

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: BONITA SPRINGS MIDDLE SCHOOL

District Name: Lee

Principal: Linda Mitchell

SAC Chair: Donna Raynor

Superintendent: Dr. Joseph Burke

Date of School Board Approval: Pending

Last Modified on: 11/19/2012

Gerard Robinson, Commissioner  
Florida Department of Education  
325 West Gaines Street  
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## 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	Linda Mitchell	Educational Specialist Degree in Ed. Leadership, Masters in Education, BS in Education  Ed. Leadership (All grades) Elementary Gifted Endorsement ESOL Endorsement	3	7	I moved into the role of Principal during the 2010-2011 school year. We accomplished many goals that we set during the year. We established a mentor program to meet weekly with students that were in the lowest 25 percentile in reading and math. We added math everyday for every student in the school. Accelerated Reading was added to the school along with funds to support the program from our Title I account. We earned our first school grade of A during the 2010-2011 year. We had the highest learning gains in our county in the lowest 25% in reading. We increased our science FCAT by 16% and our math overall learning gains by 15%. We had the highest minority and free/reduced lunch rate earning a school grade of A for middle schools in our county. I am proud of the teachers, students, staff, and parents of Bonita Springs Middle School.

Assis Principal	Mary Blackmon	Masters in Educational Leadership, BS in Education  Ed. Leadership (All grades) English 6-12 ESOL Endorsement  National Board Certification	3	2	I am a nationally board certified teacher in AYA-ELA. I was a Teacher of Distinction for the Collier County Education Foundation in 2008. I have presented professional development trainings on differentiated instruction, PBS, and data analysis to staff, and I served as a panelist for a community forum in Collier on Cyber Bullying. As a teacher, department chair, and A+ committee member at Bonita Springs Middle I was integral in improve their "B" school grade to an "A".
Assis Principal	Manestonrous LaFalaise	Masters in Educational Leadership, BS in Education  Ed. Leadership (All grades) Foreign Languages - French K-12 ESOL Endorsement Reading Endorsement	10	2	During my years at Bonita Springs Middle I have worked with low performing students. As the Assistant Principal for discipline, I was able to reduce the number of referrals by 28%, which was a factor in improving our school grade to an "A".

## INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Debbie Brawner	BA-Special Education K-12, Morehead State University, K-6 Certification, Reading Endorsement, ESOL Endorsement	35	7	Helped increase school grade from a "B" to an "A"; Met AYP in Reading for White subgroup; When teaching Reading to ESE students that subgroup made AYP in 2006 and 2007.

## 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	Regular meetings of new teachers with administration.	Linda Mitchell Mary Blackmon	ongoing	
2	Partner new teacher with a verteran teacher.	Mary Blackmon	ongoing	
3	Regular classroom walkthroughs of all teachers will be conducted by the administration.	Linda Mitchell Mary Blackmon Manestonrous LaFalaise	ongoing	
4	Provide and update staff handbook on sharepoint for all staff members	Administration and Learning Resource Teacher	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
1) Teachers out-of-field in ESOL = 6% (3)  2) Teachers NOT effective/highly effective based on their 2012 manager's evaluation = 0% (0)	1) Teachers will enroll in district offered courses in order to meet the requirements of highly qualified teachers. In addition, a plan has been completed for each teacher detailing actions they will take to complete their endorsement.

## 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
49	10.2%(5)	32.7%(16)	34.7%(17)	22.4%(11)	28.6%(14)	87.8%(43)	24.5%(12)	0.0%(0)	32.7%(16)

## 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
Kenner Muench	Jacquelyn Toleman	Mentor teacher is an experienced teacher who can provide strategies for working with students in the related arts.	Observations, Pre and Post observation planning sessions, self evaluations, modeling and assistance with teaching. Meetings will be arranged as needed. New teachers will be allowed to observe other classrooms.
Barb Scarnato	Oneida Nieblas	Mentor teacher is an experienced teacher who can provide strategies for working with students in the related arts.	Observations, Pre and Post observation planning sessions, self evaluations, modeling and assistance with teaching. Meetings will be arranged as needed. New teachers will be allowed to observe other classrooms.
Sean Maloney	Sarah Schroeder	Mentor teacher is an experienced science teacher who can provide teaching strategies and methods related to the science subject area.	Observations, Pre and Post observation planning sessions, self evaluations, modeling and assistance with teaching. Meetings will be arranged as needed. New teachers will be allowed to observe other classrooms.
Kristy Richardson	Julie Mae Carlip	Mentor teacher is an experienced ESE teacher who can provide strategies for working with ESE students.	Observations, Pre and Post observation planning sessions, self evaluations, modeling and assistance with teaching. Meetings will be arranged as needed. New teachers will be allowed to observe other classrooms.
		Mentor	Observations, Pre and

Susan Delago	Jeffrey Blessing	teacher is an experienced teacher who can provide strategies for working with 7th grade students.	Post observation planning sessions, self evaluations, modeling and assistance with teaching. Meetings will be arranged as needed. New teachers will be allowed to observe other classrooms.
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## ADDITIONAL REQUIREMENTS

### Coordination and Integration

**Note: For Title I schools only**

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

#### Title I, Part A

Title I, Title II and other programs coordinate through the SIP process. Each school completes a needs assessment before writing goals for the year. School improvement plans are written to ensure compliance with all state and national regulations. All school improvement plans are reviewed at the district level for appropriate use of funds and effective use of resources. This district level review prevents duplication of services and facilitates coordination between schools and departments. This collaboration ensures that all programs support schools.

#### Title I, Part C- Migrant

Title I, Part A coordinates with Title I, Part C to provide expanded academic enrichment opportunities to Migrant students. Services include after school tutorials in reading and math; health services; and literacy workshops for parents as a result of the coordination of these funds. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

#### Title I, Part D

The facilities and schools coordinate with health services (mental and physical) and other social services to meet the need of students returning back to their assigned educational facility. The district Health Services, Student Services, Title I, Title III and ESE departments are all a part of the collaborative effort. For example: social workers from student services has the process and procedures in place to assist students and their families with social services for food stamps and other health services; the ESE Department has established a memorandum of understanding for assistance with housing and counseling services through Ruth Cooper and the Lutheran Service; vocational instructors establish partnership with businesses so students will have an opportunity to continue to develop their vocational skill.

