meetings |
| Stevens, Starr   | Figliomeni                       | Math                  | Ongoing training sessions, one on one meetings |

### 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

Working with our district we are able to fund a full-time K-12 Literacy Coach by splitting the cost with the district. In similar fashion we are able to fund a full-time Social Worker.

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

SAI and Title One are coordinated through after school programs. In addition to offering Extended School Day through SAI funding, our school offers tutoring through Title One funded SES programs.

Violence Prevention Programs

Title One funds a full-time Behavior Specialist in our school who, in addition to coordinating the development and monitoring of behavior plans, conducts Anger Management group sessions.

Nutrition Programs

As a school with a large number of Free and Reduced Lunch students, we offer a free breakfast to every student every school day.

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.

Members of the 2013 GMS RTI/PS School Based Leadership Team are

- Principal: Stan Trapp
- Assistant Principal: Lori Mobley
- Assistant Principal: Paul Lipinski
- School Psychologist: Melissa Wienhold
- Social Worker: Karyn McGuire
- Guidance Counselor: Cheri Lehmker
- Behavior Specialist: Diane Ramos
- Literacy Coach: Daniela Bruno
- SSAP: Ginny Miller
- ESE: Matt Bruno
- Classroom Teacher: Dawn McDonald
- Classroom Teacher: Jennifer Ippolito
- Classroom Teacher: Dawane Ledbetter

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

The school-based RTI Leadership Teams performs the following functions:

- Review of Universal Screening data.
- Review of Progress Monitoring data.
- Planning for Interventions.
- Assessment of RtI implementation progress (Self-Assessment of Problem Solving Implementation (SAPSI).
- Assessment of school staff's practices and skill development (RtI Skills and RtI Perception of Practices Surveys).
- Development of professional development/technical assistance plan to support RtI implementation

Development, implementation, and monitoring of the Positive Behavior Intervention System.

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?

- Analysis of relevant demographic/school profile data for the purpose of problem analysis and hypothesis generation.
- Identification of critical RtI infrastructure already established and/or in need of development and provide plan for building capacity.
- Analysis of schoolwide and grade-level data in order to identify student achievement trends.
- Analysis of disaggregated data in order to identify trends and groups in need of intervention.
- Development of assessment strategies and calendars (i.e., Universal Screening, Progress Monitoring, Diagnostic Assessment).
- Development of data review plans, supports, and calendars.
- Development of processes to ensure intervention fidelity
- Review of Progress Monitoring data.
- Planning for Interventions.
- Assessment of RtI implementation progress (Self- Assessment of Problem Solving Implementation (SAPSI).
- Assessment of school staff's skill development (RtI Skills Survey).
- Development of professional development/technical assistance plan to support RtI implementation.

#### 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.

Pasco Star: Data Warehouse System  
RTI/PS Data Base  
Student Data System  
Student Discipline Referral Data  
FAIR data reports  
GMS School-based data base  
Early Warning System/On Track Data

Describe the plan to train staff on MTSS.

PS/RTI Committee will provide ongoing training for the staff as elements are introduced and/or revised such as the GMS Data Base and the Student Data System. The school Leadership Team will participate in a half day training prior to the start of the 2013 school year. Several components of the action plan provide opportunities for staff members to participate in staff development as they are involved working on implementation.

Describe the plan to support MTSS.

MTSS will be supported by the committee structure of the school as well as through the master schedule.

#### Literacy Leadership Team (LLT)

##### School-Based Literacy Leadership Team

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

Principal: Stan Trapp  
Assistant Principal: Paul Lipinski  
Literacy Coach: Daniela Bruno  
Reading Teacher: Charles Keay  
Media Specialist: Marilyn Shafer  
Math Teacher: John Berg  
Science Teacher: Holly Jennings  
ESE Teacher: Joyce Johnson  
Language Arts Dept. Chair: Jennifer Ippolito  
Science Dept. Chair: Dustra Haynes  
Social Studies Dept: Dawn McDonald  
Language Arts Teacher: Jennifer Dabeck  
Language Arts Teacher: Janet Kengott  
CTE Teacher: Faye Falzone

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

The LLT performs the following functions:  
Meets regularly  
reviews and discusses literature regarding best practices  
participates in school-wide walk throughs  
recommends best practices teaching activities  
contributes to the School Improvement Plan

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

Meet regularly  
review and discuss literature regarding best practices  
participate in school-wide walk throughs  
recommend best practices teaching activities  
contribute to the School Improvement Plan

## Public School Choice

Supplemental Educational Services (SES) Notification  
[View uploaded file](#) (Uploaded on 9/6/2012)

### \*Elementary Title I Schools Only: Pre-School Transition

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

### \*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.

Teacher portfolios and lesson plans will reflect the use of literacy strategies.  
Each teacher's Individual Professional Development Plan will include a reading strategy and a SMART goal based on student reading achievement data.  
Each teacher will participate in weekly grade level content area meetings to discuss and implement strategies to improve student achievement in reading as well as the specific content area standards.

### \*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](#)

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## 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.<br><br>Reading Goal #1a:         | School-wide Reading Proficiency will improve from 45% (360 students) to 51% (408 students) on the 2013 FCAT school grade calculation. |
| 2012 Current Level of Performance:  | 2013 Expected Level of Performance:   |
| School-wide Reading Proficiency was 45% (360 students) on the 2012 FCAT school grade calculation. | School-wide Reading Proficiency will be 51%(408 students) on the 2013 FCAT school grade calculation.                                  |

#### 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 | Previous school schedule did not allow sufficient time for content area teachers to collaborate in planning lessons and assessments. | Teachers will plan collaboratively in small groups based on content area and grade level to develop standards based lessons using research based, effective teaching and assessment strategies. | Administration, Department Chair              | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. |
| 2 | School Grade data indicates a need to reexamine classroom practices.   | Teachers will complete the Unlocking the Secrets best practices workshop offered by the district staff development department and available on Avatar.  | Administration                                | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. |
| 3 | School Grade data indicates a need to reexamine classroom practices.   | Classroom activities will be structured to incorporate cooperative learning and gradual release strategies improving educational outcomes and meet the diverse needs of learners.               | Administration                                | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. |
| 4 | School Grade data indicates a need to reexamine classroom practices.   | Presentation of classroom curriculum will contain modeling of higher order thinking and questioning and will promote the use of writing to demonstrate mastery of material.                     | Administration                                | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. |
| 5 | Previous schedule did not accommodate advanced coursework.   | The master schedule will be developed in a manner that reinforces higher level thinking skills in advanced courses.   | Administration                                | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. |
|   | Students lacked  | GMS will implement a  | Administration,                               | Grade, discipline, and  | Grade, discipline,  |



|   |   |  |                                    |  |  |
|---|---|--|------------------------------------|--|--|
| 6 | motivation to excel                                       | school-wide, systematic approach, to track and celebrate student growth.   | staff, and faculty                 | attendance data.   | and attendance data.   |
| 7 | Students lacked motivation to excel                       | A school-wide early warning system will be implemented to categorize students as on-track, at-risk, or off-track. Tiered interventions will be utilized and student responses evaluated.   | Administration, staff, and faculty | Grade, discipline, and attendance data.                          | Grade, discipline, and attendance data.                          |
| 8 | Explicit reading instruction decreases in grades 7 and 8. | K-12 Weekly Reading Meetings will focus on implementing reading strategies that use test item specifications to address the reading standards across content areas.<br><br>K-12 Weekly Reading Meetings will focus on questioning techniques that elicit Moderate and High Complexity responses per the reading item specifications. | Team Leaders, Administration       | Teacher constructed assessments, Interim School FAIR Assessments | Teacher constructed assessments, Interim School FAIR Assessments |
| 9 | Explicit reading instruction decreases in grades 7 and 8. | K-12 weekly reading meetings will set team goals for student achievement based on interim FAIR reading assessments. Students will set individual goals based on FAIR reading assessments.<br><br>K-12 weekly reading meetings will analyze interim assessment data from FAIR and plan instruction based on the analysis.             | Team Leaders, Administration       | Teacher constructed assessments, Interim School FAIR Assessments | Teacher constructed assessments, Interim School FAIR 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:<br>Students scoring at Levels 4, 5, and 6 in reading.<br><br>Reading Goal #1b: |                                     |
| 2012 Current Level of Performance:   | 2013 Expected Level of Performance: |
|  |                                     |

Problem-Solving Process to Increase Student Achievement

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

No Data Submitted

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

|  |   |
|--|---|
| 2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading.<br><br>Reading Goal #2a:                        | Students scoring Level 4 or higher will improve from 19% ( 164 students) to 23% (194 students) on the 2013 Reading FCAT school grade calculation. |
| 2012 Current Level of Performance:   | 2013 Expected Level of Performance:   |
| The number of students scoring Level 4 or higher was 19% (164 students) on the 2012 Reading FCAT school grade calculation. | Students scoring Level 4 or higher will improve from 19% (164 students) to 23% (194 students) on the 2013 Reading FCAT school grade calculation.  |

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 | Previous school schedule did not allow sufficient time for content area teachers to collaborate in planning lessons and assessments. | Teachers will plan collaboratively in small groups based on content area and grade level to develop standards based lessons using research based, effective teaching and assessment strategies. | Administration, Department Chair              | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. |
| 2 | School Grade data indicates a need to reexamine classroom practices.   | Teachers will complete the Unlocking the Secrets best practices workshop offered by the district staff development department and available on Avatar.  | Administration, Team Leader                   | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. |
| 3 | School Grade data indicates a need to reexamine classroom practices.   | Classroom activities will be structured to incorporate cooperative learning and gradual release strategies improving educational outcomes and meet the diverse needs of learners.               | Administration                                | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. |
| 4 | School Grade data indicates a need to reexamine classroom practices  | Presentation of classroom curriculum will contain modeling of higher order thinking and questioning and will promote the use of writing to demonstrate mastery of material.                     | Administration                                | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. |
| 5 | Previous schedule did not accommodate advanced coursework.   | The master schedule will be developed in a manner that reinforces higher level thinking skills in advanced courses.   | Administration                                | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. |
| 6 | Students lacked motivation to excel  | GMS will implement a school-wide, systematic approach, to track and celebrate student growth.   | Administration, staff, and faculty            | Grade, discipline, and attendance data.   | Grade, discipline, and attendance data.   |
| 7 | Students lacked motivation to excel  | A school-wide early warning system will be implemented to categorize students as on-track, at-risk, or off-   | Administration, staff, and faculty            | Grade, discipline, and attendance data.   | Grade, discipline, and attendance data.   |

|    |   |   |                              |  |   |
|----|---|---|------------------------------|--|---|
|    |   | track. Tiered interventions will be utilized and student responses evaluated.   |                              |  |   |
| 8  | 2.1<br>Lack of wide reading                               | 2.1<br>Student Interest Survey to match students with reading material of high interest.<br><br>2. Team/Teacher book swaps<br>Student monitoring and accountability<br><br>3. Wide selection of available books   | 2.1<br>All teachers          | 2.1<br>Reading Logs<br><br>2.2 Incorporate Technology:<br>Podcasts/Blogs of book reviews | 2.1 FCAT Data 2.<br>FAIR Data 3.<br>Formal: Reading Logs<br><br>4 Informal: Teacher Observation |
| 9  | Explicit reading instruction decreases in grades 7 and 8. | K-12 Weekly Reading Meetings will focus on implementing reading strategies that use test item specifications to address the reading standards across content areas.   | Team Leaders, Administration | Teacher constructed assessments, Interim School FAIR Assessments                         | Teacher constructed assessments, Interim School FAIR Assessments                                |
| 10 | Explicit reading instruction decreases in grades 7 and 8. | K-12 Weekly Reading Meetings will analyze interim assessment data from FAIR and plan instruction based on the analysis.<br><br>K-12 Weekly Reading Meetings will set team goals for student achievement based on interim FAIR reading assessments.<br><br>Students will set individual goals based on FAIR reading assessments. | Team Leaders, Administration | Teacher constructed assessments, Interim School FAIR Assessments                         | Teacher constructed assessments, Interim School FAIR 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:<br>Students scoring at or above Achievement Level 7 in reading.<br><br>Reading Goal #2b: |                                     |
| 2012 Current Level of Performance:   | 2013 Expected Level of Performance: |
|  |                                     |