#### Title II

Title I coordinates with other programs funded under NCLB through the SIP (School Improvement Plan) process. Within this plan, schools complete a Professional Development Plan in collaboration with Title II. The PDP is concentrated in reading, math, science and writing to meet the needs of the targeted subgroups not making AYP. The PDP includes teachers, paraprofessionals, and administrators. As part of the School Advisory Council, parents are included in this planning process. Each school completes a needs assessment before writing goals for the year. School improvement plans are written to ensure compliance with all state and national regulations. This collaboration ensures that all programs funded under NCLB use funds to support schools, not supplant district obligations. All school improvement plans are reviewed at the district level for appropriate use of funds and effectiveness. This district level review prevents duplication of services and facilitates coordination between agencies. Each school's SIP is reviewed by all stakeholders and submitted to the Board for approval. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

#### Title III

Title I, Part A coordinates with Title III to expand academic enrichment opportunities for ELLs. These services include after school tutorials, professional development, supplemental scientifically research based resources and materials. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

#### Title X- Homeless

Title X coordinates with Title I, Part A, to provide comparable services to homeless children who are not attending Title I schools. By providing ongoing collaboration between Title X and Title I, Part A, program staff, the same services for homeless

students in non Title I schools are provided to homeless students in Title I schools. In addition to serving homeless students not enrolled in Title I schools, set-aside funds are used to provide services to homeless students who are attending Title I schools. Homeless students who attend Title I school-wide or targeted assistance schools may have unique challenges that are not addressed by the regular Title I program at these schools. These challenges may create barriers to full participation in Title I programs and defeat the overarching program goal of helping all students meet challenging state standards. For instance, students residing in shelters, motels, or other overcrowded conditions may not have a quiet place to study at the end of the day and may require extended after-school library time; tutoring and/or accessibility to tutoring as needed, school supplies, expedited evaluations, extended days/ learning opportunities, Saturday schools, summer academic camps, coordination of services with shelters or other homeless service providers, or, a student who is dealing with the stress and anxiety associated with homelessness may not be able to focus on his or her studies and may benefit from school counseling services. Through Title I, Part A, or Title I, Part A, in conjunction with Title X, McKinney-Vento funding homeless students can take part in services that enable them to benefit more from a school's Title I program.

#### Supplemental Academic Instruction (SAI)

SAI is used to provide unique learning programs at schools. SAI funds are also used to fund summer school programs throughout the District. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

#### Violence Prevention Programs

The Youth Coalitions within Lee County provide opportunities for partnerships between the District and other social services. These social services assist all at-risk students through after-school programs that include academic, social, and health services. Anticipated outcomes include a safe environment for children and increased academic achievement. Bullying prevention programs are offered throughout the District. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

#### Nutrition Programs

Food and Nutrition Services offers healthy meals to all students. This includes ensuring that families are offered free and reduced lunch applications throughout the year. All students receive free breakfast at all school locations. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

#### Housing Programs

#### Head Start

Activities with Early Childhood include three blended VPK/Title I classrooms for four-year olds. This is a voluntary program that identifies high-risk students to receive a full year of educational opportunities. The benefits for students include readiness for Kindergarten and focusing on building literacy for early reading skills. The expected outcome is for the four-year old who participates in the programs to be able to perform at the readiness level in all areas of the kindergarten readiness screening. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

#### Adult Education

Adult Education partners with several Title I schools to offer ESOL classes for parents to learn English. Adult Education partners with Title I, Part A to offer paraprofessional classes to prepare paraprofessionals to take the qualifying test, ParaPro. Adult Education instructors review reading, math and writing skills, as well as test administration. Title I paraprofessionals benefit by becoming highly qualified as defined by NCLB. The benefit of these classes is to help the monolingual parents learn English so that they can become more self-sufficient. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

#### Career and Technical Education

The district provides extensive opportunity for Career and Technical Education including Industry Certification. Each attendance zone also includes a comprehensive high school with career academies.

#### Job Training

The district provides extensive opportunity for Career and Technical Education including Industry Certification. Each attendance zone also includes a comprehensive high school with career academies.

#### Other

Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

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

### School-based MTSS/RTI Team

Identify the school-based MTSS leadership team.

The MTSS/RTI Problem Solving Team for Bonita Springs Middle School consists of the following members:

Vivian Colon- Guidance  
Linda Mitchell- Principal  
Esperanza Liszewski- School Social Worker  
Classroom Teachers  
Mark Capley - District Psychologist  
Amy Mauriello - Learning Resource Teacher  
Parent Involvement Specialist  
Reading Coach

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 MTSS/RTI Problem Solving team at Bonita Springs Middle School meets on an as needed basis to analyze school and/or student progress data in order to monitor the progress of students receiving interventions and to identify students in need of more support. The team uses the five-step problem solving process as outlined in the district's Response to Intervention Manual. The roles of each member are as follows:

Classroom Teacher

- Keep ongoing progress monitoring notes in a MTSS folder (FAIR, curriculum assessments, SAT 10 or FCAT scores, work samples, anecdotes) to be filed in cumulative folder at the end of each school year or if transferring/withdrawing
- Attend MTSS Team meetings to collaborate on & monitor students who are struggling
- Implement interventions designed by RTI Team for students in Tier 2 & 3
- Deliver instructional interventions with fidelity

Reading or Math Coach/Specialist

- Attend MTSS Team meetings
- Train teachers in interventions, progress monitoring, differentiated instruction
- Implement Tier 2 & 3 interventions
- Keep progress monitoring notes & anecdotes of interventions implemented
- Administer screenings
- Collect school-wide data for team to use in determining at-risk students

Principal/Assistant Principal

- Facilitate implementation of MTSS in your building
- Provide or coordinate valuable and continuous professional development
- Assign paraprofessionals to support RTI implementation when possible
- Attend RTI Team meetings to be active in the RTI change process
- Conduct classroom Walk-Throughs to monitor fidelity

Guidance Counselor/Curriculum Specialist

- Often MTSS Team facilitators
- Schedule and attend MTSS Team meetings
- Maintain log of all students involved in the MTSS process
- Send parent invites
- Complete necessary MTSS forms
- Conduct social-developmental history interviews when requested

School Psychologist

- Attend MTSS Team meetings on some students in Tier 2 & on all students in Tier 3
- Monitor data collection process for fidelity
- Review & interpret progress monitoring data
- Collaborate with RTI Team on effective instruction & specific interventions
- Incorporate MTSS data when guiding a possible ESE referral & when making eligibility decisions

ESE Teacher/Staffing Specialist

- Consult with MTSS Team regarding Tier 3 interventions
- Incorporate RTI data when making eligibility decisions

ESOL/ELL Representative

- Attend all MTSS Team meetings for identified ELL students, advising and completing LEP paperwork
- Conduct language screenings and assessments
- Provide ELL interventions at all tiers

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

The MTSS problem solving Team assists with the analysis of school, classroom, and student level data in order to identify

areas for school improvement. Additionally, the team assists with the evaluation of the student response to current interventions, curricula, and school systems.

### 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.

Bonita Springs Middle School utilizes the district adopted data management systems, Pinnacle Analytics. This allows the school comprehensive access to all school and district databases, thereby assisting with the detailed analysis of district, school, classroom, and student level data. These analyses assist with the tracking of student progress, management of diagnostic, summative, and formative assessment data, and the response of students to implemented interventions.

Describe the plan to train staff on MTSS.

The Lee County School District has developed a comprehensive training plan for faculty and staff. School based MTSS contacts and administrators have been identified and are provided on-going staff development training regarding the MTSS problem-solving process throughout the school year in the areas of problem identification, instructional best practices, curriculum supports, data analysis, implementation of supplemental and intensive interventions, and behavior management techniques. Additionally, district personnel provide coaching and modeling to assist schools with strategies that are designed to improve the educational outcomes for students with academic and behavioral needs within a multi-tiered system of student supports.

Describe the plan to support MTSS.

The Lee County School District has hired District level support personnel to sustain the implementation of the MTSS problem-solving process for all students within schools. They provide training, coaching, modeling, data analysis, and guidance to assist schools with the implementation of supplemental and intensive strategies designed to improve the educational outcomes for students with academic and behavioral needs within a multi-tiered system of student supports. These personnel are comprised of teachers with knowledge in effective instructional practices, data analysis, curriculum resources, behavior management techniques, research based practices, and problem-solving processes to support the academic and behavioral needs of students within a multi-tiered student support system.

## Literacy Leadership Team (LLT)

### School-Based Literacy Leadership Team

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

Linda Mitchell, Mary Blackmon, Debbie Brawner, Sandra Andrews, Charndra Carias, Erin Fowler, Clara Verhaagh, Kenner Muench, Amy Mauriello

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

The LLT meets bimonthly to develop, review and revise the schoolwide Literacy Plan. The LLT assists with developing programs and interventions within the school. The LLT also identifies the individual school reading needs, analyzes the data for reading, and provides support to the teachers when implementing new initiatives in the classrooms. The team leads the One Book One School wide reading initiative.

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

The LLT will continue to support the One Book One School project and ensures that it continues this year. Content area teachers are being asked to assign weekly subject specific reading assignments with assessments. The LLT is also following up on an inservice that was delivered to the staff at the beginning of the school year using Robert Marzano strategies to teach vocabulary. Accelerated Reader is also being implemented throughout the school and is included as part of student expectations for every content area. The LLT will evaluate and make recommendations on how to spend money to update the resources available in our media center.

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

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

### \*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

Reading plan at Bonita Springs Middle School:

1. Teachers in all content areas prepare and implement a CIS (Comprehension Instructional Sequence) Lesson each quarter.
2. The entire school reads one book at the same time throughout the year. One Book-One School
3. The school participates in Literacy Week, and holds 2 Book Fairs.
4. Novels are read in every class quarterly. Social Studies classes read a book each semester that aligns to their curriculum.
5. Reading data is shared with all teachers so areas of weakness can be worked on and further developed and supported.
6. Administration regularly checks lesson plans and observes classrooms for implementation of reading strategies.
7. Accelerated Reading (AR) levels and goals are set for every student by the reading teachers. Teachers will regularly conference with students about their AR goals.
8. Teachers in all content areas are encouraged to attend the CAR-PD sessions offered through the district and pursue their reading endorsement.
9. The book "Teach Like a Champion" was given to every teacher and assigned as summer reading. The book highlights various strategies that relate to reading and writing. These strategies were the focal point during SINI week.
10. Current and relevant articles relating to reading are provided to teachers throughout the year.

### \*High Schools Only

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

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

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

### Postsecondary Transition

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

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



## PART II: EXPECTED IMPROVEMENTS

### Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading.  Reading Goal #1a:	In 2011-12, 22%(158) of our students scored Level 3 on FCAT Reading. In 12-13, we will improve by 7%(50) to 29% (209) proficiency as measured by FCAT Reading 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
22% (158)	29% (209)

#### 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 demonstrate difficulty with vocabulary.	<ul style="list-style-type: none"> <li>Teachers will use the Comprehension Instructional Sequence (CIS) to preteach relevant vocabulary</li> <li>Use of the program Empower 3000 to explicitly teach vocabulary</li> <li>Specific instruction in context clue strategies</li> <li>Vocabulary specific graphic Organizers</li> <li>Use of Cornell Notes to explicitly teach new vocabulary</li> <li>Use of realia and visuals to explicitly teach vocabulary</li> <li>Differentiate instruction for ESE students</li> <li>ELL Students -</li> <li>Use of ESOL strategies to build background knowledge</li> <li>Provide translation in native language</li> <li>Use of technology (smartboard) to build background knowledge and student engagement</li> </ul>	Classroom teacher, Administration, Data Team, Reading Coach, Learning Resource Teacher	Teachers will create common assessments that include vocabulary. Teachers and A+ team will review data from these assessments to determine progress in this area.	Grades, Quarterly common course exams, FAIR, Classroom assessments, FCAT testing results.
2	Students demonstrate difficulty with informational text.	<ul style="list-style-type: none"> <li>Use of Empower 3000 to expose students to informational text and explicitly teach comprehension strategies</li> <li>Teachers will use the Comprehension Instructional Sequence (CIS) to provide students with comprehension strategies</li> <li>20% of Accelerated</li> </ul>	Classroom teacher, Administration, Data Team, Reading Coach, Learning Resource Teacher	Teachers will create common assessments that include comprehending informational text. Teachers and A+ team will review data from these assessments to determine progress in this area.  Teachers will review AR	teacher created quarterly assessments, AR reports