Problem-Solving Process to Increase Student Achievement

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

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

|   |  |
|---|--|
| 3a. FCAT 2.0: Percentage of students making learning gains in reading.<br><br>Reading Goal #3a: | The percentage of students making a learning gain in reading as measured by the 2013 FCAT Reading Test will increase from 55%(473 students) in 2012 to 60% (516 students) in 2013. |
| 2012 Current Level of Performance:  | 2013 Expected Level of Performance:  |
| 55% ( 473 students) made a learning gain in reading as measured by the 2012 FCAT Reading Test.  | 60% ( 516 students) will make a learning gain in reading as measured by the 2013 FCAT Reading Test.  |

Problem-Solving Process to Increase Student Achievement

|   | Anticipated Barrier  | Strategy  | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy   | Evaluation Tool   |
|---|--|---|---|---|---|
| 1 | Previous school schedule did not allow sufficient time for content area teachers to collaborate in planning lessons and assessments. | Teachers will plan collaboratively in small groups based on content area and grade level to develop standards based lessons using research based, effective teaching and assessment strategies. | Administration, Department Chair              | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. |
| 2 | School Grade data indicates a need to reexamine classroom practices.   | Teachers will complete the Unlocking the Secrets best practices workshop offered by the district Staff Development Department available on Avatar.  | Administration, Team Leader                   | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. |
| 3 | School Grade data indicates a need to reexamine classroom practices.   | Classroom activities will be structured to incorporate cooperative learning and gradual release strategies improving educational outcomes and meet the diverse needs of learners.               | Administration                                | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. |
| 4 | School Grade data indicates a need to reexamine classroom practices.   | Presentation of classroom curriculum will contain modeling of higher order thinking and questioning and will promote the use of writing to demonstrate mastery of material.                     | Administration                                | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. |
| 5 | Previous schedule did not accommodate advanced coursework.   | The master schedule will be developed in a manner that reinforces higher level thinking skills in advanced courses.   | Administration                                | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. |
| 6 | Students lacked motivation to excel  | GMS will implement a school-wide, systematic approach, to track and celebrate student growth.   | Administration, staff, and faculty            | Grade, discipline, and attendance data.   | Grade, discipline, and attendance data.   |
| 7 | Students lacked motivation to excel  | A school-wide early warning system will be implemented to categorize students as on-track, at-risk, or off-   | Administration, staff, and faculty            | Grade, discipline, and attendance data.   | Grade, discipline, and attendance data.   |

|    |  |   |                                    |   |   |
|----|--|---|------------------------------------|---|---|
|    |  | track. Tiered interventions will be utilized and student responses evaluated.   |                                    |   |   |
| 8  | Students needed additional interventions beyond the regular classroom. | GMS will create a targeted system of supports for struggling students in the master schedule by providing additional staffing supports to meet student needs.   | Administration, staff, and faculty | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. |
| 9  | Explicit reading instruction decreases in grades 7 and 8.              | K-12 Weekly Reading Meetings will focus on implementing reading strategies that use test item specifications to address the reading standards across content areas.   | Team Leaders, Administration       | Teacher constructed assessments, Interim School FAIR Assessments  | Teacher constructed assessments, Interim School FAIR Assessments  |
| 10 | Explicit reading instruction decreases in grades 7 and 8.              | K-12 Weekly Reading Meetings will analyze interim assessment data from FAIR and plan instruction based on the analysis.<br><br>K-12 Weekly Reading Meetings will set team goals for student achievement based on interim FAIR reading assessments.<br><br>Students will set individual goals based on FAIR reading assessments. | Team Leaders, Administration       | Teacher constructed assessments, Interim School FAIR Assessments  | Teacher constructed assessments, Interim School FAIR 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:<br>Percentage of students making Learning Gains in reading.<br><br>Reading Goal #3b: |                                     |
| 2012 Current Level of Performance:   | 2013 Expected Level of Performance: |
|  |                                     |

Problem-Solving Process to Increase Student Achievement

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

No Data Submitted

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

|   |  |
|---|--|
| 4. FCAT 2.0: Percentage of students in Lowest 25% |  |
|---|--|

|   |  |
|---|--|
| making learning gains in reading.<br>Reading Goal #4:   | 65% (138) of Lowest quartile students (212) will show a Learning Gain on the 2013 FCAT Reading Test. |
| 2012 Current Level of Performance:  | 2013 Expected Level of Performance:  |
| 61% (129 students) of Lowest Quartile students made Learning Gains on the 2012 FCAT Reading Test. | 65% (138) of Lowest quartile students (212) will show a Learning Gain on the 2013 FCAT Reading Test. |

Problem-Solving Process to Increase Student Achievement

|   | Anticipated Barrier  | Strategy  | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy   | Evaluation Tool   |
|---|--|---|---|---|---|
| 1 | Previous school schedule did not allow sufficient time for content area teachers to collaborate in planning lessons and assessments. | Teachers will plan collaboratively in small groups based on content area and grade level to develop standards based lessons using research based, effective teaching and assessment strategies. | Administration, Department Chair              | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample  | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample  |
| 2 | School Grade data indicates a need to reexamine classroom practices  | Teachers will complete the Unlocking the Secrets best practices workshop offered by the district Staff Development Department and available on Avatar.  | Administration, Team Leader                   | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample  | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample  |
| 3 | School Grade data indicates a need to reexamine classroom practices.   | Classroom activities will be structured to incorporate cooperative learning and gradual release strategies improving educational outcomes and meet the diverse needs of learners.               | Administration                                | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. |
| 4 | School Grade data indicates a need to reexamine classroom practices.   | Presentation of classroom curriculum will contain modeling of higher order thinking and questioning and will promote the use of writing to demonstrate mastery of material.                     | Administration                                | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. |
| 5 | Students lacked motivation to excel  | GMS will implement a school-wide, systematic approach, to track and celebrate student growth.   | Administration, staff, and faculty            | Grade, discipline, and attendance data.   | Grade, discipline, and attendance data.   |
| 6 | Students lacked motivation to excel  | A school-wide early warning system will be implemented to categorize students as on-track, at-risk, or off-track. Tiered interventions will be utilized and student responses evaluated.        | Administration, staff, and faculty            | Grade, discipline, and attendance data.   | Grade, discipline, and attendance data.   |
| 7 | Students needed additional interventions beyond the regular classroom.   | GMS will create a targeted system of supports for struggling students in the master schedule by providing additional staffing supports to meet student needs.                                   | Administration, staff, and faculty            | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. |
|   | Explicit reading   | K-12 Weekly Reading   | Team Leaders,                                 | Teacher constructed   | Teacher   |

|    |   |   |                              |  |  |
|----|---|---|------------------------------|--|--|
| 8  | instruction decreases in grades 7 and 8.                  | Meetings will focus on implementing reading strategies that use test item specifications to address the reading standards across content areas.   | Administration               | assessments, Interim School FAIR Assessments                     | constructed assessments, Interim School FAIR Assessments         |
| 9  | Explicit reading instruction decreases in grades 7 and 8. | K-12 Weekly Reading Meetings will analyze interim assessment data from FAIR and plan instruction based on the analysis.<br><br>K-12 Weekly Reading Meetings will set team goals for student achievement based on interim FAIR reading assessments.<br><br>Students will set individual goals based on FAIR reading assessments. | Team Leaders, Administration | Teacher constructed assessments, Interim School FAIR Assessments | Teacher constructed assessments, Interim School FAIR Assessments |
| 10 | Low Quartile student learning gains                       | K-12 Weekly Reading Meetings will analyze Level One Student Performance Data and assist with individual interventions as needed.  | Team Leaders Administration  | Teacher constructed assessments, Interim School FAIR Assessments | Teacher constructed assessments, Interim School FAIR 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 #<br>The percentage of non proficient students will be reduced from 55% (473 students) in 2012 to 27% (232 students) in 2017.<br>5A : |                 |                 |                 |           |
| Baseline data 2010-2011  | 2011-2012       | 2012-2013  | 2013-2014       | 2014-2015       | 2015-2016       | 2016-2017 |
|  | 55% non profici | 49% non profici  | 44% non profici | 39% non profici | 35% non profici |           |

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.<br><br>Reading Goal #5B: | 51% (68) of Hispanic students (134 total) will show proficiency on the 2013 FCAT Reading Test. |
| 2012 Current Level of Performance:  | 2013 Expected Level of Performance:  |
| 37% (50) of Hispanic students (134 total) showed proficiency on the 2012 FCAT Reading Test.   | 51% (68) of Hispanic students (134 total) will show proficiency on the 2013 FCAT Reading 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                  |
|---|---|---|--|----------------------------------|
| Previous school schedule did not allow sufficient time for content area | Teachers will plan collaboratively in small groups based on content | Administration, Department Chair              | Teacher constructed assessments, Interim School Assessments such | Teacher constructed assessments, |

|    |  |  |                                    |   |   |
|----|--|--|------------------------------------|---|---|
| 1  | teachers to collaborate in planning lessons and assessments.           | area and grade level to develop standards based lessons using research based, effective teaching and assessment strategies.  |                                    | as CORE, FAIR, and Timed Writing Sample.  | Interim School Assessments such as CORE, FAIR, and Timed Writing Sample.                                  |
| 2  | School Grade data indicates a need to reexamine classroom practices    | Teachers will complete the Unlocking the Secrets best practices workshop offered by the district Staff Development Department and available on Avatar.                                   | Administration, Team Leader        | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. |
| 3  | School Grade data indicates a need to reexamine classroom practices.   | Classroom activities will be structured to incorporate cooperative learning and gradual release strategies improving educational outcomes and meet the diverse needs of learners.        | Administration                     | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. |
| 4  | School Grade data indicates a need to reexamine classroom practices.   | Presentation of classroom curriculum will contain modeling of higher order thinking and questioning and will promote the use of writing to demonstrate mastery of material.              | Administration                     | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. |
| 5  | Students lacked motivation to excel                                    | GMS will implement a school-wide, systematic approach, to track and celebrate student growth.  | Administration, staff, and faculty | Grade, discipline, and attendance data.   | Grade, discipline, and attendance data.   |
| 6  | Students lacked motivation to excel                                    | A school-wide early warning system will be implemented to categorize students as on-track, at-risk, or off-track. Tiered interventions will be utilized and student responses evaluated. | Administration, staff, and faculty | Grade, discipline, and attendance data.   | Grade, discipline, and attendance data.   |
| 7  | Students needed additional interventions beyond the regular classroom. | GMS will create a targeted system of supports for struggling students in the master schedule by providing additional staffing supports to meet student needs.                            | Administration, staff, and faculty | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. |
| 8  | Explicit reading instruction decreases in grades 7 and 8.              | K-12 Weekly Reading Meetings will focus on implementing reading strategies that use test item specifications to address the reading standards across content areas.                      | Team Leaders, Administration       | Teacher constructed assessments, Interim School FAIR Assessments  | Teacher constructed assessments, Interim School FAIR Assessments  |
| 9  | Explicit reading instruction decreases in grades 7 and 8.              | K-12 Weekly Reading Meetings will focus on implementing reading strategies that use test item specifications to address the reading standards across content areas.                      | Team Leaders, Administration       | Teacher constructed assessments, Interim School FAIR Assessments  | Teacher constructed assessments, Interim School FAIR Assessments  |
| 10 | Students who lack in proficiency can be overlooked in the classroom.   | Each team will generate a list of Hispanic students at Level One or Two in reading in order to monitor and assist with individual interventions as                                       | Team Leaders, Administration       | Teacher constructed assessments, Interim School FAIR Assessments  | Teacher constructed assessments, Interim School FAIR Assessments  |



needed.