		Reader goal must be nonfiction •Weekly reading assessments in all content areas • Identifying main ideas and supporting details		reports weekly to determine the percentage of nonfiction read.	
3	Students demonstrate difficulty acquiring and comprehending reference and research materials.	•Use of Empower 3000 which includes the textual references and comprehension strategies •Use of higher order questioning before, during and after instruction •Use of Blackboard to prepare and submit research projects •Use of Scholastic and National Geographic magazines to assist in instruction of using reference material within text	Classroom teacher, Administration, Data Team, Reading Coach, Learning Resource Teacher	Data team meets bi-weekly to review students data and progress in areas of need. Administration reviews lesson plans and classroom instruction to ensure teaching of the NGSSS/Common Core and strategies are being implemented	Grades, Quarterly common course exams, FAIR, Classroom assessments, FCAT testing results.
4	Students are frequently absent.	•Parent involvement specialist will call the parents that are consistently absent. •Use an attendance contract to motivate students to attend. •Students will participate in free after school tutoring to make-up missing work	Administration, classroom teachers, parent involvement specialist, school social worker	Data team will meet monthly to analyze the absentee data and discuss specific students	Daily, weekly, monthly attendance reports
5	Students not engaged during instruction	Teachers will utilize strategies from the book "Teach Like a Champion"	Administration A+ Team	Quarterly reading assessments will be reviewed by the A+ team to determine progress	Quarterly reading assessments

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.  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.	n/a
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Reading Goal #2a:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
n/a		n/a		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading.  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.  Reading Goal #3a:				
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:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.  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.  Reading Goal #4:	
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 Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

Reading Goal #

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

5A : In 2011-2012 51% of students in all subgroup areas were proficient in reading. In 2012-2013 58% of students will be proficient in reading. During the next six years we will increase proficiency in reading to 75%.

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	54%	58%	63%	67%	71%	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.  
Reading Goal #5B:

In 2011-2012 35% of students in the Hispanic subgroup were proficient in reading. In 2012-2013 47% of the Hispanic subgroup will be proficient in reading.  
In 2011-2012 72% of students in the White subgroup were proficient in reading. In 2012-2013 76% of students in the White subgroup will be proficient in reading.

2012 Current Level of Performance:	2013 Expected Level of Performance:
Hispanic - 35% (141) White - 72% (212)	Hispanic - 47% (190) White - 76% (224)

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 demonstrate difficulty with informational text.	Use of Empower 3000 (TeenBiz) to expose students to informational text and explicitly teach comprehension strategies  Teachers will use the Comprehension Instructional Sequence (CIS) to provide students with comprehension strategies  20% of Accelerated Reader goal must be nonfiction	Classroom teacher, Administration, Data Team, Reading Coach, Learning Resource Teacher	Teachers will create common assessments that include comprehending informational text. Teachers and A+ team will review data from these assessments to determine progress in this area.  Teachers will review AR reports weekly to determine the percentage of nonfiction read.	teacher created quarterly assessments, AR reports

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

5C. English Language Learners (ELL) not making satisfactory progress in reading.  
Reading Goal #5C:

In 2011-2012 12% of English Language Learners were proficient in reading. In 2012-2013 23% of English Language Learners will be proficient in reading.

2012 Current Level of Performance:	2013 Expected Level of Performance:
12% (8)	23% (15)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool
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			Monitoring	Strategy	
1	Parents of ELL students do not have English language skills to provide support at home	Provide English language courses on campus to parents and community members  Provide after school tutoring for students to receive support at school	Adult Education Instructors, Assistant Principal Mane Lafalaise	Administration will review attendance reports and identify parents of students	weekly and monthly attendance reports

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading.  Reading Goal #5D:	In 2011-2012 18% of students with disabilities were proficient in reading. In 2012-2013 32% of students with disabilities will be proficient in reading as measured by FCAT Reading 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
18% (17)	32% (31)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students with Disabilities need extended time and support	students will be given the opportunity to stay after school for tutoring 5 days a week  struggling students will be placed in a study hall for tutoring with a certified teacher	Kristy Richardson/ ESE Coordinator	Student's grades will be monitored weekly	Student grade reports  AR reports
2	The level of rigor and questioning for Students with Disabilities is not high enough to increase achievement	teachers will be expected to use higher order questioning in order to increase the level of rigor in every classroom  Cornell notes will be used in all content areas in order to increase rigor and engagement	Mary Blackmon/ APC	Student's grades will be monitored weekly	Student grade reports  Common Course Exams

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

5E. Economically Disadvantaged students not making satisfactory progress in reading.  Reading Goal #5E:	In 2011-2012 43% of the students who are economically disadvantaged were proficient in reading. In 2012-2013 53% of economically disadvantaged students will be proficient in reading as measured by FCAT Reading 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
43% (227)	53% (279)

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Economically disadvantaged students lack background knowledge and experiences necessary for comprehension	BrainPop videos will be played on the morning news on a variety of topics  Empower 3000 (Teen Biz) will be used in reading classes to provide on-level informational text for students  Video field trips will be used when appropriate	Mary Blackmon/APC	Administration will monitor lesson plans and classroom instruction to ensure that teachers are building students background knowledge	Teacher created quarterly common assessments  Teen Biz reports

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Comprehension Instructional Strategies (CIS)	All grade level and content area teachers	Susan Delago, Charndra Carias, Daisy Forsythe	School-wide	Preschool and Inservice days	All teachers will prepare and present one CIS lesson during each quarter as evidence by lesson plans and classroom observations.	Mary Blackmon
Empower3000	Reading Teachers	Program Trainer	Reading Teachers	August training during school  As needed for follow-up	All reading teachers will be expected to utilize Empower 3000 a minimum of 1x a week as evidenced by lesson plans and classroom observations.	Mary Blackmon
SpringBoard	Reading Teachers	Program Trainer	7th and 8th grade reading teachers of students levels 3,4,5	August training during school	Administrator will review lesson plans and classroom.	Mary Blackmon
Kagan Cooperative Learning Training	All grade level and content area teachers	Program Trainer	Teachers from various content areas and grade levels	Various trainings during 2012-2013	Participants will share training information with staff during inservice training.	Mary Blackmon
Aligning Common Core Standards in all content areas	Reading, Social Studies, Language Arts, Science, and Related Arts	Department Leaders	School-wide	Continuous	Administrator will review lesson plans and classroom instruction to ensure CCSS are incorporated into lessons.	Mary Blackmon
PLC higher order questioning techniques	All grade level and content area teachers	Amy Mauriello/LRT	School-wide	Preschool and inservice training	Teachers will include questioning strategies used in lesson plans and the level of complexity.	Mary Blackmon
Blackboard	All grade level and content area teachers	Rob Mazza/District Instructor	School-wide	Various training dates throught 2012-2013	Teachers will utilize Blackboard lessons.	Mary Blackmon
Using databases to search and select reference materials	All grade level and content area teachers	Sandy Angle/District Instructor Sherry Bullock/Media Specialist	School-wide	October 17, 2012	Teachers will be expected to instruct student on where and how to use internet based reference materials and evidenced by lesson plans.	Mary Blackmon Sherry Bullock