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.<br><br>Reading Goal #5C: | 25% (7) of ELL students (28 total) will show proficiency on the 2013 FCAT Reading Test. |
| 2012 Current Level of Performance:  | 2013 Expected Level of Performance:   |
| 18% (5) ELL students (28 total) showed proficiency on the 2012 FCAT Reading Test.                         | 25% (7) of ELL students (28 total) will show proficiency on the 2013 FCAT Reading Test. |

Problem-Solving Process to Increase Student Achievement

|   | Anticipated Barrier  | Strategy  | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy   | Evaluation Tool   |
|---|--|---|---|---|---|
| 1 | Previous school schedule did not allow sufficient time for content area teachers to collaborate in planning lessons and assessments. | Teachers will plan collaboratively in small groups based on content area and grade level to develop standards based lessons using research based, effective teaching and assessment strategies. | Administration, Department Chair              | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. |
| 2 | School Grade data indicates a need to reexamine classroom practices  | Teachers will complete the Unlocking the Secrets best practices workshop offered by the district Staff Development Department and available on Avatar.  | Administration, Team Leader                   | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. |
| 3 | School Grade data indicates a need to reexamine classroom practices.   | Classroom activities will be structured to incorporate cooperative learning and gradual release strategies improving educational outcomes and meet the diverse needs of learners.               | Administration                                | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. |
| 4 | School Grade data indicates a need to reexamine classroom practices.   | Presentation of classroom curriculum will contain modeling of higher order thinking and questioning and will promote the use of writing to demonstrate mastery of material.                     | Administration                                | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. |
| 5 | Previous schedule did not accommodate advanced coursework  | The master schedule will be developed in a manner that reinforces higher level thinking skills in advanced courses.   | Administration                                | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. |
| 6 | Students lacked motivation to excel  | GMS will implement a school-wide, systematic approach, to track and celebrate student growth.   | Administration, staff, and faculty            | Grade, discipline, and attendance data.   | Grade, discipline, and attendance data.   |
|   | Students lacked motivation to excel  | A school-wide early warning system will be implemented to   | Administration, staff, and faculty            | Grade, discipline, and attendance data.   | Grade, discipline, and attendance data.   |

|    |  |   |                                    |   |   |
|----|--|---|------------------------------------|---|---|
| 7  |  | categorize students as on-track, at-risk, or off-track. Tiered interventions will be utilized and student responses evaluated.  |                                    |   |   |
| 8  | Students needed additional interventions beyond the regular classroom. | GMS will create a targeted system of supports for struggling students in the master schedule by providing additional staffing supports to meet student needs.   | Administration, staff, and faculty | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. |
| 9  | Explicit reading instruction decreases in grades 7 and 8.              | K-12 Weekly Reading Meetings will focus on implementing reading strategies that use test item specifications to address the reading standards across content areas.   | Team Leaders, Administration       | Teacher constructed assessments, Interim School FAIR Assessments  | Teacher constructed assessments, Interim School FAIR Assessments  |
| 10 | Explicit reading instruction decreases in grades 7 and 8.              | K-12 Weekly Reading Meetings will analyze interim assessment data from FAIR and plan instruction based on the analysis.<br><br>K-12 Weekly Reading Meetings will set team goals for student achievement based on interim FAIR reading assessments.<br><br>Students will set individual goals based on FAIR reading assessments. | Team Leaders, Administration       | Teacher constructed assessments, Interim School FAIR Assessments  | Teacher constructed assessments, Interim School FAIR Assessments  |
| 11 | Students who lack in proficiency can be overlooked in the classroom.   | Each team will generate a list of ELL students at Level One or Two in reading in order to monitor and assist with individual interventions as needed.   | Team Leaders, Administration       | Teacher constructed assessments, Interim School FAIR Assessments  | Teacher constructed assessments, Interim School FAIR 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:

|  |  |
|--|--|
| 5D. Students with Disabilities (SWD) not making satisfactory progress in reading.<br><br>Reading Goal #5D: | 32%(44) of SWD students (139 total) will show proficiency on the 2013 FCAT Reading Test. |
| 2012 Current Level of Performance:   | 2013 Expected Level of Performance:  |
| 16% (22) of SWD students (139 total) showed proficiency on the 2012 FCAT Reading Test.                     | 32%(44) of SWD students (139 total) will show proficiency on the 2013 FCAT Reading 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     |
|--|---|---|---|---|---------------------|
|  | Previous school schedule did not allow sufficient | Teachers will plan collaboratively in small | Administration, Department Chair              | Teacher constructed assessments, Interim            | Teacher constructed |

|   |  |  |                                    |   |   |
|---|--|--|------------------------------------|---|---|
| 1 | time for content area teachers to collaborate in planning lessons and assessments. | groups based on content area and grade level to develop standards based lessons using research based, effective teaching and assessment strategies.                                      |                                    | School Assessments such as CORE, FAIR, and Timed Writing Sample.  | assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample.                     |
| 2 | School Grade data indicates a need to reexamine classroom practices.               | Teachers will complete the Unlocking the Secrets best practices workshop offered by the district Staff Development Department and available on Avatar.                                   | Administration, Team Leader        | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. |
| 3 | School Grade data indicates a need to reexamine classroom practices.               | Classroom activities will be structured to incorporate cooperative learning and gradual release strategies improving educational outcomes and meet the diverse needs of learners.        | Administration                     | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. |
| 4 | School Grade data indicates a need to reexamine classroom practices.               | Presentation of classroom curriculum will contain modeling of higher order thinking and questioning and will promote the use of writing to demonstrate mastery of material.              | Administration                     | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. |
| 5 | Previous schedule did not accommodate advanced coursework.                         | The master schedule will be developed in a manner that reinforces higher level thinking skills in advanced courses.  | Administration                     | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. |
| 6 | Students lacked motivation to excel  | GMS will implement a school-wide, systematic approach, to track and celebrate student growth.  | Administration, staff, and faculty | Grade, discipline, and attendance data.   | Grade, discipline, and attendance data.   |
| 7 | Students lacked motivation to excel  | A school-wide early warning system will be implemented to categorize students as on-track, at-risk, or off-track. Tiered interventions will be utilized and student responses evaluated. | Administration, staff, and faculty | Grade, discipline, and attendance data.   | Grade, discipline, and attendance data.   |
| 8 | Students needed additional interventions beyond the regular classroom.             | GMS will create a targeted system of supports for struggling students in the master schedule by providing additional staffing supports to meet student needs.                            | Administration, staff, and faculty | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. |
| 9 | Explicit reading instruction decreases in grades 7 and 8.                          | K-12 Weekly Reading Meetings will focus on implementing reading strategies that use test item specifications to address the reading standards across content areas.                      | Team Leaders, Administration       | Teacher constructed assessments, Interim School FAIR Assessments  | Teacher constructed assessments, Interim School FAIR Assessments  |
|   | Explicit reading instruction decreases in grades 7 and 8.                          | K-12 Weekly Reading Meetings will analyze interim assessment data from FAIR and plan instruction based on the  | Team Leaders, Administration       | Teacher constructed assessments, Interim School FAIR Assessments  | Teacher constructed assessments, Interim School FAIR Assessments  |

|    |  |   |                              |  |  |
|----|--|---|------------------------------|--|--|
| 10 |  | analysis.<br><br>K-12 Weekly Reading Meetings will set team goals for student achievement based on interim FAIR reading assessments.<br><br>Students will set individual goals based on FAIR reading assessments. |                              |  |  |
| 11 | Students who lack in proficiency can be overlooked in the classroom. | Each team will generate a list of SWD students at Level One or Two in reading in order to monitor and assist with individual interventions as needed.   | Team Leaders, Administration | Teacher constructed assessments, Interim School FAIR Assessments | Teacher constructed assessments, Interim School FAIR 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:

|   |  |
|---|--|
| 5E. Economically Disadvantaged students not making satisfactory progress in reading.<br><br>Reading Goal #5E: | 50% (332) ED students ( 664) total) will show proficiency on the 2013 FCAT Reading Test. |
| 2012 Current Level of Performance:  | 2013 Expected Level of Performance:  |
| 40% (269) ED students ( 664 total) showed proficiency on the 2012 FCAT Reading Test.                          | 50% (332) ED students ( 664) total) will show proficiency on the 2013 FCAT Reading Test. |

Problem-Solving Process to Increase Student Achievement

|   | Anticipated Barrier  | Strategy  | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy   | Evaluation Tool   |
|---|--|---|---|---|---|
| 1 | Previous school schedule did not allow sufficient time for content area teachers to collaborate in planning lessons and assessments. | Teachers will plan collaboratively in small groups based on content area and grade level to develop standards based lessons using research based, effective teaching and assessment strategies. | Administration, Department Chair              | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. |
| 2 | School Grade data indicates a need to reexamine classroom practices.   | Teachers will complete the Unlocking the Secrets best practices workshop offered by the district Staff Development Department and available on Avatar.  | Administration, Team Leader                   | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. |
| 3 | Explicit reading instruction decreases in grades 7 and 8.  | K-12 Weekly Reading Meetings will focus on implementing reading strategies that use test item specifications to address the reading standards across content areas.                             | Team Leaders, Administration                  | Teacher constructed assessments, Interim School FAIR Assessments  | Teacher constructed assessments, Interim School FAIR Assessments  |
|   | Explicit reading instruction decreases in grades 7 and 8   | K-12 Weekly Reading Meetings will analyze interim assessment data from FAIR and plan  | Team Leaders, Administration                  | Teacher constructed assessments, Interim School FAIR Assessments  | Teacher constructed assessments, Interim School   |

|   |   |  |                              |  |  |
|---|---|--|------------------------------|--|--|
| 4 |   | instruction based on the analysis.<br><br>K-12 Weekly Reading Meetings will set team goals for student achievement based on interim FAIR reading assessments.<br><br>Students will set individual goals based on FAIR reading assessments. |                              |  | FAIR Assessments   |
| 5 | Students who lack in proficiency can be overlooked in the classroom | Each team will generate a list of ED students at Level One or Two in reading in order to monitor and assist with individual interventions as needed.   | Team Leaders, Administration | Teacher constructed assessments, Interim School FAIR Assessments | Teacher constructed assessments, Interim School FAIR Assessments |

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

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

| PD Content /Topic and/or PLC Focus                                   | Grade Level/Subject                                   | PD Facilitator and/or PLC Leader | PD Participants (e.g. , PLC, subject, grade level, or school-wide) | Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
|--|---|----------------------------------|--|--|-----------------------------------|---|
| Research based best practices,data analysis, and common assessments. | Grade level and content area specific for grades 6-8. | Teacher participants             | school-wide  | Weekly   | Individual Follow up Form         | Staff Development Committee                   |

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      |
| Study Island                                | Supplemental reading software program | Local Grant    | \$500.00              |
|   |                                       |                | Subtotal: \$500.00    |
| Professional Development                    |                                       |                |                       |
| Strategy                                    | Description of Resources              | Funding Source | Available Amount      |
| On-going support provided by Literacy Coach | Literacy Coach                        | Title One      | \$20,000.00           |
|   |                                       |                | Subtotal: \$20,000.00 |
| Other                                       |                                       |                |                       |
| Strategy                                    | Description of Resources              | Funding Source | Available Amount      |
| No Data                                     | No Data                               | No Data        | \$0.00                |

## 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.<br>CELLA Goal #1:   |  | 50% (13) out of a total of 26 students were proficient in listening/speaking. This will increase to 60% (16) of a total of 26 on the 2013 CELLA assessment.                                     |   |   |   |
| 2012 Current Percent of Students Proficient in listening/speaking:  |  |   |   |   |   |
| 50% (13) out of a total of 26 students were proficient in listening/speaking.                                   |  |   |   |   |   |
| 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 needed additional interventions beyond the regular classroom.   | GMS will create a targeted system of supports for struggling students in the master schedule by providing additional staffing supports to meet student needs.                                   | Administration, staff, and faculty            | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. |
| 2   | Previous school schedule did not allow sufficient time for content area teachers to collaborate in planning lessons and assessments. | Teachers will plan collaboratively in small groups based on content area and grade level to develop standards based lessons using research based, effective teaching and assessment strategies. | Administration, Department Chair              | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. |

|   |                     |   |   |   |                 |
|---|---------------------|---|---|---|-----------------|
| Students read in English at grade level text in a manner similar to non-ELL students. |                     |   |   |   |                 |
| 2. Students scoring proficient in reading.<br>CELLA Goal #2:                          |                     | 19% (5) out of 27 total students were proficient in reading. For the 2013 CELLA 30% (8) students will be proficient in reading. |   |   |                 |
| 2012 Current Percent of Students Proficient in reading:                               |                     |   |   |   |                 |
| 19% (5) out of 27 total students were proficient in reading.                          |                     |   |   |   |                 |
| 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 | Previous school schedule did not allow sufficient time for content area teachers to collaborate in planning lessons and assessments. | Teachers will plan collaboratively in small groups based on content area and grade level to develop standards based lessons using research based, effective teaching and assessment strategies. | Administration, Department Chair   | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. |
| 2 | Students needed additional interventions beyond the regular classroom.   | GMS will create a targeted system of supports for struggling students in the master schedule by providing additional staffing supports to meet student needs.                                   | Administration, staff, and faculty | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. |

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

3. Students scoring proficient in writing.

CELLA Goal #3:

20% (5) students out of a total of 25 were proficient in writing. For the 2013 CELLA 35% (9) students out of a total of 25 will be proficient in writing.