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Reading Resources and Novels	Nonfiction and Fiction books to support AR, intensive and Springboard programs	Title I	\$15,000.00
Differentiated Reading Classroom Supplies	Teachers will build a classroom environment designed for differentiation	Title I	\$8,000.00
School Notebooks and dividers	Each student will have a school notebook and class dividers purchased along with paper and pencils to assist them with organizational skills	Title I	\$11,000.00
Use of scholastic magazine to develop non-fiction reading skills	Scholastic Magazine	Title I	\$2,547.73
CIS Reading	Copies and related supplies for CIS lessons	SAI	\$8,857.00
			Subtotal: \$45,404.73
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Empower 3000	2 mobile labs to support the use of Empower 3000	Title I	\$44,000.00
Technology based lesson planning software for monitoring of strategies	OnCourse	Title I	\$1,677.54
			Subtotal: \$45,677.54
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
SpringBoard training	Substitute Teachers	Title I	\$800.00
Kagan Training	Teachers from various content areas and grade levels will learn cooperative learning & high level questioning techniques	Title I	\$3,800.00
Common Core Standards Training	Teachers will use CCS in lessons incorporating close reading across the curriculum	Title II	\$1,371.00
PLC - Higher order questioning techniques	Teachers will learn and discuss strategies to increase the complexity of questioning within their classroom	Title II	\$1,000.00
			Subtotal: \$6,971.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Afterschool Tutoring	2 Teachers afterschool for 1 hour each day	SAI	\$17,000.00
Additional Instructional Unit	1 half time teacher to ensure low class size	SAI	\$15,709.63
			Subtotal: \$32,709.63
			<b>Grand Total: \$130,762.90</b>

End of Reading Goals

## Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal # 1:	In 2011-2012 52% (32) of our LY students were proficient in the oral portion of the CELLA exam. In 2012-2013 60% (38) of our LY students will be proficient on the oral portion of the CELLA portion of the exam.



2012 Current Percent of Students Proficient in listening/speaking:

52% (32)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students English skills are limited to conversational English	ELL students will be provided direct explicit instruction of academic vocabulary	Mary Blackmon/APC	Administration reviews lesson plans and classroom instruction to ensure teaching of the academic vocabulary.	Grades, Cella Test results

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

2. Students scoring proficient in reading.

CELLA Goal #2:

In 2011-2012 8% (5) of our LY students were proficient in the reading portion of the CELLA exam. In 2012-2013 16% (10) of our LY students will be proficient on the reading portion of the CELLA exam.

2012 Current Percent of Students Proficient in reading:

16% (10)

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 exhibit a limited English vocabulary	ELL students will be provided direct explicit instruction of vocabulary  ELL instructional strategies such as realia will be utilized  Teachers will use technology resources, such as brainpop, to build background knowledge and vocabulary  ELL paraprofessional will be available to translate English vocabulary into native language	Mary Blackmon/APC	Administration will review lesson plans and classroom instruction to ensure that vocabulary is being explicitly taught using ELL instructional strategies	Grades, CELLA

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

3. Students scoring proficient in writing.

CELLA Goal #3:

In 2011-2012 16% (10) of our LY students were proficient in the writing portion of the CELLA exam. In 2012-2013 25% (15) will be proficient on the writing portion of the CELLA exam.

2012 Current Percent of Students Proficient in writing:

16% (10)

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	ELL students lack background knowledge on which to base well organized and supported writing	BrainPop videos will be played on the morning news on a variety of topics  Empower 3000 will be used in reading classes to provide on-level informational text for ELL students  Video field trips will be used when appropriate  Language Arts teachers will use the 6 traits writing technique to teach organization	Mary Blackmon/APC	Administration will monitor lesson plans and classroom instruction to ensure that teachers are building students background knowledge	Baseline, Midyear and End of year writing assessments.  Monthly Criterion assessments

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
Build Background Knowledge and Vocabulary	Brainpop	Title I	\$1,240.00
			Subtotal: \$1,240.00
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
Additional Paraprofessional to translate and assist ELL students	1 paraprofessional	SAI	\$44,489.00
			Subtotal: \$44,489.00
			<b>Grand Total: \$45,729.00</b>

## Middle School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics.  Mathematics Goal # 1a:	In 2011-12, 28%(202) of our students scored Level 3 on FCAT Math. In 12-13, we will improve by 5%(36) to 33% (238) as measured by the FCAT Math 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (202)	33% (238)

### 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 demonstrate difficulty with algebraic thinking, number sense and critical thinking skills used to solve multi-step problems	<ul style="list-style-type: none"> <li>Teachers will utilize a common sequence of steps to work through word problems</li> <li>Teachers will use common planning to determine essential instructional strategies and develop common assessments</li> <li>Technology such as FCAT Explorer &amp; V-Math Live will be used</li> <li>Training will be provided to staff in developing questioning skills</li> <li>Daily 87 minute block for all students</li> <li>Manipulatives and modeling will be used to develop concrete associations to mathematical principles</li> <li>Afterschool tutoring using SAI</li> <li>Simplify directions for ESE and ELL students</li> </ul>	Classroom teacher, Math coach, and Administration	Lesson plan reviews, classroom walk through, data team reviewing student's data regularly	Grades, Classroom Unit exams, FCAT, Baseline, Midyear, CCE Testing
2	Students demonstrate a limited understanding of data analysis, probability and measurement skills	<ul style="list-style-type: none"> <li>Use of Smart Board applications and response systems to create real world data analysis situations</li> <li>FCAT Explorer</li> <li>V-Math Live</li> <li>Higher Level Questioning</li> <li>Daily 87 minute block for all students</li> <li>Researched based Kagan cooperative learning strategies will be used to support ESE and ELL students.</li> <li>Spiraling standards in assessments to assist with mastery of mathematical concepts</li> </ul>	Classroom teacher, Math coach, and Administration	Lesson plan reviews, classroom walk through, data team reviewing student's data regularly	Grades, Classroom Unit exams, FCAT, Baseline, Midyear, CCE Testing

		<ul style="list-style-type: none"> <li>•Afterschool tutoring using SAI</li> <li>• Real life experiences related to math</li> <li>•Instruction and assessment will be differentiated for ESE and ELL students</li> </ul>			
3	Students lack academic vocabulary	<ul style="list-style-type: none"> <li>•Math word wall will be displayed in all classrooms to assist with retention of vocabulary</li> <li>•Cornell notes will be used to organize vocabulary concepts</li> <li>•Instruction and assessment will be differentiated for ESE and ELL students</li> </ul>	Classroom teacher, Math coach, and Administration	Lesson plan reviews, classroom walk through, data team reviewing student's data regularly	Grades, Classroom Unit exams, FCAT, Baseline, Midyear, CCE Testing

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.  Mathematics Goal # 1b:	
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.  Mathematics Goal # 2a:	
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:

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:	
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:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.  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.  Mathematics Goal #4:	
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 Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Middle School Mathematics Goal # 5A : In 2011-2012 53% of students in all subgroup areas were proficient in math. In 2012-2013 64% of students will be proficient in math. During the next six years we will increase proficiency in math to 79%.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	61%	64%	68%	71%	75%	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.  Mathematics Goal #5B:	In 2011-2012 44% of students in the Hispanic subgroup were proficient in math. In 2012-2013 56% of the Hispanic subgroup will be proficient in math. In 2011-2012 65% of students in the White subgroup were proficient in math. In 2012-2013 78% of students in the White subgroup will be proficient in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Hispanic - 44% (178) White - 65% (192)	Hispanic - 56% (226) White - 78% (230)

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 demonstrate difficulty with algebraic thinking, number sense and critical thinking skills used to solve multi-step problems	<p>Teachers will utilize a common sequence of steps to work through word problems</p> <p>Teachers will use common planning to determine essential instructional strategies and develop common assessments</p> <p>Daily 87 minute block for all students</p> <p>Manipulatives and modeling will be used to develop concrete associations to mathematical principles</p>	Mary Blackmon/APC Barbara Scarnato/Math Department Head	A+ team and math teachers will regularly review student's grades on common assessment	Department created common math assessments

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics.  Mathematics Goal #5C:	In 2011-2012 13% of English Language Learners were proficient in math. In 2012-2013 31% of English Language Learners will be proficient in math as measured by FCAT math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
13%	31% (21)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	ELL students lack academic vocabulary	<p>Math word wall will be displayed in all classrooms to assist with retention of vocabulary</p> <p>Cornell notes will be used to organize vocabulary concepts</p> <p>Instruction and assessment will be differentiated for ESE and ELL students</p>	Barbara Scarnato/Math Department Head  Mary Blackmon/APC	Lesson plan reviews, classroom walk through, data team reviewing student's data regularly	Department created common math 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 mathematics.  Mathematics Goal #5D:	In 2011-2012 27% of students with disabilities were proficient in math. In 2012-2013 45% of students with disabilities will be proficient in math as measured by FCAT math.
2012 Current Level of Performance:	2013 Expected Level of Performance:

27% (26)		45% (44)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students with Disabilities need extended time and support	students will be given the opportunity to stay after school for tutoring 5 days a week  struggling students will be placed in a study hall for tutoring with a certified teacher	Kristy Richardson/ESE Coordinator	Student's grades will be monitored weekly	Weekly grade report

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:	In 2011-2012 49% of the students who are economically disadvantaged were proficient in reading. In 2012-2013 60% of economically disadvantaged students will be proficient in reading as measured by FCAT Math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
49% (258)	60% (316)

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 demonstrate difficulty with algebraic thinking, number sense and critical thinking skills used to solve multi-step problems	Teachers will utilize a common sequence of steps to work through word problems  Teachers will use common planning to determine essential instructional strategies and develop common assessments  Daily 87 minute block for all students  Manipulatives and modeling will be used to develop concrete associations to mathematical principles	Barbara Scarnato/Math Department Head  Mary Blackmon/APC	A+ team and math teachers will regularly review student's grades on common assessment	Department created common assessments

*End of Middle School Mathematics Goals*

## Algebra End-of-Course (EOC) Goals

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



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

1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	In 2011-2012 48% of the 27 students tested scored a level 3 on the Algebra EOC. In 2012-2013 51% of the 127 students taking Algebra will score a level 3 on the Algebra EOC. This goal reflects only a slight increase due to a larger percentage of students taking the Algebra 1 EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
48% (27)	51% (127)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have difficulty analyzing moderate and high complexity word problems	Students will receive 87 minutes of Algebra instruction each day.	Math Department Chairperson Administration	Administration will review lesson plans and classroom environment	Grades, CCE, End of Course Exam
2	Students do not receive parental support for homework help	Afterschool tutoring will be provided for all students  Homework directions will be simplified for ELL and ESE students	Afterschool Program Coordinator  Administration	Classroom teacher will receive a list of students who attend the tutoring program	Homework grades, CCE, End of Course Exam

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

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	
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 Algebra EOC Goals

## Geometry End-of-Course (EOC) Goals

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

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

in need of improvement for the following group:

1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:	
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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. Geometry Goal #2:	
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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

SmartBoard Applications and accessories	Math	Rob Mazza/District Trainer Amy Mauriello/LRT	school-wide	various dates throughout 2012-2013	Administrator will ensure that Smart lessons will be used at least once a week as evidenced by lesson plans.	Mary Blackmon
Aligning Common Core Standards to instruction	Math	Department Leaders	Math department	Continuous	Administrator will review lesson plans and classroom instruction to ensure CCSS are incorporated into lessons.	Mary Blackmon

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Cornell Notes & Word Walls	Copies and Supplies	SAI	\$8,857.00
			Subtotal: \$8,857.00
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
Use of Smart Board applications and accessories to enhance instruction	Teachers will attend smart board training throughout the year that will teach them to use the smart response systems and smart pads	Title II	\$1,000.00
			Subtotal: \$1,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Additional instructional staff to ensure every student receives 87 minutes of daily math instruction	4 math teachers	Title I & SAI	\$169,411.00
Afterschool tutoring	2 Teachers after school for 1 hour each day	SAI	\$17,000.00
			Subtotal: \$186,411.00
			Grand Total: \$196,268.00