2012 Current Percent of Students Proficient in writing:

20% (5) students out of a total of 25 were proficient in writing.

#### Problem-Solving Process to Increase Student Achievement

|   | Anticipated Barrier  | Strategy  | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy   | Evaluation Tool   |
|---|--|---|---|---|---|
| 1 | Previous school schedule did not allow sufficient time for content area teachers to collaborate in planning lessons and assessments. | Teachers will plan collaboratively in small groups based on content area and grade level to develop standards based lessons using research based, effective teaching and assessment strategies. | Administration, Department Chair              | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. |
| 2 | Students needed additional interventions beyond the regular classroom.   | GMS will create a targeted system of supports for struggling students in the master schedule by providing additional staffing supports to meet student needs.                                   | Administration, staff, and faculty            | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. |

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.<br><br>Mathematics Goal # 1a: | 45% (387) of students (860 total) will show proficiency on the 2013 FCAT Math school grade. |
| 2012 Current Level of Performance:   | 2013 Expected Level of Performance:   |
| 38% (326) of students (860 total) showed proficiency on the 2012 FCAT Math school grade.           | 45% (387) of students (860 total) will show proficiency on the 2013 FCAT Math school grade. |

## 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 | Previous school schedule did not allow sufficient time for content area teachers to collaborate in planning lessons and assessments. | Teachers will plan collaboratively in small groups based on content area and grade level to develop standards based lessons using research based, effective teaching and assessment strategies. | Administration, Department Chair              | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. |
| 2 | School Grade data indicates a need to reexamine classroom practices.   | Teachers will complete the Unlocking the Secrets best practices workshop offered by the district staff development department and available on Avatar.  | Administration                                | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. |
| 3 | School Grade data indicates a need to reexamine classroom practices.   | Classroom activities will be structured to incorporate cooperative learning and gradual release strategies improving educational outcomes and meet the diverse needs of learners.               | Administration                                | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. |
| 4 | School Grade data indicates a need to reexamine classroom practices.   | Presentation of classroom curriculum will contain modeling of higher order thinking and questioning and will promote the use of writing to demonstrate mastery of material.                     | Administration                                | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. |
| 5 | Previous schedule did not accommodate advanced coursework.   | The master schedule will be developed in a manner that reinforces higher level thinking skills in advanced courses.   | Administration                                | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. |
| 6 | Students lacked motivation to excel  | GMS will implement a school-wide, systematic approach, to track and celebrate student growth.   | Administration, staff, and faculty            | Grade, discipline, and attendance data.   | Grade, discipline, and attendance data.   |

|   |  |  |   |  |   |
|---|--|--|---|--|---|
| 7 | Students lacked motivation to excel            | A school-wide early warning system will be implemented to categorize students as on-track, at-risk, or off-track. Tiered interventions will be utilized and student responses evaluated.   | Administration, staff, and faculty      | Grade, discipline, and attendance data.        | Grade, discipline, and attendance data. |
| 8 | 1.1. Understanding and implementation of NGSSS | 1.1 Teachers will use the Core Assessment Progress Monitoring Test to both drive instruction and achieve student buy in, in order to increase student proficiency.<br><br>1.2. Administration of assessment once a quarter<br>1.3. Graph Results to provide feedback.<br>1.4 Data Conferences with students. | 1.1.Math Department<br><br>1.2.Students | 1.1.Monitor Graphs<br><br>1.2.Provide feedback | 1.1.Quarterly CORE Assessment           |

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

|   |                                     |
|---|-------------------------------------|
| 1b. Florida Alternate Assessment:<br>Students scoring at Levels 4, 5, and 6 in mathematics.<br><br>Mathematics Goal # 1b: |                                     |
| 2012 Current Level of Performance:  | 2013 Expected Level of Performance: |
|   |                                     |

Problem-Solving Process to Increase Student Achievement

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

No Data Submitted

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

|  |  |
|--|--|
| 2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics.<br><br>Mathematics Goal # 2a: | 20% (172) of students (860 total) will score a 4 or higher on the 2013 FCAT Math Assessment. |
| 2012 Current Level of Performance:   | 2013 Expected Level of Performance:  |
| 15% (126 students) (860 total) scored a 4 or higher on the 2012 FCAT Math Assessment.                        | 20% (172) of students (860 total) will score a 4 or higher on the 2013 FCAT Math Assessment. |

Problem-Solving Process to Increase Student Achievement

|  |  |           |                 |  |
|--|--|-----------|-----------------|--|
|  |  | Person or | Process Used to |  |
|--|--|-----------|-----------------|--|

|   | Anticipated Barrier  | Strategy   | Position Responsible for Monitoring | Determine Effectiveness of Strategy   | Evaluation Tool   |
|---|--|--|-------------------------------------|---|---|
| 1 | Previous school schedule did not allow sufficient time for content area teachers to collaborate in planning lessons and assessments. | Teachers will plan collaboratively in small groups based on content area and grade level to develop standards based lessons using research based, effective teaching and assessment strategies.  | Administration, Department Chair    | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. |
| 2 | School Grade data indicates a need to reexamine classroom practices.   | Teachers will complete the Unlocking the Secrets best practices workshop offered by the district staff development department and available on Avatar.   | Administration, Team Leader         | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. |
| 3 | School Grade data indicates a need to reexamine classroom practices.   | Classroom activities will be structured to incorporate cooperative learning and gradual release strategies improving educational outcomes and meet the diverse needs of learners.  | Administration                      | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. |
| 4 | School Grade data indicates a need to reexamine classroom practices  | Presentation of classroom curriculum will contain modeling of higher order thinking and questioning and will promote the use of writing to demonstrate mastery of material.  | Administration                      | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. |
| 5 | Previous schedule did not accommodate advanced coursework.   | The master schedule will be developed in a manner that reinforces higher level thinking skills in advanced courses.  | Administration                      | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. |
| 6 | Students lacked motivation to excel  | GMS will implement a school-wide, systematic approach, to track and celebrate student growth.  | Administration, staff, and faculty  | Grade, discipline, and attendance data.   | Grade, discipline, and attendance data.   |
| 7 | Students lacked motivation to excel  | A school-wide early warning system will be implemented to categorize students as on-track, at-risk, or off-track. Tiered interventions will be utilized and student responses evaluated.   | Administration, staff, and faculty  | Grade, discipline, and attendance data.   | Grade, discipline, and attendance data.   |
| 8 | Understanding and Implementing NGSSS   | Teachers will use the Core Assessment Progress Monitoring Test to both drive instruction and achieve student buy in, in order to increase student proficiency.<br><br>Teachers will administer assessment once a quarter, graph results to provide feedback, and conduct data conferences with students. | Math Department, Students           | Monitor Graphs, Provide Feedback  | Quarterly CORE Assessment   |

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

2b. Florida Alternate Assessment:  
Students scoring at or above Achievement Level 7 in mathematics.  
  
Mathematics Goal #2b:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics.  
  
Mathematics Goal #3a:

56% (481) of students (860 total) will show learning gains on the 2013 FCAT math test.

2012 Current Level of Performance:

2013 Expected Level of Performance:

51% (438) of students (860 total) showed learning gains on the 2012 FCAT math test.

56% (481) of students (860 total) will show learning gains on the 2013 FCAT math test.

Problem-Solving Process to Increase Student Achievement

|   | Anticipated Barrier  | Strategy  | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy   | Evaluation Tool   |
|---|--|---|---|---|---|
| 1 | Previous school schedule did not allow sufficient time for content area teachers to collaborate in planning lessons and assessments. | Teachers will plan collaboratively in small groups based on content area and grade level to develop standards based lessons using research based, effective teaching and assessment strategies. | Administration, Department Chair              | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. |
| 2 | School Grade data indicates a need to reexamine classroom practices.   | Teachers will complete the Unlocking the Secrets best practices workshop offered by the district Staff Development Department available on Avatar.  | Administration, Team Leader                   | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. |
| 3 | School Grade data indicates a need to reexamine classroom practices.   | Classroom activities will be structured to incorporate cooperative learning and gradual release strategies  | Administration                                | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. | Teacher constructed assessments, Interim School Assessments such  |

|    |  |  |                                    |   |   |
|----|--|--|------------------------------------|---|---|
|    |  | improving educational outcomes and meet the diverse needs of learners.   |                                    |   | as CORE, FAIR, and Timed Writing Sample.  |
| 4  | School Grade data indicates a need to reexamine classroom practices.   | Presentation of classroom curriculum will contain modeling of higher order thinking and questioning and will promote the use of writing to demonstrate mastery of material.  | Administration                     | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. |
| 5  | Previous schedule did not accommodate advanced coursework.   | The master schedule will be developed in a manner that reinforces higher level thinking skills in advanced courses.  | Administration                     | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. |
| 6  | Students lacked motivation to excel  | GMS will implement a school-wide, systematic approach, to track and celebrate student growth.  | Administration, staff, and faculty | Grade, discipline, and attendance data.   | Grade, discipline, and attendance data.   |
| 7  | Students lacked motivation to excel  | A school-wide early warning system will be implemented to categorize students as on-track, at-risk, or off-track. Tiered interventions will be utilized and student responses evaluated.   | Administration, staff, and faculty | Grade, discipline, and attendance data.   | Grade, discipline, and attendance data.   |
| 8  | Students needed additional interventions beyond the regular classroom.   | GMS will create a targeted system of supports for struggling students in the master schedule by providing additional staffing supports to meet student needs.  | Administration, staff, and faculty | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. |
| 9  | Understanding and Implementing NGSSS   | Teachers will use the Core Assessment Progress Monitoring Test to both drive instruction and achieve student buy in, in order to increase student proficiency.<br><br>Teachers will administer assessment once a quarter, graph results to provide feedback, and conduct data conferences with students.   | Math Department, Students          | Monitor Graphs, Provide Feedback  | Quarterly CORE Assessment   |
| 10 | Previous school schedule did not allow sufficient time for content area teachers to collaborate in planning lessons and assessments. | Grade Level Content Area meetings will focus on questioning techniques that elicit Moderate and High Complexity responses per the math item specifications.<br><br>Math teachers will use collaborative grouping strategies to help students learn through the discovery process and will share these strategies in content area meetings as well as K-12 weekly reading meetings. | Administration, Department Chair   | Teacher constructed assessments, Interim School Assessments such as CORE                                  | Teacher constructed assessments, Interim School Assessments such as CORE                                  |

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:<br>Percentage of students making Learning Gains in mathematics.<br><br>Mathematics Goal #3b: |                                     |
| 2012 Current Level of Performance:   | 2013 Expected Level of Performance: |
|  |                                     |

Problem-Solving Process to Increase Student Achievement

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

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

|   |   |
|---|---|
| 4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.<br><br>Mathematics Goal #4: | 59% ( 127 out of 215) of students in lowest quartile will have learning gains on the 2013 FCAT Math test. |
| 2012 Current Level of Performance:  | 2013 Expected Level of Performance:   |
| 54% (116 out of 215)students in lowest quartile had learning gains on the 2012 FCAT Math Test.                      | 59% ( 127 out of 215) of students in lowest quartile will have learning gains on the 2013 FCAT Math test. |

Problem-Solving Process to Increase Student Achievement

|   | Anticipated Barrier  | Strategy  | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy  | Evaluation Tool  |
|---|--|---|---|--|--|
| 1 | Previous school schedule did not allow sufficient time for content area teachers to collaborate in planning lessons and assessments. | Teachers will plan collaboratively in small groups based on content area and grade level to develop standards based lessons using research based, effective teaching and assessment strategies. | Administration, Department Chair              | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample |
| 2 | School Grade data indicates a need to reexamine classroom practices  | Teachers will complete the Unlocking the Secrets best practices workshop offered by the district Staff Development Department and available on Avatar.  | Administration, Team Leader                   | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample |
|   | School Grade data indicates a need to reexamine classroom  | Classroom activities will be structured to incorporate cooperative  | Administration                                | Teacher constructed assessments, Interim School Assessments such   | Teacher constructed assessments,   |

|    |  |  |                                    |   |   |
|----|--|--|------------------------------------|---|---|
| 3  | practices.   | learning and gradual release strategies improving educational outcomes and meet the diverse needs of learners.   |                                    | as CORE, FAIR, and Timed Writing Sample.  | Interim School Assessments such as CORE, FAIR, and Timed Writing Sample.                                  |
| 4  | School Grade data indicates a need to reexamine classroom practices.   | Presentation of classroom curriculum will contain modeling of higher order thinking and questioning and will promote the use of writing to demonstrate mastery of material.  | Administration                     | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. |
| 5  | Students lacked motivation to excel                                    | GMS will implement a school-wide, systematic approach, to track and celebrate student growth.  | Administration, staff, and faculty | Grade, discipline, and attendance data.   | Grade, discipline, and attendance data.   |
| 6  | Students lacked motivation to excel                                    | A school-wide early warning system will be implemented to categorize students as on-track, at-risk, or off-track. Tiered interventions will be utilized and student responses evaluated.   | Administration, staff, and faculty | Grade, discipline, and attendance data.   | Grade, discipline, and attendance data.   |
| 7  | Students needed additional interventions beyond the regular classroom. | GMS will create a targeted system of supports for struggling students in the master schedule by providing additional staffing supports to meet student needs.  | Administration, staff, and faculty | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. |
| 8  | Students needed additional time to master math concepts.               | The master schedule will be developed in a manner that reinforces basic skills in intensive math courses.  | Administration                     | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. |
| 9  | Understanding and Implementing NGSSS                                   | Teachers will use the Core Assessment Progress Monitoring Test to both drive instruction and achieve student buy in, in order to increase student proficiency.<br><br>Teachers will administer assessment once a quarter, graph results to provide feedback, and conduct data conferences with students. | Math Department, Students          | Monitor Graphs, Provide Feedback  | Quarterly CORE Assessment   |
| 10 | Students who lack in proficiency can be overlooked in the classroom.   | Grade Level Content Area meetings will review student performance data especially students at level one in math and assist with individual interventions as needed.  | Math Department, Administration    | Teacher constructed assessments, Interim School Assessments such as CORE                                  | Teacher constructed assessments, Interim School Assessments such as CORE                                  |

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

Middle School Mathematics Goal #

Reduce non proficient students from 62% to 31% by 2017.

|                         |           |           |           |           |           |           |
|-------------------------|-----------|-----------|-----------|-----------|-----------|-----------|
| by 50%.                 | 5A :      |           |           |           |           |           |
| Baseline data 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
|                         | 62%       | 52%       | 45%       | 40%       | 36%       |           |

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.<br><br>Mathematics Goal #5B: | 45% (60) of Hispanic students (134 total) will show proficiency on the 2013 FCAT Math Test. |
| 2012 Current Level of Performance:  | 2013 Expected Level of Performance:   |
| 31% (41) of Hispanic students (134 total) showed proficiency on the 2012 FCAT Math Test.  | 45% (60) of Hispanic students (134 total) will show proficiency on the 2013 FCAT Math Test. |

**Problem-Solving Process to Increase Student Achievement**

|   | Anticipated Barrier  | Strategy  | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy   | Evaluation Tool   |
|---|--|---|---|---|---|
| 1 | Previous school schedule did not allow sufficient time for content area teachers to collaborate in planning lessons and assessments. | Teachers will plan collaboratively in small groups based on content area and grade level to develop standards based lessons using research based, effective teaching and assessment strategies. | Administration, Department Chair              | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. |
| 2 | School Grade data indicates a need to reexamine classroom practices  | Teachers will complete the Unlocking the Secrets best practices workshop offered by the district Staff Development Department and available on Avatar.  | Administration, Team Leader                   | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. |
| 3 | School Grade data indicates a need to reexamine classroom practices.   | Classroom activities will be structured to incorporate cooperative learning and gradual release strategies improving educational outcomes and meet the diverse needs of learners.               | Administration                                | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. |
| 4 | School Grade data indicates a need to reexamine classroom practices.   | Presentation of classroom curriculum will contain modeling of higher order thinking and questioning and will promote the use of writing to demonstrate mastery of material.                     | Administration                                | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. |
| 5 | Students lacked motivation to excel  | GMS will implement a school-wide, systematic approach, to track and celebrate student growth.   | Administration, staff, and faculty            | Grade, discipline, and attendance data.   | Grade, discipline, and attendance data.   |
|   | Students lacked motivation to excel  | A school-wide early warning system will be implemented to categorize students as  | Administration, staff, and faculty            | Grade, discipline, and attendance data.   | Grade, discipline, and attendance data.   |



|    |  |   |                                    |   |   |
|----|--|---|------------------------------------|---|---|
| 6  |  | on-track, at-risk, or off-track. Tiered interventions will be utilized and student responses evaluated.   |                                    |   |   |
| 7  | Students needed additional interventions beyond the regular classroom. | GMS will create a targeted system of supports for struggling students in the master schedule by providing additional staffing supports to meet student needs.   | Administration, staff, and faculty | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. |
| 8  | Students needed additional time to master math concepts.               | The master schedule will be developed in a manner that reinforces basic skills in intensive math courses.   | Administration                     | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. |
| 9  | Students who lack in proficiency can be overlooked in the classroom.   | Grade Level Content Area meetings will review student performance data especially students at level one in math and assist with individual interventions as needed.<br><br>Each math teacher will generate a list of subgroup students at level two in math to monitor and assist with individual interventions as needed. One key group will be Hispanic and Economically disadvantaged. | Math Department, Administration    | Teacher constructed assessments, Interim School Assessments such as CORE                                  | Teacher constructed assessments, Interim School Assessments such as CORE                                  |
| 10 | Understanding and Implementing NGSSS                                   | Teachers will use the Core Assessment Progress Monitoring Test to both drive instruction and achieve student buy in, in order to increase student proficiency.<br><br>Teachers will administer assessment once a quarter, graph results to provide feedback, and conduct data conferences with students.  | Math Department, Students          | Monitor Graphs, Provide Feedback  | Quarterly CORE Assessment   |

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

|   |   |
|---|---|
| 5C. English Language Learners (ELL) not making satisfactory progress in mathematics.<br><br>Mathematics Goal #5C: | 15% (3) ELL students (20 total) will show proficiency on the 2013 FCAT Math Test. |
| 2012 Current Level of Performance:  | 2013 Expected Level of Performance:   |
| 5% (1) ELL students (20 total) showed proficiency on the 2012 FCAT Math Test.                                     | 15% (3) ELL students (20 total) will show proficiency on the 2013 FCAT Math Test. |

Problem-Solving Process to Increase Student Achievement

|   | Anticipated Barrier  | Strategy  | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy   | Evaluation Tool   |
|---|--|---|---|---|---|
| 1 | Previous school schedule did not allow sufficient time for content area teachers to collaborate in planning lessons and assessments. | Teachers will plan collaboratively in small groups based on content area and grade level to develop standards based lessons using research based, effective teaching and assessment strategies. | Administration, Department Chair              | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. |
| 2 | School Grade data indicates a need to reexamine classroom practices  | Teachers will complete the Unlocking the Secrets best practices workshop offered by the district Staff Development Department and available on Avatar.  | Administration, Team Leader                   | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. |
| 3 | School Grade data indicates a need to reexamine classroom practices.   | Classroom activities will be structured to incorporate cooperative learning and gradual release strategies improving educational outcomes and meet the diverse needs of learners.               | Administration                                | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. |
| 4 | School Grade data indicates a need to reexamine classroom practices.   | Presentation of classroom curriculum will contain modeling of higher order thinking and questioning and will promote the use of writing to demonstrate mastery of material.                     | Administration                                | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. |
| 5 | Previous schedule did not accommodate advanced coursework  | The master schedule will be developed in a manner that reinforces higher level thinking skills in advanced courses.   | Administration                                | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. |
| 6 | Students lacked motivation to excel  | GMS will implement a school-wide, systematic approach, to track and celebrate student growth.   | Administration, staff, and faculty            | Grade, discipline, and attendance data.   | Grade, discipline, and attendance data.   |
| 7 | Students lacked motivation to excel  | A school-wide early warning system will be implemented to categorize students as on-track, at-risk, or off-track. Tiered interventions will be utilized and student responses evaluated.        | Administration, staff, and faculty            | Grade, discipline, and attendance data.   | Grade, discipline, and attendance data.   |
| 8 | Students needed additional interventions beyond the regular classroom.   | GMS will create a targeted system of supports for struggling students in the master schedule by providing additional staffing supports to meet student needs.                                   | Administration, staff, and faculty            | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. |
| 9 | Students needed additional time to master math concepts.   | The master schedule will be developed in a manner that reinforces basic skills in intensive math courses.   | Administration                                | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing         |

|    |                                      |  |                           |                                  |                           |
|----|--------------------------------------|--|---------------------------|----------------------------------|---------------------------|
|    |                                      |  |                           |                                  | Sample.                   |
| 10 | Understanding and Implementing NGSSS | Teachers will use the Core Assessment Progress Monitoring Test to both drive instruction and achieve student buy in, in order to increase student proficiency.<br><br>Teachers will administer assessment once a quarter, graph results to provide feedback, and conduct data conferences with students. | Math Department, Students | Monitor Graphs, Provide Feedback | Quarterly CORE Assessment |

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

|  |   |
|--|---|
| 5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.<br><br>Mathematics Goal #5D: | 25% (35) of SWD students ( 138 total) will show proficiency on the 2013 FCAT Math test. |
| 2012 Current Level of Performance:   | 2013 Expected Level of Performance:   |
| 18% (25) of SWD students ( 138 total) showed proficiency on the 2012 FCAT Math test.                               | 25% (35) of SWD students ( 138 total) will show proficiency on the 2013 FCAT Math test. |

Problem-Solving Process to Increase Student Achievement

|   | Anticipated Barrier  | Strategy  | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy   | Evaluation Tool   |
|---|--|---|---|---|---|
| 1 | Previous school schedule did not allow sufficient time for content area teachers to collaborate in planning lessons and assessments. | Teachers will plan collaboratively in small groups based on content area and grade level to develop standards based lessons using research based, effective teaching and assessment strategies. | Administration, Department Chair              | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. |
| 2 | School Grade data indicates a need to reexamine classroom practices.   | Teachers will complete the Unlocking the Secrets best practices workshop offered by the district Staff Development Department and available on Avatar.  | Administration, Team Leader                   | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. |
| 3 | School Grade data indicates a need to reexamine classroom practices.   | Classroom activities will be structured to incorporate cooperative learning and gradual release strategies improving educational outcomes and meet the diverse needs of learners.               | Administration                                | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. |
| 4 | School Grade data indicates a need to reexamine classroom practices.   | Presentation of classroom curriculum will contain modeling of higher order thinking and questioning and will promote the use of writing to demonstrate mastery of material.                     | Administration                                | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. |
|   | Previous schedule did not  | The master schedule will  | Administration                                | Teacher constructed   | Teacher   |

|    |  |   |                                    |   |   |
|----|--|---|------------------------------------|---|---|
| 5  | accommodate advanced coursework.                                       | be developed in a manner that reinforces higher level thinking skills in advanced courses.  |                                    | assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample.                     | constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample.         |
| 6  | Students lacked motivation to excel                                    | GMS will implement a school-wide, systematic approach, to track and celebrate student growth.   | Administration, staff, and faculty | Grade, discipline, and attendance data.   | Grade, discipline, and attendance data.   |
| 7  | Students lacked motivation to excel                                    | A school-wide early warning system will be implemented to categorize students as on-track, at-risk, or off-track. Tiered interventions will be utilized and student responses evaluated.  | Administration, staff, and faculty | Grade, discipline, and attendance data.   | Grade, discipline, and attendance data.   |
| 8  | Students needed additional interventions beyond the regular classroom. | GMS will create a targeted system of supports for struggling students in the master schedule by providing additional staffing supports to meet student needs.   | Administration, staff, and faculty | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. |
| 9  | Students needed additional time to master math concepts.               | The master schedule will be developed in a manner that reinforces basic skills in intensive math courses.   | Administration                     | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. |
| 10 | Understanding and Implementing NGSSS                                   | Teachers will use the Core Assessment Progress Monitoring Test to both drive instruction and achieve student buy in, in order to increase student proficiency.<br><br>Teachers will administer assessment once a quarter, graph results to provide feedback, and conduct data conferences with students.              | Math Department, Students          | Monitor Graphs, Provide Feedback  | Quarterly CORE Assessment   |
| 11 | Students who lack in proficiency can be overlooked in the classroom.   | Grade Level Content Area meetings will review student performance data especially students at level one in math and assist with individual interventions as needed.<br><br>Each math teacher will generate a list of SWD students at level two in math to monitor and assist with individual interventions as needed. | Math Department, Administration    | Teacher constructed assessments, Interim School Assessments such as CORE                                  | Teacher constructed assessments, Interim School Assessments such as CORE                                  |

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:

42%% (272) ED students (647 total) will show proficiency on the 2013 FCAT Math Test.

|  |  |
|--|--|
| 2012 Current Level of Performance:   | 2013 Expected Level of Performance:  |
| 35% (223) ED students (647 total) showed proficiency on the 2012 FCAT Math Test. | 42%% (272) ED students (647 total) will show proficiency on the 2013 FCAT Math Test. |

Problem-Solving Process to Increase Student Achievement

|   | Anticipated Barrier  | Strategy   | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy   | Evaluation Tool   |
|---|--|--|---|---|---|
| 1 | Previous school schedule did not allow sufficient time for content area teachers to collaborate in planning lessons and assessments. | Teachers will plan collaboratively in small groups based on content area and grade level to develop standards based lessons using research based, effective teaching and assessment strategies.  | Administration, Department Chair              | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. |
| 2 | School Grade data indicates a need to reexamine classroom practices.   | Teachers will complete the Unlocking the Secrets best practices workshop offered by the district Staff Development Department and available on Avatar.   | Administration, Team Leader                   | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. |
| 3 | School Grade data indicates a need to reexamine classroom practices.   | K-12 weekly reading meetings will focus on a book study of Marzano's Art and Science of Teaching and implementation of best practices in the classroom.  | Administration, Team Leader                   | Teacher constructed assessments, Interim School Assessments such as CORE                                  | Teacher constructed assessments, Interim School Assessments such as CORE                                  |
| 4 | Understanding and Implementing NGSSS   | Teachers will use the Core Assessment Progress Monitoring Test to both drive instruction and achieve student buy in, in order to increase student proficiency.<br><br>Teachers will administer assessment once a quarter, graph results to provide feedback, and conduct data conferences with students.   | Math Department, Students                     | Monitor Graphs, Provide Feedback  | Quarterly CORE Assessment   |
| 5 | Previous school schedule did not allow sufficient time for content area teachers to collaborate in planning lessons and assessments. | Grade Level Content Area meetings will focus on questioning techniques that elicit Moderate and High Complexity responses per the math item specifications.<br><br>Math teachers will use collaborative grouping strategies to help students learn through the discovery process and will share these strategies in content area meetings as well as K-12 weekly reading meetings. | Administration, Department Chair              | Teacher constructed assessments, Interim School Assessments such as CORE                                  | Teacher constructed assessments, Interim School Assessments such as CORE                                  |
|   | Students who lack in proficiency can be  | Grade Level Content Area meetings will review  | Math Department, Administration               | Teacher constructed assessments, Interim  | Teacher constructed   |

|   |                              |   |                                 |  |
|---|------------------------------|---|---------------------------------|--|
| 6 | overlooked in the classroom. | <p>student performance data especially students at level one in math and assist with individual interventions as needed.</p> <p>Each math teacher will generate a list of ED students at level two in math to monitor and assist with individual interventions as needed.</p> | School Assessments such as CORE | assessments, Interim School Assessments such as CORE |
|---|------------------------------|---|---------------------------------|--|

## 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.<br><br>Algebra Goal #1: | 96% will score a level 3 or higher on the 2013 Algebra EOC Exam. |
| 2012 Current Level of Performance:   | 2013 Expected Level of Performance:                              |
| 94% scored a level 3 or higher on the 2012 Algebra EOC Exam.                   | 96% will score a level 3 or higher on the 2013 Algebra EOC Exam. |

### Problem-Solving Process to Increase Student Achievement

|   | Anticipated Barrier  | Strategy  | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy   | Evaluation Tool   |
|---|--|---|---|---|---|
| 1 | Previous school schedule did not allow sufficient time for content area teachers to collaborate in planning lessons and assessments. | Teachers will plan collaboratively in small groups based on content area and grade level to develop standards based lessons using research based, effective teaching and assessment strategies. | Administration, Department Chair              | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. |
| 2 | School Grade data indicates a need to reexamine classroom practices.   | Teachers will complete the Unlocking the Secrets best practices workshop offered by the district staff development department and available on Avatar.  | Administration                                | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. |
| 3 | School Grade data indicates a need to reexamine classroom practices.   | Classroom activities will be structured to incorporate cooperative learning and gradual release strategies improving educational outcomes and meet the diverse needs of learners.               | Administration                                | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. |
|   | School Grade data indicates a need to reexamine classroom  | Presentation of classroom curriculum will contain modeling of   | Administration                                | Teacher constructed assessments, Interim School Assessments   | Teacher constructed assessments,  |

|   |  |  |                                    |   |   |
|---|--|--|------------------------------------|---|---|
| 4 | practices.   | higher order thinking and questioning and will promote the use of writing to demonstrate mastery of material.  |                                    | such as CORE, FAIR, and Timed Writing Sample.   | Interim School Assessments such as CORE, FAIR, and Timed Writing Sample.                                  |
| 5 | Previous schedule did not accommodate advanced coursework. | The master schedule will be developed in a manner that reinforces higher level thinking skills in advanced courses.  | Administration                     | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. |
| 6 | Students lacked motivation to excel                        | GMS will implement a school-wide, systematic approach, to track and celebrate student growth.  | Administration, staff, and faculty | Grade, discipline, and attendance data.   | Grade, discipline, and attendance data.   |
| 7 | Students lacked motivation to excel                        | A school-wide early warning system will be implemented to categorize students as on-track, at-risk, or off-track. Tiered interventions will be utilized and student responses evaluated. | Administration, staff, and faculty | Grade, discipline, and attendance data.   | Grade, discipline, and attendance data.   |

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.<br>Algebra Goal #2: | 96% will score a level 3 or higher on the 2013 Algebra EOC Exam. |
| 2012 Current Level of Performance:   | 2013 Expected Level of Performance:                              |
| 94% will scored a level 3 or higher on the 2012 Algebra EOC Exam.                          | 96% will score a level 3 or higher on the 2013 Algebra EOC Exam. |

Problem-Solving Process to Increase Student Achievement

|   | Anticipated Barrier  | Strategy  | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy   | Evaluation Tool   |
|---|--|---|---|---|---|
| 1 | School Grade data indicates a need to reexamine classroom practices. | Classroom activities will be structured to incorporate cooperative learning and gradual release strategies improving educational outcomes and meet the diverse needs of learners. | Administration                                | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. |
| 2 | School Grade data indicates a need to reexamine classroom practices  | Presentation of classroom curriculum will contain modeling of higher order thinking and questioning and will promote the use of writing to demonstrate mastery of material.       | Administration                                | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. |
| 3 | Previous schedule did not accommodate advanced coursework.           | The master schedule will be developed in a manner that reinforces higher level thinking skills in advanced courses.   | Administration                                | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. | Teacher constructed assessments, Interim School Assessments such as CORE,                                 |



|    |  |   |                                    |   |   |
|----|--|---|------------------------------------|---|---|
|    |  |   |                                    |   | FAIR, and Timed Writing Sample.   |
| 4  | Students lacked motivation to excel  | GMS will implement a school-wide, systematic approach, to track and celebrate student growth.   | Administration, staff, and faculty | Grade, discipline, and attendance data.   | Grade, discipline, and attendance data.   |
| 5  | Students lacked motivation to excel  | A school-wide early warning system will be implemented to categorize students as on-track, at-risk, or off-track. Tiered interventions will be utilized and student responses evaluated.        | Administration, staff, and faculty | Grade, discipline, and attendance data.   | Grade, discipline, and attendance data.   |
| 6  | Previous school schedule did not allow sufficient time for content area teachers to collaborate in planning lessons and assessments. | Teachers will plan collaboratively in small groups based on content area and grade level to develop standards based lessons using research based, effective teaching and assessment strategies. | Administration, Department Chair   | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. |
| 7  | School Grade data indicates a need to reexamine classroom practices.   | Teachers will complete the Unlocking the Secrets best practices workshop offered by the district staff development department and available on Avatar   | Administration                     | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. |
| 8  | School Grade data indicates a need to reexamine classroom practices.   | Classroom activities will be structured to incorporate cooperative learning and gradual release strategies improving educational outcomes and meet the diverse needs of learners.               | Administration                     | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. |
| 9  | School Grade data indicates a need to reexamine classroom practices  | Presentation of classroom curriculum will contain modeling of higher order thinking and questioning and will promote the use of writing to demonstrate mastery of material.                     | Administration                     | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. |
| 10 | Previous schedule did not accommodate advanced coursework.   | The master schedule will be developed in a manner that reinforces higher level thinking skills in advanced courses.   | Administration                     | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. |
| 11 | Students lacked motivation to excel  | GMS will implement a school-wide, systematic approach, to track and celebrate student growth.   | Administration, staff, and faculty | Grade, discipline, and attendance data.   | Grade, discipline, and attendance data.   |

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.<br><br>Geometry Goal #1: |                                     |
| 2012 Current Level of Performance:   | 2013 Expected Level of Performance: |
|  |                                     |

Problem-Solving Process to Increase Student Achievement

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

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

|  |                                     |
|--|-------------------------------------|
| 2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.<br><br>Geometry 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   |          |   |   |                 |

*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 |
|------------------------------------|---------------------|----------------------------------|---|--|-----------------------------------|---|
| No Data Submitted                  |                     |                                  |   |  |                                   |   |

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.<br><br>Science Goal #1a:  |  | 35%(96) of eighth grade students (275 total) will show proficiency on the 2013 FCAT Science Test.  |   |   |   |
| 2012 Current Level of Performance:   |  | 2013 Expected Level of Performance:  |   |   |   |
| 28%(75 ) of eighth grade students (267 total) showed proficiency on the 2012 FCAT Science Test.  |  | 35%(96) of eighth grade students (275 total) will show proficiency on the 2013 FCAT Science Test.  |   |   |   |
| Problem-Solving Process to Increase Student Achievement  |  |  |   |   |   |
|  | Anticipated Barrier  | Strategy   | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy                       | Evaluation Tool   |
| 1  | Previous school schedule did not allow sufficient time for content area teachers to collaborate in planning lessons and assessments. | Students will set individual goals based on CORE Science assessments.<br><br>A group of science teachers will pilot using portfolios for students to track their own progress in achieving | Science Department, Administration            | Teacher constructed assessments, Interim School Assessments such as CORE. | Teacher constructed assessments, Interim School Assessments such as CORE. |

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:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science.  
  
Science Goal #2a:

35%(96) of eighth grade students (275 total) will show proficiency on the 2013 FCAT Science Test.

2012 Current Level of Performance:

2013 Expected Level of Performance:

28%(75 ) of eighth grade students (267 total) showed proficiency on the 2012 FCAT Science Test.

35%(96) of eighth grade students (275 total) will show proficiency on the 2013 FCAT Science Test.

Problem-Solving Process to Increase Student Achievement

|   | Anticipated Barrier  | Strategy  | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy                       | Evaluation Tool   |
|---|--|---|---|---|---|
| 1 | Previous school schedule did not allow sufficient time for content area teachers to collaborate in planning lessons and assessments. | Students will set individual goals based on CORE Science assessments.<br><br>A group of science teachers will pilot using portfolios for students to track their own progress in achieving science standards. | Science Department, Administration            | Teacher constructed assessments, Interim School Assessments such as CORE. | Teacher constructed assessments, Interim School Assessments such as CORE. |

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:

|   |          |   |   |                 |
|---|----------|---|---|-----------------|
| 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 |
|------------------------------------|---------------------|----------------------------------|---|---|-----------------------------------|---|
| No Data Submitted                  |                     |                                  |   |   |                                   |   |

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 |

## 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.<br><br>Writing Goal #1a: | 72% (198) of eighth grade students (275 total) will score a 3 or higher on the 2013 FCAT Writing Test. |
| 2012 Current Level of Performance:  | 2013 Expected Level of Performance:  |
| 69% (184) of eighth grade students (267 total) scored a 3 or higher on the 2012 FCAT Writing Test.      | 72% (198) of eighth grade students (275 total) will score a 3 or higher on the 2013 FCAT Writing Test. |

### Problem-Solving Process to Increase Student Achievement

|   | Anticipated Barrier  | Strategy  | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy  | Evaluation Tool   |
|---|--|---|---|--|---|
| 1 | 1 Lack of background vocabulary<br>2 Lack of experience in writing   | 1. Incorporate writing to learn strategies across the curriculum<br><br>2. Use a variety of graphic organizers school-wide<br><br>3. Create authentic audiences—include technology for an authentic audience (parents)<br><br>4. Have students use a variety of forms of writing that fit the occasion.<br>5. Provide opportunity for collaborative writing<br><br>6. Incorporate Isearch writing assignments which will also reinforce reading skills. | 1. Content area teachers                      | 1. Teacher Portfolios<br>2. Teacher Lesson Plans<br>3. Consistent rubric used school-wide<br><br>4. Three writing tests school-wide at beginning, middle and end of year for grades 6-8. | 1. Quarterly content area writing<br><br>2. Language Arts Writing Data Base                               |
| 2 | Previous school schedule did not allow sufficient time for content area teachers to collaborate in planning lessons and assessments. | Teachers will plan collaboratively in small groups based on content area and grade level to develop standards based lessons using research based, effective teaching and assessment strategies.   | Administration, Department Chair              | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample.  | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. |
| 3 | School Grade data indicates a need to reexamine classroom practices.   | Teachers will complete the Unlocking the Secrets best practices workshop offered by the district Staff Development Department and available on Avatar.  | Administration, Team Leader                   | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample.  | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. |
|   | Writing achievement is assessed only once during the middle  | Grade level content area meetings will analyze assessment   | Administratiron, Department Chair, teachers   | Student Writing Assessment Data, Teacher Lesson Plans,   | Student Writing Assessment Data, Teacher Lesson   |

|   |   |   |                          |   |   |
|---|---|---|--------------------------|---|---|
| 4 | grades by the state.  | data from interim writing assessments and plan instruction based on the analysis.<br><br>K-12 Weekly Reading Meetings will set team goals for student achievement based on interim writing assessments. Students will set individual goals based on interim writing assessments. Progress toward goals will be charted. |                          | Student Writing Portfolios  | Plans, Student Writing Portfolios   |
| 5 | Lack of widespread writing practice using specific details from all content areas | Teachers in Grade Level Content Area meetings will plan ways to incorporate writing to learn assessment prompt strategies across the curriculum and will follow up planning with analysis of the effectiveness of prompts by examining student work.  | Teachers, Administration | Sample student assessment prompt examination and analysis by teachers and administration, teacher constructed assessments | Sample student assessment prompt examination and analysis by teachers and administration, teacher constructed assessments |

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

| 1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.<br><br>Writing Goal #1b: |          |   |   |                 |  |
|--|----------|---|---|-----------------|--|
| 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 |
|------------------------------------|---------------------|----------------------------------|---|--|-----------------------------------|---|
|------------------------------------|---------------------|----------------------------------|---|--|-----------------------------------|---|

|  |   |                      |             |        |                           |                             |
|--|---|----------------------|-------------|--------|---------------------------|-----------------------------|
| Research based best practices, data analysis, and common assessments | Grade level and content area specific for grades 6-8. | Teacher participants | school-wide | Weekly | Individual Follow up Form | Staff Development Committee |
|--|---|----------------------|-------------|--------|---------------------------|-----------------------------|

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                |
| Using technology to support writing engagement | Mobile Computer Lab      | Title One      | \$30,000.00                     |
|  |                          |                | Subtotal: \$30,000.00           |
| Professional Development                       |                          |                |                                 |
| Strategy                                       | Description of Resources | Funding Source | Available Amount                |
| No Data  | No Data                  | No Data        | \$0.00                          |
|  |                          |                | Subtotal: \$0.00                |
| Other  |                          |                |                                 |
| Strategy                                       | Description of Resources | Funding Source | Available Amount                |
| No Data  | No Data                  | No Data        | \$0.00                          |
|  |                          |                | Subtotal: \$0.00                |
|  |                          |                | <b>Grand Total: \$30,000.00</b> |

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.  |  | No Civics data available until June 2013   |   |   |   |
| Civics Goal #1:  |  |  |   |   |   |
| 2012 Current Level of Performance:   |  | 2013 Expected Level of Performance:  |   |   |   |
| No Civics data available until June 2013   |  | No Civics data available until June 2013   |   |   |   |
| Problem-Solving Process to Increase Student Achievement  |  |  |   |   |   |
|  | Anticipated Barrier  | Strategy   | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy   | Evaluation Tool   |
| 1  | Previous school schedule did not allow sufficient time for content area teachers to collaborate in planning lessons and assessments. | Teachers will plan collaboratively in small groups based on content area and grade level to develop standards based lessons using research | Administration, Department Chair              | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed |

|    |   |   |                                    |   |   |
|----|---|---|------------------------------------|---|---|
|    |   | based, effective teaching and assessment strategies.  |                                    |   | Writing Sample.   |
| 2  | School Grade data indicates a need to reexamine classroom practices.  | Teachers will complete the Unlocking the Secrets best practices workshop offered by the district staff development department and available on Avatar.  | Administration                     | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. |
| 3  | School Grade data indicates a need to reexamine classroom practices.  | Classroom activities will be structured to incorporate cooperative learning and gradual release strategies improving educational outcomes and meet the diverse needs of learners.               | Administration                     | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. |
| 4  | School Grade data indicates a need to reexamine classroom practices.  | Presentation of classroom curriculum will contain modeling of higher order thinking and questioning and will promote the use of writing to demonstrate mastery of material.                     | Administration                     | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. |
| 5  | Previous schedule did not accommodate advanced coursework.  | The master schedule will be developed in a manner that reinforces higher level thinking skills in advanced courses.   | Administration                     | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. |
| 6  | Students lacked motivation to excel   | GMS will implement a school-wide, systematic approach, to track and celebrate student growth.   | Administration, staff, and faculty | Grade, discipline, and attendance data.   | Grade, discipline, and attendance data.   |
| 7  | Students lacked motivation to excel   | A school-wide early warning system will be implemented to categorize students as on-track, at-risk, or off-track. Tiered interventions will be utilized and student responses evaluated.        | Administration, staff, and faculty | Grade, discipline, and attendance data.   | Grade, discipline, and attendance data.   |
| 8  | Previous school schedule did not allow sufficient time for content area teachers to collaborate in planning lessons and assessments | Teachers will plan collaboratively in small groups based on content area and grade level to develop standards based lessons using research based, effective teaching and assessment strategies. | Administration, Department Chair   | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. |
| 9  | School Grade data indicates a need to reexamine classroom practices   | Teachers will complete the Unlocking the Secrets best practices workshop offered by the district staff development department and available on Avatar.  | Administration                     | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. |
| 10 | School Grade data indicates a need to reexamine classroom practices.  | Classroom activities will be structured to incorporate cooperative learning and gradual release strategies improving educational  | Administration                     | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. | Teacher constructed assessments, Interim School Assessments such as CORE,                                 |



|    |  |  |                                    |   |   |
|----|--|--|------------------------------------|---|---|
|    |  | outcomes and meet the diverse needs of learners.   |                                    |   | FAIR, and Timed Writing Sample.   |
| 11 | School Grade data indicates a need to reexamine classroom practices. | Presentation of classroom curriculum will contain modeling of higher order thinking and questioning and will promote the use of writing to demonstrate mastery of material.              | Administration                     | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. |
| 12 | Students lacked motivation to excel                                  | GMS will implement a school-wide, systematic approach, to track and celebrate student growth.  | Administration, staff, and faculty | Grade, discipline, and attendance data.   | Grade, discipline, and attendance data.   |
| 13 | Students lacked motivation to excel                                  | A school-wide early warning system will be implemented to categorize students as on-track, at-risk, or off-track. Tiered interventions will be utilized and student responses evaluated. | Administration, staff, and faculty | Grade, discipline, and attendance data.   | Grade, discipline, and attendance data.   |

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.<br>Civics Goal #2: | No Civics data available until June 2013 |
| 2012 Current Level of Performance:   | 2013 Expected Level of Performance:      |
| No Civics data available until June 2013   | No Civics data available until June 2013 |

Problem-Solving Process to Increase Student Achievement

|   | Anticipated Barrier  | Strategy  | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy   | Evaluation Tool   |
|---|--|---|---|---|---|
| 1 | Previous school schedule did not allow sufficient time for content area teachers to collaborate in planning lessons and assessments. | Teachers will plan collaboratively in small groups based on content area and grade level to develop standards based lessons using research based, effective teaching and assessment strategies. | Administration, Department Chair              | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. |
| 2 | School Grade data indicates a need to reexamine classroom practices.   | Teachers will complete the Unlocking the Secrets best practices workshop offered by the district staff development department and available on Avatar.  | Administration                                | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. |
| 3 | School Grade data indicates a need to reexamine classroom practices.   | Classroom activities will be structured to incorporate cooperative learning and gradual release strategies improving educational outcomes and meet the  | Administration                                | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed                 |

|   |  |  |                                    |   |   |
|---|--|--|------------------------------------|---|---|
|   |  | diverse needs of learners.   |                                    |   | Writing Sample.   |
| 4 | School Grade data indicates a need to reexamine classroom practices. | Presentation of classroom curriculum will contain modeling of higher order thinking and questioning and will promote the use of writing to demonstrate mastery of material.              | Administration                     | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. | Teacher constructed assessments, Interim School Assessments such as CORE, FAIR, and Timed Writing Sample. |
| 5 | Students lacked motivation to excel                                  | GMS will implement a school-wide, systematic approach, to track and celebrate student growth.  | Administration, staff, and faculty | Grade, discipline, and attendance data.   | Grade, discipline, and attendance data.   |
| 6 | Students lacked motivation to excel                                  | A school-wide early warning system will be implemented to categorize students as on-track, at-risk, or off-track. Tiered interventions will be utilized and student responses evaluated. | Administration, staff, and faculty | Grade, discipline, and attendance data.   | Grade, discipline, and attendance data.   |

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 |
|--|---|----------------------------------|---|--|-----------------------------------|---|
| Research based best practices, data analysis, and common assessments | Grade level and content area specific for grades 6-8. | Teacher participants             | school-wide   | Weekly   | Individual Follow up Form         | Staff Development Committee                   |

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<br>Attendance Goal #1:  | For the 2013 school year grades 6-8 will have an average attendance rate of 93% |
| 2012 Current Attendance Rate:   | 2013 Expected Attendance Rate:  |
| Average attendance for 2012 was 91.217%.  | For 2013 average attendance will be 93%.  |
| 2012 Current Number of Students with Excessive Absences (10 or more)  | 2013 Expected Number of Students with Excessive Absences (10 or more)           |
| 460 students had 10 or more absences in 2012. Total students was 800.   | 414 students will have 10 or more absences in 2013. Total students will be 800. |
| 2012 Current Number of Students with Excessive Tardies (10 or more)   | 2013 Expected Number of Students with Excessive Tardies (10 or more)            |
| 222 students had 10 or more tardies   | 222 tardy students will be reduced by 10% (22) to 200.                          |

### Problem-Solving Process to Increase Student Achievement

|   | Anticipated Barrier   | Strategy   | Person or Position Responsible for Monitoring   | Process Used to Determine Effectiveness of Strategy                           | Evaluation Tool                       |
|---|---|--|---|---|---------------------------------------|
| 1 | lack of student motivation, lack of parent support, lack of governmental support, transportation issues | 1. PSRTI Leadership Team and staff will track absences and make phone calls and send letters of notification.<br>2. PSRTI Leadership Team will meet regularly to review attendance issues.<br>3. Social worker will conduct an attendance group with selected students with attendance issues.<br>4. Administration will develop a pilot mentor program. | 1.PSRTI Leadership Team<br>2.PSRTI Leadership Team<br>3. Social Worker<br>4. Administration | 1. PSRTI Data base<br>2. PSRTI minutes<br>3. Group Rosters<br>4. Mentor Lists | PSRTI Attendance Data Base            |
| 2 | lack of student motivation, lack of parent support, lack of governmental support, transportation issues | PSRTI Leadership Team will coordinate a school-wide grade level competition for students who are On Track in attendance, grades, and discipline.   | PSRTI Leadership Team   | On Track, Off Track, and At Risk Data   | On Track, Off Track, and At Risk Data |

|   |   |  |                       |                                       |                                       |
|---|---|--|-----------------------|---------------------------------------|---------------------------------------|
|   |   | PSRTI Leadership Team will coordinate a school-wide positive behavior intervention system.                 |                       |                                       |                                       |
| 3 | lack of student motivation, lack of parent support, lack of governmental support, transportation issues | Conduct quarterly data talks regarding attendance data at the teacher level, team level, and school level. | PSRTI Leadership Team | On Track, Off Track, and At Risk Data | On Track, Off Track, and At Risk Data |

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 |
|------------------------------------|---------------------|----------------------------------|--|--|-----------------------------------|---|
| PS/RTI or MTSSS                    | Grades 6-8          | RTI Coaches and Administration   | school-wide  | monthly  | On Track Data                     | Administration and RTI Coach                  |

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        |
| School-wide positive behavior system  | Incentives               | Grants, Fundraising, SAC Lottery Dollars | \$1,500.00              |
|                                       |                          |  | Subtotal: \$1,500.00    |
|                                       |                          |  | Grand Total: \$1,500.00 |

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:                                   | Reduce the total number of referrals (1901) by 25% (475) resulting in 1426 or less referrals. |
| 2012 Total Number of In-School Suspensions            | 2013 Expected Number of In-School Suspensions   |
| There were a total of 576 In School Suspensions.      | There will be less than 432 In School Suspensions.  |
| 2012 Total Number of Students Suspended In-School     | 2013 Expected Number of Students Suspended In-School  |
| 241 students received In School Suspension            | 180 students or less will receive In School Suspension  |
| 2012 Number of Out-of-School Suspensions              | 2013 Expected Number of Out-of-School Suspensions   |
| There were 451 Out of School Suspensions              | There will be less than 338 Out of School Suspensions.  |
| 2012 Total Number of Students Suspended Out-of-School | 2013 Expected Number of Students Suspended Out-of-School                                      |
| 194 students received Out of School Suspension.       | 145 or less students will receive Out of School Suspension.                                   |

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 | Misleading data, limited staff development time available   | <p>1. Problem Solving Response to Intervention Leadership Team will analyze discipline data throughout the school year.</p> <p>2. Several groups of staff members will conduct book studies using Pyramid Response to Intervention by Buffum, Mattos, and Weber.</p> <p>3. School based staff development workshops will be offered for all staff.</p> <p>4. Behavior Specialist will conduct small group sessions for students who have been recently transitioned to a less inclusive environment.</p> | <p>1. PSRTI Team.</p> <p>2. The various study groups and administration.</p> <p>3. PSRTI Leadership Team and Administration.</p> <p>4. Behavior Specialist</p> | <p>1. Discipline data collection</p> <p>2. Action Research action plans generated from book study</p> <p>3. Participation rosters from school based staff development.</p> <p>4. Group roster maintained by behavior specialist.</p> | Discipline Data                       |
| 2 | lack of student motivation, lack of parent support, lack of governmental support, transportation issues | <p>PSRTI Leadership Team will coordinate a school-wide grade level competition for students who are On Track in attendance, grades, and discipline.</p> <p>PSRTI Leadership Team will coordinate a school-wide positive behavior intervention</p>  | PSRTI Leadership Team  | On Track, Off Track, and At Risk Data  | On Track, Off Track, and At Risk Data |

|   |   |  |                       |                                       |                                       |
|---|---|--|-----------------------|---------------------------------------|---------------------------------------|
|   |   | system.  |                       |                                       |                                       |
| 3 | lack of student motivation, lack of parent support, lack of governmental support, transportation issues | Conduct quarterly data talks regarding attendance data at the teacher level, team level, and school level. | PSRTI Leadership Team | On Track, Off Track, and At Risk Data | On Track, Off Track, and At Risk Data |

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 |
|------------------------------------|---------------------|----------------------------------|---|--|-----------------------------------|---|
| PS/RTI or MTSSS                    | Grades 6-8          | RTI Coach and Administration     | school-wide   | monthly  | On Track Data                     | On Track Data                                 |

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<br>Parent Involvement Goal #1:<br><br>*Please refer to the percentage of parents who                                | See Parent Involvement Plan Template |

|   |          |   |   |
|---|----------|---|---|
| <i>participated in school activities, duplicated or unduplicated.</i> |          |   |   |
| 2012 Current Level of Parent Involvement:                             |          | 2013 Expected Level of Parent Involvement:    |   |
| See Parent Involvement Plan Template                                  |          | See Parent Involvement Plan Template          |   |
| Problem-Solving Process to Increase Student Achievement               |          |   |   |
| Anticipated Barrier   | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy |
| 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                  |                     |                                  |   |   |                                   |   |

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 |

## 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<br>STEM Goal #1:  |                               |  | Enroll eighth grade students in Advanced Science. |   |  |
| 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   | Advanced Science not offered. | Create Advanced Science sections and enroll proficient and above students. | Teachers and Administration                       | Enrollment in Advanced Science.                     | Enrollment and grade distribution in Advanced Science. |

## 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<br>CTE Goal #1:  |   |  | Inform eighth grade students of Career and Technology Education Academy opportunities at the high school. |  |  |
| 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   | Low student enrollment in CTE classes at the high school. | High School Academy articulation visits and activities at the middle school. | Administration, Guidance Department, CTE Department, and High School Academy Coordinator                  | School calendar of events and number of participants | School calendar of events and number of participants |
| 2   | Low student enrollment in CTE classes at the high school. | Eighth grade students take field trips to area high school academies         | Administration, Guidance Department, CTE Department, and High School Academy Coordinator                  | School calendar of events and number of participants | School calendar of events and number of participants |

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

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

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

CTE Budget:

| Evidence-based Program(s)/Material(s) |                          |                |                  |
|---------------------------------------|--------------------------|----------------|------------------|
| Strategy                              | Description of Resources | Funding Source | Available Amount |

|  |                          |                |                       |
|--|--------------------------|----------------|-----------------------|
| Student field trips to high school academies | Bus transportation       | CTE CAP Fund   | \$500.00              |
|  |                          |                | Subtotal: \$500.00    |
| <b>Technology</b>                            |                          |                |                       |
| Strategy                                     | Description of Resources | Funding Source | Available Amount      |
| No Data                                      | No Data                  | No Data        | \$0.00                |
|  |                          |                | Subtotal: \$0.00      |
| <b>Professional Development</b>              |                          |                |                       |
| Strategy                                     | Description of Resources | Funding Source | Available Amount      |
| No Data                                      | No Data                  | No Data        | \$0.00                |
|  |                          |                | Subtotal: \$0.00      |
| <b>Other</b>                                 |                          |                |                       |
| Strategy                                     | Description of Resources | Funding Source | Available Amount      |
| No Data                                      | No Data                  | No Data        | \$0.00                |
|  |                          |                | Subtotal: \$0.00      |
|  |                          |                | Grand Total: \$500.00 |

End of CTE Goal(s)

## Additional Goal(s)

No Additional Goal was submitted for this school

# FINAL BUDGET

| Evidence-based Program(s)/Material(s) |  |                                       |  |                          |
|---------------------------------------|--|---------------------------------------|--|--------------------------|
| Goal                                  | Strategy                                       | Description of Resources              | Funding Source                           | Available Amount         |
| CTE                                   | Student field trips to high school academies   | Bus transportation                    | CTE CAP Fund                             | \$500.00                 |
|                                       |  |                                       |  | Subtotal: \$500.00       |
| Technology                            |  |                                       |  |                          |
| Goal                                  | Strategy                                       | Description of Resources              | Funding Source                           | Available Amount         |
| Reading                               | Study Island                                   | Supplemental reading software program | Local Grant                              | \$500.00                 |
| Writing                               | Using technology to support writing engagement | Mobile Computer Lab                   | Title One                                | \$30,000.00              |
|                                       |  |                                       |  | Subtotal: \$30,500.00    |
| Professional Development              |  |                                       |  |                          |
| Goal                                  | Strategy                                       | Description of Resources              | Funding Source                           | Available Amount         |
| Reading                               | On-going support provided by Literacy Coach    | Literacy Coach                        | Title One                                | \$20,000.00              |
|                                       |  |                                       |  | Subtotal: \$20,000.00    |
| Other                                 |  |                                       |  |                          |
| Goal                                  | Strategy                                       | Description of Resources              | Funding Source                           | Available Amount         |
| Attendance                            | School-wide positive behavior system           | Incentives                            | Grants, Fundraising, SAC Lottery Dollars | \$1,500.00               |
|                                       |  |                                       |  | Subtotal: \$1,500.00     |
|                                       |  |                                       |  | Grand Total: \$52,500.00 |

## 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.

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## School Advisory Council

### School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

| Projected use of SAC Funds | Amount     |
|----------------------------|------------|
| Staff Development          | \$1,000.00 |
| Student Incentives         | \$1,000.00 |

|                                   |            |
|-----------------------------------|------------|
| Materials and supplies            | \$500.00   |
| After School Intervention Program | \$1,000.00 |

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

School Advisory Council will periodically review school data and make recommendations for the School Improvement Plan. In addition the council will monitor implementation of the School Improvement Plan and will budget SAC Lottery funds to support School Improvement. The council will also function as a parent focus group providing feedback to administration and staff regarding school programs.

# 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

| Pasco School District<br>GULF MIDDLE SCHOOL<br>2010-2011 |           |           |         |         |                     |   |
|--|-----------|-----------|---------|---------|---------------------|---|
|  | Reading   | Math      | Writing | Science | Grade Points Earned |   |
| % Meeting High Standards (FCAT Level 3 and Above)        | 64%       | 59%       | 69%     | 40%     | 232                 | 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                      | 59%       | 64%       |         |         | 123                 | 3 ways to make gains:<br>● Improve FCAT Levels<br>● Maintain Level 3, 4, or 5<br>● Improve more than one year within Level 1 or 2   |
| Adequate Progress of Lowest 25% in the School?           | 63% (YES) | 69% (YES) |         |         | 132                 | Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.  |
| FCAT Points Earned                                       |           |           |         |         | 487                 |   |
| Percent Tested = 99%                                     |           |           |         |         |                     | Percent of eligible students tested   |
| School Grade*  |           |           |         |         | C                   | Grade based on total points, adequate progress, and % of students tested  |

| Pasco School District<br>GULF MIDDLE SCHOOL<br>2009-2010 |           |           |         |         |                     |   |
|--|-----------|-----------|---------|---------|---------------------|---|
|  | Reading   | Math      | Writing | Science | Grade Points Earned |   |
| % Meeting High Standards (FCAT Level 3 and Above)        | 68%       | 65%       | 82%     | 41%     | 256                 | 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                      | 62%       | 70%       |         |         | 132                 | 3 ways to make gains:<br>● Improve FCAT Levels<br>● Maintain Level 3, 4, or 5<br>● Improve more than one year within Level 1 or 2   |
| Adequate Progress of Lowest 25% in the School?           | 60% (YES) | 69% (YES) |         |         | 129                 | 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                                       |           |           |         |         | 517                 |   |
| Percent Tested = 99%                                     |           |           |         |         |                     | Percent of eligible students tested   |
| School Grade*  |           |           |         |         | B                   | Grade based on total points, adequate progress, and % of students tested  |