End of Mathematics Goals

## Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal # 1a:	In 2011-12, 35% (77) of our students scored Level 3 on FCAT science. In 12-13, we will improve by 10%(22) to 45%(99)as measured by FCAT Science 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
35% (77)	45% (99)
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 demonstrate difficulty in reading informational text	<ul style="list-style-type: none"> <li>•Daily Brain Pop to introduce academic vocabulary related to science.</li> <li>•Teachers will implement CIS reading strategies to help students tackle reading informational text</li> <li>• Teachers will use science focused magazines to provide examples of informational text</li> <li>• Focused, benchmark lessons</li> <li>• Teachers will use Cornell notes to help students comprehend text</li> <li>• Use of a consumable textbook</li> <li>• Differentiation for ESE students</li> </ul>	Classroom teacher, and Administration, Reading Coach	Lesson plan reviews, classroom walk through, data team reviewing student's data regularly	Grades, Classroom Unit exams, FCAT, Baseline, Midyear, CCE Testing
2	Students demonstrate difficulty utilizing inquiry skills	<ul style="list-style-type: none"> <li>• Teachers will implement inquiry based lesson utilizing hands on experimentation</li> <li>• Daily science bell-ringer focused on higher level critical thinking skills</li> <li>• Continual focus on the Scientific Method</li> <li>• Kagan Research Based Instructional Strategies to build engagement and peer support for ESE and ELL students</li> </ul>	Classroom teacher, AP of curriculum	Lesson plan reviews, classroom walk through, data team reviewing student's data regularly	Grades, Classroom Unit exams, FCAT, Baseline, Midyear, CCE Testing

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
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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:	
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:

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
Cornell Notes	Printed Cornell Notes Pages and folders for notebooks	Title I	\$1,000.00
Science Magazine to increase knowledge of real life science and develop reading skills	Scholastic Science Magazine	Title I	\$1,012.27
Science Labs	Supplies for hands on labs and experiments	SAI	\$5,000.00
			Subtotal: \$7,012.27
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
Additional Science Teacher		SAI	\$47,128.88
			Subtotal: \$47,128.88
			Grand Total: \$54,141.15

*End of Science Goals*

## Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing.  Writing Goal #1a:	In 2011-12, 73% (161) of our students scored Level 3 or above on the FCAT writing assessment. In 12-13, we will improve to 80% as measured by the FCAT writing assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
73% (161)	80% (178)
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	Use of vivid vocabulary and proper sentence formation	<ul style="list-style-type: none"> <li>Language Arts teachers meet with Department Head on a regular basis</li> <li>Research based writing curriculums such as Six Traits &amp; SpringBoard</li> <li>Rubrics for every grade level</li> <li>Criterion Writing &amp; other technology based writing programs</li> <li>Writing Reference Guide</li> <li>Sample Writing lesson plans</li> <li>Incorporate short and extended response questions into all content areas lessons</li> <li>Writing across curriculum</li> </ul>	Classroom teacher and Administration	Lesson plan reviews, classroom walk through, data team reviewing student's data regularly	schoolwide writing prompts, classroom assignments, student samples, and report of FCAT writing score
2	Students unable to reference textual material in writing	<ul style="list-style-type: none"> <li>Use Springboard curriculum to develop notetaking and referencing skills</li> <li>Provide examples and rubrics of referencing texts within writing</li> </ul>	Administration	Lesson plan reviews, classroom observations	classroom assignments, FCAT writing

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.  Writing Goal #1b:	
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						

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
SpringBoard Curriculum	Research based Language Arts curriculum for 6th grade students to prepare students for writing requirements of upcoming PARCC assessment	Title I	\$54,359.00
			Subtotal: \$54,359.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Writing practice and skills review	Criterion writing software for 7th grade (8th grade supplied by district)& 6th grade writing software	Title I	\$4,496.46
			Subtotal: \$4,496.46
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: \$58,855.46</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. Civics 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 Civics.  Civics Goal #2:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

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

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

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
<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
			<b>Grand Total: \$0.00</b>

*End of Civics Goals*

## Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:				
1. Attendance				
Attendance Goal #1:				
2012 Current Attendance Rate:		2013 Expected Attendance Rate:		
2012 Current Number of Students with Excessive Absences (10 or more)		2013 Expected Number of Students with Excessive Absences (10 or more)		
2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)		
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						

Attendance Budget:

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

*End of Attendance Goal(s)*

## Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal # 1:	
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School

2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions			
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-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
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						

Suspension Budget:

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

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

End of Suspension Goal(s)

## Parent Involvement Goal(s)

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

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

1. Parent Involvement  Parent Involvement Goal #1:  <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	In 2011-2012 Bonita Spring Middle School held 6 parent workshops. In 2012-2013, we will continue to implement 6 parent workshops and add 4 curriculum nights.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
6 Parent workshops	6 parent workshop 4 curriculum nights

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited parent participation at school events	Family events at school <ul style="list-style-type: none"> <li>• Migrant family meetings</li> <li>• Parent workshops</li> <li>• Communication with parents as needed</li> <li>• Accomodating parent schedules by holding events during different times of the day, such as mornings and afternoons.</li> </ul>	Parent Involvement Specialist, Administration	Surveys, Review of parents participation at events offered	Surveys, and sign-in sheets, parent conference reports
2	Difficulty communicating with non-English speaking parents	<ul style="list-style-type: none"> <li>• Hire translators to be present at all school events</li> <li>• Translate all written school communication into students' native language</li> <li>• Use of assisted translation device - Talk &amp; Listen</li> </ul>	Parent Involvement Specialist, Administration	Surveys	Surveys, parent conference reports
3	Parents do not know how to access students grades	<ul style="list-style-type: none"> <li>• Implement curriculum nights when parents can meet with specific teachers</li> <li>• Plan a parent training for Parentlink</li> </ul>	Parent Involvement Specialist, Administration	Survey	Parent conferences, survey reports

(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
Monthly Newsletter	Allows parents to stay connected with school events	Title I	\$4,900.00
Mail important forms, newsletters and announcements	Allows parents to stay involved in their child's education	Title I	\$2,700.00
			Subtotal: \$7,600.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$7,600.00

*End of Parent Involvement Goal(s)*

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

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

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

STEM Budget:

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

*End of STEM Goal(s)*

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. CTE CTE Goal #1:	In 2011-2012 we had 0 teachers certified to teach CTE courses. During the 2012-2013 school year 1 teacher will pursue CTE certification.
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	Time involved in acquiring multiple certifications	Teacher will be provided the entire year to receive all certifications	Linda Mitchell	Monitor teachers progress	Industry Certifications

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

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

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

CTE Budget:

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

End of CTE Goal(s)



## Additional Goal(s)

### Bullying Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. Bullying Goal Bullying Goal #1:		In 2011-2012 we had 1 bullying incident. During the 2012-2013 school year this number will decrease to 0 incidents.			
2012 Current level:		2013 Expected level:			
1		0			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students do not demonstrate appropriate social behavior skills.	Made aware of school expectations  Bullying awareness lessons and presentations  School wide awareness of anti-bullying zone	Mane Lafalaise	pinnacle analytic reports	Referrals

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

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

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

Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Bullying Prevention Books	Books used during PLCs for staff members	Title I	\$2,445.00
Subtotal:			\$2,445.00

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: \$2,445.00

End of Bullying Goal(s)

## AVID Goal:

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

1. AVID Goal AVID Goal #1:	During the 2011-2012 school year we had 0 students enrolled in the AVID program. During 2012-1013 we will have 60 students enrolled in the AVID program.			
2012 Current level:	2013 Expected level:			
0	60			
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
AVID training	whole school	program facilitator	instructional staff identified as AVID teachers	multiple training dates during 2012-2013	After teachers attend AVID training they will join the AVID site team	Sherry Bullock/AVID Coordinator Mary

AVID Demonstration school visits and AVID texts	AVID teachers and site team members	Sherry Bullock	AVID teachers and site team members	continuous throughout 2012-2013	AVID Coordinator and Administration will observe AVID classroom to ensure the implementation of concepts learned at demonstration schools	Blackmon/APC Sherry Bullock/AVID Coordinator Mary Blackmon
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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
AVID training	Continuous training to support the AVID program	Title I	\$6,800.00
AVID demonstration school visits and AVID texts	AVID teachers will visit demonstration schools to observe specific AVID strategies	Title II	\$874.00
			Subtotal: \$7,674.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$7,674.00

End of AVID Goal(s)

# FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Reading Resources and Novels	Nonfiction and Fiction books to support AR, intensive and Springboard programs	Title I	\$15,000.00
Reading	Differentiated Reading Classroom Supplies	Teachers will build a classroom environment designed for differentiation	Title I	\$8,000.00
Reading	School Notebooks and dividers	Each student will have a school notebook and class dividers purchased along with paper and pencils to assist them with organizational skills	Title I	\$11,000.00
Reading	Use of scholastic magazine to develop non-fiction reading skills	Scholastic Magazine	Title I	\$2,547.73
Reading	CIS Reading	Copies and related supplies for CIS lessons	SAI	\$8,857.00
Mathematics	Cornell Notes & Word Walls	Copies and Supplies	SAI	\$8,857.00
Science	Cornell Notes	Printed Cornell Notes Pages and folders for notebooks	Title I	\$1,000.00
Science	Science Magazine to increase knowledge of real life science and develop reading skills	Scholastic Science Magazine	Title I	\$1,012.27
Science	Science Labs	Supplies for hands on labs and experiments	SAI	\$5,000.00
Writing	SpringBoard Curriculum	Research based Language Arts curriculum for 6th grade students to prepare students for writing requirements of upcoming PARCC assessment	Title I	\$54,359.00
Parent Involvement	Monthly Newsletter	Allows parents to stay connected with school events	Title I	\$4,900.00
Parent Involvement	Mail important forms, newsletters and announcements	Allows parents to stay involved in their child's education	Title I	\$2,700.00
Bullying	Bullying Prevention Books	Books used during PLCs for staff members	Title I	\$2,445.00
				Subtotal: \$125,678.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Empower 3000	2 mobile labs to support the use of Empower 3000	Title I	\$44,000.00
Reading	Technology based lesson planning software for monitoring of strategies	OnCourse	Title I	\$1,677.54
CELLA	Build Background Knowledge and Vocabulary	Brainpop	Title I	\$1,240.00
Writing	Writing practice and skills review	Criterion writing software for 7th grade (8th grade supplied by district) & 6th grade writing software	Title I	\$4,496.46
				Subtotal: \$51,414.00
Professional Development				

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	SpringBoard training	Substitute Teachers	Title I	\$800.00
Reading	Kagan Training	Teachers from various content areas and grade levels will learn cooperative learning & high level questioning techniques	Title I	\$3,800.00
Reading	Common Core Standards Training	Teachers will use CCS in lessons incorporating close reading across the curriculum	Title II	\$1,371.00
Reading	PLC - Higher order questioning techniques	Teachers will learn and discuss strategies to increase the complexity of questioning within their classroom	Title II	\$1,000.00
Mathematics	Use of Smart Board applications and accessories to enhance instruction	Teachers will attend smart board training throughout the year that will teach them to use the smart response systems and smart pads	Title II	\$1,000.00
AVID	AVID training	Continuous training to support the AVID program	Title I	\$6,800.00
AVID	AVID demonstration school visits and AVID texts	AVID teachers will visit demonstration schools to observe specific AVID strategies	Title II	\$874.00
				Subtotal: \$15,645.00
<b>Other</b>				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Afterschool Tutoring	2 Teachers afterschool for 1 hour each day	SAI	\$17,000.00
Reading	Additional Instructional Unit	1 half time teacher to ensure low class size	SAI	\$15,709.63
CELLA	Additional Paraprofessional to translate and assist ELL students	1 paraprofessional	SAI	\$44,489.00
Mathematics	Additional instructional staff to ensure every student receives 87 minutes of daily math instruction	4 math teachers	Title I & SAI	\$169,411.00
Mathematics	Afterschool tutoring	2 Teachers after school for 1 hour each day	SAI	\$17,000.00
Science	Additional Science Teacher		SAI	\$47,128.88
				Subtotal: \$310,738.51
				<b>Grand Total: \$503,475.51</b>

## Differentiated Accountability

### School-level Differentiated Accountability Compliance

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

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

No Attachment (Uploaded on 10/20/2012)

## School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
In order to provide a learning culture where every student is prepared to learn, SAC funds will be used for student organization supplies; such as, agendas, binders and note-taking supplies.	\$6,727.67

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

The purpose of the School Advisory Council is to perform the functions that are prescribed by the regulations of the School Board. The SAC will assist in the preparation and evaluation of the School Improvement Plan, will give advice concerning the annual school budget, and will approve the use of the school improvement funds. The SAC committee approved the SIP goals and objectives on October 10, 2012.

# 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

Lee School District BONITA SPRINGS MIDDLE SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	67%	73%	82%	55%	277	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	70%	80%			150	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	75% (YES)	79% (YES)			154	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					581	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Lee School District BONITA SPRINGS MIDDLE SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	65%	62%	88%	39%	254	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%	65%			127	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	65% (YES)	68% (YES)			133	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					514	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested