

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: HERBERT A. AMMONS MIDDLE SCHOOL

District Name: Dade

Principal: Ms. Maria Costa

SAC Chair: Ms. Sonya Raheem-Davis

Superintendent: Mr. Alberto Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/18/2012

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

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

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Assis Principal	Mrs. Maria Masso	Bachelors and Masters in SLD K-12, VE K-12; ESOL Endorsement; Specialist in Educational Leadership	4	4	'12 '11 '10 '09 '08 School Grade A A A A A High Standards Rdg. 89 94 94 90 88 High Standards Math 91 93 95 93 87 Lrng Gains-Rdg. 73 73 76 69 71 Lrng Gains-Math 83 76 81 79 74 Gains-Rdg-25% 80 84 83 78 62 Gains-Math-25% 80 80 86 81 66
Assis Principal	Dr. Francisco Sauri	Bachelors in SLD K-12; Masters in VE K-12; ESOL Endorsement; Specialist in Educational Leadership; Doctorate in Instructional Technology and Distance Education	3	6	'12 '11 '10 '09 '08 School Grade A A P F D High Standards Rdg. 89 94 25 24 24 High Standards Math 91 93 55 54 53 Lrng Gains-Rdg. 73 73 44 40 46 Lrng Gains-Math 83 76 77 66 74 Gains-Rdg-25% 80 84 40 47 51 Gains-Math-25% 80 80 72 65 76

Principal	Ms. Maria Costa	Bachelors in English 6-12; Masters in TESOL K-12; Certification in Educational Leadership	14	14	'12 '11 '10 '09 '08 School Grade A A A A High Standards Rdg. 89 94 94 90 91 High Standards Math 91 93 95 93 92 Lrng Gains-Rdg. 73 73 76 69 74 Lrng Gains-Math 83 76 81 79 83 Gains-Rdg-25% 80 84 83 78 81 Gains-Math-25% 80 80 86 81 84
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INSTRUCTIONAL COACHES

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

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

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Soliciting referrals from current employees	Principal	On-going	
2	3. Maintain contact with District Staffing Specialists	Principal	On-going	
3	4. Provide on-site Professional Development	Administration	On-going	

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
0 – Out of field 0 – Not Highly Effective	

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
57	1.8%(1)	12.3%(7)	38.6%(22)	47.4%(27)	38.6%(22)	78.9%(45)	8.8%(5)	21.1%(12)	15.8%(9)

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
n/a			

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

n/a

Title I, Part C- Migrant

n/a

Title I, Part D

n/a

Title II

n/a

Title III

n/a

Title X- Homeless

n/a

Supplemental Academic Instruction (SAI)

n/a

Violence Prevention Programs

n/a

Nutrition Programs

n/a

Housing Programs

n/a

Head Start

n/a

Adult Education

n/a

Career and Technical Education

n/a

Job Training

n/a

Other

n/a

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Herbert A. Ammons Middle School's MTSS Leadership Team consists of the Principal, the Assistant Principals, the grade level Counselors, the Team Leaders, a Reading teacher, the SPED Chairperson, and the Media Specialist. These positions are included in the MTSS Leadership Team because they each represent an integral part of the leadership team of the school.

The Principal and Assistant Principals represent the administrative team of the school. Team Leaders represent their respective grade level and are the voice of the teachers in that grade level. The SPED Chairperson contributes her expertise in strategies to assist students with academic and behavior problems. The Media Specialist provides support with media materials, Accelerated Reader, and assists with data collection. The Reading teacher implements the Reading Plus Program as well as provides support infusing reading strategies across the curriculum. Each grade level counselor assists with parent conferences and as needed.

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 Leadership Team will utilize the MTSS process to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring for students who are not progressing at each grade level. Progress will be monitored by utilizing initial assessments across the curriculum. If a student does not progress, interventions will take place and will be monitored on an ongoing basis. Team meetings will be held regularly and communication with the teachers will be ongoing to gain feedback, input, and updates on student progress. Discussion will also take place evaluating student needs (strengths/weaknesses), classroom instruction, specific interventions, the effectiveness of program delivery, and student progress.

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/RtI Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis on an ongoing basis. Monitoring the fidelity of the delivery of instruction and intervention is essential for the Leadership Team. The MTSS/RtI Leadership Team will also provide levels of support and interventions to students based on data.

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.

1. Data will be used to guide instructional decisions and system procedures for all students to:

- adjust the delivery of curriculum and instruction to meet the specific needs of students
- adjust the delivery of behavior management system
- adjust the allocation of school-based resources
- drive decisions regarding targeted professional development
- create student growth trajectories in order to identify and develop interventions

2. Managed data will include:

Academic

- FAIR and CELLA assessments
- Voyager Assessments
- Baseline / Interim assessments – including the use of Edusoft and PMRN
- State/Local Reading, Math, Science and Writing assessments
- FCAT 2.0 and EOC exams
- Student grades
- School site specific assessments

Behavior

- Student Case Management System
- Detentions
- Suspensions
- Attendance

- Monitor notes from Team Meetings for specific student behaviors and the need for Parent Conferences
- Referrals to the Counselors and Administrators

Describe the plan to train staff on MTSS.

Staff will be provided training and support to understand basic MTSS principles and procedures.

Describe the plan to support MTSS.

Ensure fidelity of educators' use of problem-solving process and implementation of evidence-based practices. Ensure alignment through development of MTSS implementation plans.

Ensure that Team Meeting minutes reflect discussions and strategies identifying students to initiate the MTSS process.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Herbert A. Ammons Middle School's Literacy Leadership Team consists of Ms. Costa, Principal, Mrs. Masso, Assistant Principal, Ms. Garcia, Media Specialist, the subject area Department Chairpersons, Mrs. Cabrera, Reading Teacher, and Mrs. Masdeu, Reading Teacher. Each of these positions is included in the Literacy Leadership Team because they represent an integral part of the school.

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

The Literacy Leadership Team meets monthly to engage in the following activities: use and review data and collaborate to make instructional decisions, review progress monitoring data and provide the data reports to all stakeholders, and identify students that are at risk/moderate risk or exceeding expectations. The ideas discussed include instructional and behavioral methodologies, practices, and support for all students. Collaborative curriculum planning is implemented at grade level meetings to develop interdisciplinary units. This ensures that all students are involved in curriculum based standards and that there are common assessments for all sub-groups. Intervention and enrichment opportunities are available to students. In addition, the LLT provides instructional reading strategies for teachers, parents, and students. Professional development is provided on an on-going basis as needed.

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

The principal sets the tone as the school's instructional leader, reinforcing the positive and convincing the students, parents and teachers that all children can learn and improve academically. In essence, the school principal has a great impact on student learning through his or her support of teachers and coaches.

During the 2012-2013 school year, Professional Learning Communities (PLC) in the areas of Reading/Language Arts, Mathematics, Science, and Writing will be established. Teams will meet once a month to discuss cross-curricular progress of student performance as evident through assessments in each of the subject areas.

Another initiative of the LLT is to continue promoting reading across the curriculum and provide strategies in content area classes.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

n/a

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

Teaching reading strategies is the responsibility of every teacher. Teachers will infuse these strategies within their daily lesson plans. There is a teacher representative from each content area in the LLT. The reading teachers provide strategies and assistance through monthly meetings. The LLT will continue promoting reading across the curriculum and provide strategies in content area classes. The administration will monitor implementation of the reading strategies through weekly classroom walkthroughs.

*High Schools Only

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

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

n/a

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

n/a

Postsecondary Transition

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

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

n/a

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The results of the 2011-2012 FCAT 2.0 Reading Test indicate that 28% (336) of students achieved level 3 proficiency. Our goal for the 2012-2013 school year is to increase the percentage of students achieving level 3 proficiency by 2 percentage points to 30% (358).
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2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (336)	30% (358)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of weakness as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 2 - Reading Application. Students need additional practice with higher order reading comprehension skills.	Provide a variety of instructional strategies and activities that include identifying details from the passage to determine main idea, implied main idea, plot, purpose, making inferences, drawing conclusions and author's purpose.	MTSS/RTI Leadership Team	Review formative biweekly assessment data to ensure progress is being made and adjust instruction as needed.	Formative: School-site or district assessment Summative: Results from 2013 FCAT 2.0 Reading Assessment

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

1b. Florida Alternate Assessment: 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. Reading Goal #2a:	The results of the 2011-2012 FCAT 2.0 Reading Test indicate that 60% (721) of students achieved levels 4 and 5 proficiency. Our goal for the 2012-2013 school year is to increase the percentage of students achieving level 4 and 5 proficiency by 1 percentage point to 61% (728).
2012 Current Level of Performance:	2013 Expected Level of Performance:
60% (721)	61% (728)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area which showed minimal growth on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 3 – Literary Analysis: Fiction and Non-fiction. Students need additional exposure to making connections between fiction and non-fiction literature.	Provide enrichment opportunities for students to recognize relationships, multiple patterns, and character development within a single passage as well as reducing textual information to key points so that comparisons and similarities can be made across texts.	MTSS/RTI Leadership Team	Review formative biweekly assessment data to ensure progress is being made and adjust instruction as needed.	Formative: School-site or district assessment Summative: Results from 2013 FCAT 2.0 Reading Assessment

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in 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	The results of the 2011-2012 FCAT 2.0 Reading Test indicate that 73% (859) of students made learning gains.
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gains in reading. Reading Goal #3a:	Our goal for the 2012-2013 school year is to increase the percentage of students achieving learning gains by 5 percentage points to 78% (918).
2012 Current Level of Performance:	2013 Expected Level of Performance:
73% (859)	78% (918)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of weakness as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 2 - Reading Application. Students need additional practice with higher order reading comprehension skills.	Provide a variety of instructional strategies and activities that include identifying details from the passage to determine main idea, implied main idea, plot, purpose, making inferences, drawing conclusions and author's purpose. Encourage independent reading by providing quarterly incentives / rewards for students meeting their individual Accelerated Reader goal.	MTSS/RTI Leadership Team	Review formative biweekly assessment data to ensure progress is being made and adjust instruction as needed.	Formative: School-site or district assessment Summative: Results from 2013 FCAT 2.0 Reading Assessment

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

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.	The results of the 2011-2012 FCAT 2.0 Reading Test indicate that 80% (82) of students in the lowest 25% made learning gains.
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Reading Goal #4:	Our goal for the 2012-2013 school year is to increase the percentage of students in the lowest 25% making learning gains by 5 percentage points to 85% (88).
2012 Current Level of Performance:	2013 Expected Level of Performance:
80% (82)	85% (88)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of weakness as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 2 – Reading Application. Students need additional practice with higher order reading comprehension skills.	Provide students with the opportunity to support their answers using text features such as graphs, charts, headings, and captions to synthesize, analyze and evaluate information. Encourage independent reading by providing quarterly incentives / rewards for students meeting their individual Accelerated Reader goal.	MTSS/RtI Leadership Team	Review formative biweekly assessment data to ensure progress is being made and adjust instruction as needed.	Formative: School-site or district assessment Summative: Results from 2013 FCAT 2.0 Reading Assessment

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal #					
	Our goal from 2011-2017 is to reduce the achievement gap in Reading by 50%.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	91	92	93	93	94	

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:	<p>The results of 2011-2012 FCAT 2.0 Reading Assessment indicate that 91% (196) of students in the White subgroup achieved proficiency. Our goal for the 2012-2013 school year is to increase student proficiency in the White subgroup by 3 percentage points to 94% (202).</p> <p>The results of 2011-2012 FCAT 2.0 Reading Assessment indicate that 86% (139) of students in the Black subgroup achieved proficiency. Our goal for the 2012-2013 school year is to increase student proficiency in the Black subgroup by 4 percentage points to 90% (146).</p> <p>The results of 2011-2012 FCAT 2.0 Reading Assessment indicate that 88% (671) of students in the Hispanic subgroup achieved proficiency. Our goal for the 2012-2013 school year is to increase student proficiency in the Hispanic subgroup by 3 percentage points to 91% (693).</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 91% (196) Black: 86% (139)	White: 94% (202) Black: 90% (146)

Hispanic: 88% (671)
 Asian: NA
 American Indian: NA

Hispanic: 91% (693)
 Asian: NA
 American Indian: NA

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of weakness for White, Black and Hispanic students as noted on the 2012 administration of the FCAT 2.0 Reading Test was reporting Category 3-Literary Analysis: Fiction and Non-Fiction. Students have difficulty identifying and explaining the purpose of figurative language.	Provide students with opportunities to use real-world documents to note how authors use figurative language such as similes, metaphors, and personification in fiction and non-fiction texts.	MTSS/RtI Leadership Team	Review formative biweekly assessment data to ensure progress is being made and adjust instruction as needed.	Formative: School-site or district assessment Summative: Results from 2013 FCAT 2.0 Reading Assessment

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	
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 subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The results of 2011-2012 FCAT 2.0 Reading Assessment indicate that 87% (514) of students in the Economically Disadvantaged subgroup achieved proficiency. Our goal for the 2012-2013 school year is to increase student proficiency in the Economically Disadvantaged subgroup by 2 percentage points to 89% (526).
2012 Current Level of Performance:	2013 Expected Level of Performance:
87% (514)	89% (526)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of weakness for Economically Disadvantaged students as noted on the 2012 administration of the FCAT 2.0 Reading Test was reporting Category 3-Literary Analysis: Fiction and Non-Fiction. Students have difficulty identifying and explaining the purpose of figurative language.	Provide students with opportunities to use real-world documents to note how authors use figurative language such as similes, metaphors, and personification in fiction and non-fiction texts.	MTSS/RtI Leadership Team	Review formative biweekly assessment data to ensure progress is being made and adjust instruction as needed.	Formative: School-site or district assessment Summative: Results from 2013 FCAT 2.0 Reading Assessment

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
Strategies for Teaching Reading Across the Curriculum	6-8	Mr. Rico Jones	6-8	November 6, 2012 February 1, 2013	Grade level planning sessions, mini-assessments and student work folders	MTSS/RtI Leadership Team
Accelerated Reader Refresher	6-8	Ms. Nersa Garcia	6-8	September 11, 2012	AR Progress Reports	Administrative Team
Reading Plus Training/follow-up trainings	Reading and Language Arts Teachers	Mrs. Jade Cabrera	Reading and Language Arts Teachers	November 6, 2012	Reading Plus data	Administrative Team

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Encourage independent reading by providing quarterly incentives / rewards for students meeting their individual Accelerated Reader goal.	Field trips, books, posters, magazines, pencils	EESAC	\$1,999.00
			Subtotal: \$1,999.00
			Grand Total: \$1,999.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.				
1. Students scoring proficient in listening/speaking.				
CELLA Goal #1:				
2012 Current Percent of Students Proficient in listening/speaking:				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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:		The results of the 2012 CELLA Reading Test indicate that 80% (4) students achieved proficiency. Our goal is to increase student proficiency by 20% percentage points to 100%.			
2012 Current Percent of Students Proficient in reading:					
80% (4)					
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	An area of deficiency in the 2012 CELLA test was in Reading. Students need more practice with reading comprehension.	The teacher will incorporate strategies to improve student reading proficiency through the use of FCAT Task Cards, word walls, and Reading Plus.	MTSS/RtI Leadership Team	Review formative biweekly assessment data to ensure progress is being made and adjust instruction as needed.	Formative: Student work samples , interims, benchmark mini-assessments Summative: 2013 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:		The results of the 2012 CELLA Writing Test indicate that 60% (3) students achieved proficiency. Our goal is to increase student proficiency by 40% percentage points to 100%.			
2012 Current Percent of Students Proficient in writing:					
60% (3)					
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	An area of deficiency in the 2012 CELLA test was in Writing. Students need more practice with the writing process.	The teacher will incorporate strategies to improve student writing which include graphic organizers, the writing process, summarizing, and conventions to improve student performance in writing.	MTSS/RtI Leadership Team	Review formative biweekly assessment data to ensure progress is being made and adjust instruction as needed.	Formative: Student work samples , interims, benchmark mini-assessments Summative: 2013 CELLA

CELLA Budget:

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

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

End of CELLA Goals

Middle School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	The results of the 2011-2012 FCAT 2.0 Mathematics Test indicate that 30% (363) of students achieved level 3 proficiency. Our goal for the 2012-2013 school year is to increase the percentage of students achieving level 3 proficiency by 1 percentage point to 31% (370).
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (363)	31% (370)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of weakness as noted on the 2012 administration of the FCAT 2.0 Mathematics Test for grades 6, 7, and 8 was Geometry and Measurement. Students need additional practice manipulating two-dimensional figures and applying various units of measurement.	Grade 6 – Provide opportunities for students to explore perimeter, area and volume of two-dimensional figures. Grade 7 – Provide opportunities for students to compare, contrast, and convert units of measure; explore non-traditional units of measurement. Grade 8 - Provide opportunities for students to use similar triangles to solve problems involving height and distance.	MTSS/RtI Leadership Team	Review formative biweekly assessment data to ensure progress is being made and adjust instruction as needed.	Formative: School-site or district assessment Summative: Results from 2013 FCAT 2.0 Mathematics Assessment

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

1b. Florida Alternate Assessment: 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:	The results of the 2011-2012 FCAT 2.0 Mathematics Test indicate that 60% (713) of students achieved level 4 and 5 proficiency. Our goal for the 2012-2013 school year is to maintain level 4 and 5 student proficiency at 60% (715).
2012 Current Level of Performance:	2013 Expected Level of Performance:
60% (713)	60% (715)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of weakness as noted on the 2012 administration of the FCAT 2.0 Mathematics Test was Geometry and Measurement. Students need additional practice manipulating two-dimensional figures and applying various units of measurement.	Provide enrichment activities involving multi dimensional figures and investigation of geometric properties.	MTSS/RtI Leadership Team	Review formative biweekly assessment data to ensure progress is being made and adjust instruction as needed.	Formative: School-site or district assessment Summative: Results from 2013 FCAT 2.0 Mathematics Assessment

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	The results of the 2011-2012 FCAT 2.0 Mathematics Test indicate that 83% (976) of students made learning gains. Our goal for the 2012-2013 school year is to increase the percentage of students making learning gains by 5 percentage point to 88% (1035).
2012 Current Level of Performance:	2013 Expected Level of Performance:
83% (976)	88% (1035)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of weakness as noted on the 2012 administration of the FCAT 2.0 Mathematics Test was Geometry and Measurement. Students need additional practice manipulating two-dimensional figures and applying various units of measurement.	Utilization of grade level appropriate text used to differentiate instruction. Provide visual stimulus to develop student spatial sense and investigate geometric properties.	MTSS/RtI Leadership Team	Review formative biweekly assessment data to ensure progress is being made and adjust instruction as needed.	Formative: School-site or district assessment Summative: Results from 2013 FCAT 2.0 Mathematics Assessment

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

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:

	The results of the 2011-2012 FCAT 2.0 Mathematics Test
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4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	indicate that 80% (110) of students in the lowest 25% made learning gains. Our goal for the 2012-2013 school year is to increase the percentage of students in the lowest 25% making learning gains by 5 percentage points to 85% (117).
2012 Current Level of Performance:	2013 Expected Level of Performance:
80% (110)	85% (117)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of weakness as noted on the 2012 administration of the FCAT 2.0 Mathematics Test was Geometry and Measurement. Students need additional practice manipulating two-dimensional figures and applying various units of measurement.	Utilization of grade level appropriate text used to differentiate instruction. Provide visual stimulus to develop student spatial sense and investigate geometric properties.	MTSS/RTI Leadership Team	Review formative biweekly assessment data to ensure progress is being made and adjust instruction as needed.	Formative: School-site or district assessment Summative: Results from 2013 FCAT 2.0 Mathematics Assessment

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 : <input type="text"/>					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	
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 subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	
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 subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	
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 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:	The results of the 2012 Algebra EOC Test indicate that 45% (127) of students scored Achievement Level 3. Our goal for the 2012-2013 school year is to increase the percentage of students scoring Level 3 in the Algebra EOC by 1 percentage point to 46% (131).
2012 Current Level of Performance:	2013 Expected Level of Performance:
45% (127)	46% (131)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	According to the results of the 2012 Algebra EOC assessment, the area of weakness was Standard 5: Rational Expressions and Equations. Students need additional practice solving multi-step equations.	Make use of on-line resources including interactive demonstrations and instructional videos to support in class learning of solving expressions and equations.	MTSS/RtI Leadership Team	Review formative biweekly assessment data to ensure progress is being made and adjust instruction as needed.	Formative: School-site or district assessment Summative: Results from 2013 Algebra EOC Test.

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:	The results of the 2012 Algebra EOC Test indicate that 44% (125) of students scored at Achievement Level 4 and 5. Our goal for the 2012-2013 school year is to maintain the percentage of students scoring Level 4 and 5 in the Algebra EOC at 44% (125).
2012 Current Level of Performance:	2013 Expected Level of Performance:
44% (125)	44% (125)

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	According to the results of the 2012 Algebra EOC assessment, the area of weakness was Standard 5: Rational Expressions and Equations.	Provide enrichment opportunities for students to create their own interactive expressions and equations and solve them.	MTSS/RtI Leadership Team	Review formative biweekly assessment data to ensure progress is being made and adjust instruction as needed.	Formative: School-site or district assessment Summative: Results from 2013 Algebra EOC Test.

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

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

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. Algebra 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 subgroup:

3C. English Language Learners (ELL) not making satisfactory progress in Algebra. Algebra Goal #3C:						
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 subgroup:

3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra. Algebra Goal #3D:	
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 subgroup:

3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:	
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:	The results of the 2012 Geometry EOC Test indicate that 2% (2) of students scored in the middle third. Our goal for the 2012-2013 school year is to maintain the percentage of students scoring in the middle third of the Geometry EOC at 2% (2).
2012 Current Level of Performance:	2013 Expected Level of Performance:
2% (2)	2% (2)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	According to the results of the 2012 Geometry EOC assessment, the area of weakness was Standard 8: Mathematical Reasoning and Problem Solving.	Utilize the Van Hiele method of concept development to build students' problem solving skills.	MTSS/RtI Leadership Team	Review formative biweekly assessment data to ensure progress is being made and adjust instruction as needed.	Formative: School-site or district assessment Summative: Results from 2013 Geometry EOC Test

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:	The results of the 2012 Geometry EOC Test indicate that 98% (125) of students scored in the upper third. Our goal for the 2012-2013 school year is to maintain the percentage of students scoring in the upper third of the Geometry EOC at 98% (125).
2012 Current Level of Performance:	2013 Expected Level of Performance:
98% (125)	98% (125)

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	According to the results of the 2012 Geometry EOC assessment, the area of weakness was Standard 8: Mathematical Reasoning and Problem Solving.	Continue to provide enrichment opportunities for students to use the Van Hiele method of concept development to solve mathematical problems within a cooperative math group.	MTSS/RtI Leadership Team	Review formative biweekly assessment data to ensure progress is being made and adjust instruction as needed.	Formative: School-site or district assessment Summative: Results from 2013 Geometry EOC Test.

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will	Geometry Goal #
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reduce their achievement gap by 50%.	3A :				
Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.
Geometry Goal #3B:

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 subgroup:

3C. English Language Learners (ELL) not making satisfactory progress in Geometry.
Geometry Goal #3C:

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 subgroup:

3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.
Geometry Goal #3D:

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 subgroup:

3E. Economically Disadvantaged students not making satisfactory progress in Geometry.

Geometry Goal #3E:

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
Strategies for Teaching Algebra & Geometry	Math Teachers	Mr. Earle	6-8 Grade Math Teachers	Monthly Department Meetings (September 2012 – May 2013)	Department Meeting Agenda	Administration

Mathematics Budget:

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

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

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:		<p>The results of the 2011-2012 FCAT 2.0 Science Test indicate that 46% (178) of students scored at Achievement Level 3. Our goal for the 2012-2013 school year is to increase the percentage of students scoring at Level 3 by 2 percentage points to 48% (184).</p> <p>The results of the 2012 Biology EOC Test indicate that 8% (5) of students scored in the middle third. Our goal for the 2012-2013 school year is to maintain the percentage of students scoring in the middle third of the Biology EOC at 8% (5).</p>			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
46% (178)		48% (184)			
8% (5)		8% (5)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of weakness as noted on the 2012 administration of the FCAT 2.0 Science Test was Big Idea: Earth and Space Science. Students need additional exposure to instructional strategies and activities that are linked to increase rigor through inquiry-based	Utilize District's Pacing Guide and Instructional Focus Calendar to target science benchmarks. Participate in the District Science Fair and other types of science competitions.	Science Dept Chair / Administrator	Review formative biweekly assessment data to ensure progress is being made and adjust instruction as needed.	Formative: School-site or district assessment Summative: Results from 2013 FCAT 2.0 Science Test

	learning in Earth and Space Science.				
2	The area of weakness as noted on the Biology EOC Test was Classification.	Utilize a variety of classification strategies including cladistics and dichotomous keys to classify living and nonliving things.	Science Dept Chair / Administrator	Review formative biweekly assessment data to ensure progress is being made and adjust instruction as needed.	Formative: School-site or district assessment Summative: Results from 2013 Biology EOC Test

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

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	<p>The results of the 2011-2012 FCAT 2.0 Science Test indicate that 33% (126) of students scored at Achievement Level 4 and 5. Our goal for the 2012-2013 school year is to maintain the percentage of students scoring at Level 4 and 5 at 33% (128). The results of the 2012 Biology EOC Test indicate that 91% (60) of students scored at the upper third. Our goal for the 2012-2013 school year is to maintain the percentage of students scoring in the upper third of the Biology EOC at 91% (60).</p>			
2012 Current Level of Performance:	2013 Expected Level of Performance:			
33% (126) 91% (60)	33% (128) 91% (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
The area of weakness as noted on the 2012 administration of the FCAT 2.0 Science Test	Provide enrichment opportunities for students to compare, contrast and explain	Science Dept Chair / Administrator	Review results of school-site or district assessment data biweekly to monitor	Formative: School-site or district assessment

1	was Big Idea: Earth and Space Science. Students need additional support to develop independent critical thinking skills.	the properties in our solar system including the sun, planets, moon, gravitational force, light-years, speed, movement, temperature and the impact of objects in space to each other.		student progress and make adjustment as needed.	Summative: Results from 2013 FCAT 2.0 Science Test
2	The area of weakness as noted on the Biology EOC Test was Classification.	Continue to provide enrichment opportunities for students to utilize a variety of classification strategies including cladistics and dichotomous keys and participate in extracurricular inquiry based learning.	Science Dept Chair / Administrator	Review results of school-site or district assessment data biweekly to monitor student progress and make adjustment as needed.	Formative: School-site or district assessment Summative: Results from FCAT 2013 Biology EOC Test

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

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

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

Science Budget:

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

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:		The results of the 2011-2012 FCAT 2.0 Writing Test indicate that 95% (367) of students scored Level 3 and higher. Our goal for the 2012-2013 school year is to maintain 95% (368) proficiency.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
95% (367)		95% (368)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of weakness as noted on the 2012 administration of the FCAT 2.0 Writing test was the limited use of conventions and supporting details within the writing.	Continue to implement strategies from 6 Traits of Writing in all grade levels across the curriculum. Emphasize use of conventions in writing assignments. Utilize anchor papers as a means to understand effective writing with emphasis on incorporating supporting	MTSS/RTI Leadership Team	Review formative assessment data to ensure progress is being made and adjust instruction as needed.	Formative: School-site or district assessment Summative: Results from 2013 FCAT 2.0 Writing Test.

	details and real life experience to develop elaboration.		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at 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
6 Traits of Writing - Refresher	6-8	Ms. Denise Losa	All Teachers	September 11, 2012	Leadership Team will meet to review student data, monitor progress, and adjust instruction if needed.	Administration

Writing Budget:

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

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

End of Writing Goals

Civics End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Civics. Civics Goal #1:	The results of the 2012 District Baseline Benchmark Assessment for Civics indicate that 0% of students achieved Level 3 proficiency. Our goal for the 2012-2013 school year is to increase level 3 student proficiency by 30 percentage points to 30%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	30% (125)

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 need additional support in attaining an understanding of the history and institutions of the American system of government and politics. It is a necessary qualification for citizenship.	Institute bi-weekly horizontal planning sessions for Civics teachers to ensure that the Civics curriculum is taught with fidelity and is paced following State and District guidelines. Provide opportunities for students to examine opposing points of view on a variety of issues.	Administration / Lead Civics Teacher	Review results of school-site or district assessment data biweekly to monitor student progress and adjust instruction if needed.	Formative: School-site or district assessment Summative: Results from 2013 Civics Interim Assessment

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

2. Students scoring at or above Achievement Levels 4 and 5 in Civics. Civics Goal #2:	The results of the 2012 District Baseline Benchmark Assessment for Civics indicate that 0% of students achieved Level 4 or above proficiency. Our goal for the 2012-2013 school year is to increase level 4 or above student proficiency by 10 percentage points to 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
(0%) 0	(10%) 41

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need additional support in attaining an understanding of the history and institutions of the American system of government and politics. It is a necessary qualification for citizenship.	Provide enrichment opportunities for students to participate in project-based learning activities involving values and dilemmas as it relates to social, political, and economic issues.	Administration / Lead Civics Teacher	Review results of school-site or district assessment data biweekly to monitor student progress and adjust instruction if needed.	Formative: School-site or district assessment Summative: Results from 2013 Civics Interim Assessment

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
Training for use of Florida Civics Economics & Geography	6-8 Grade Humanities	Ms. Theresa Fletcher	Humanities Department	August 16, 2012	Grade level planning sessions and student work folders	Administration

Civics Budget:

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

End of Civics Goals

Attendance Goal(s)

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

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

1. Attendance Attendance Goal #1:	Our goal for the 2012-2013 school year is to maintain student attendance at 97.9% (1173). In addition, our goal for this year is to decrease the number of students with excessive absences (10 or more), from 104 to 99. In addition, our goal for this year is to decrease the number of students with excessive tardies (10 or more), from 52 to 49.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
97.9% (1173)	97.9% (1173)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
104	99
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
52	49

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Attendance will continue to be closely monitored to ensure students are attending school regularly and on time. Incentives for students who have perfect attendance will continue to be implemented. Excessive absences have slightly increased from the previous year due to student illnesses. Some students can travel up to 15 miles to come to school. As a result, transportation and distance is an area of concern for students to get to school on time.	Identify students who may be developing a pattern of nonattendance or tardiness to the grade level counselor and/or administrator. Implement an action plan for students with 3 or more absences/tardies that involves a Parent Conference along with an Attendance Contract. Provide PD to ensure staff implements plan with fidelity.	Grade level counselors / Administrator	Administrator will monitor daily attendance bulletin for absences and tardies.	Daily Attendance Bulletin

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
School Absence and Tardy Procedures	All Staff	Administrator	All Teachers and Office Personnel	August 17, 2012	Review of Daily Attendance Bulletin	Administrator

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:	Our goal for the 2012-2013 school year is to decrease the total number of students on out-of-school suspension from 13 to 12 and maintain the number of in-school suspensions.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
2	2
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
1	1

2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
13	12
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
13	12

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	In-school suspensions are minimal due to a variety of in-school strategies employed such as team meetings, detentions, and after school conferences. Students are unfamiliar with the Student Code of Conduct and consequences for their behavior.	The school's grade level counselor in conjunction with the Administrative Team will review the Student Code of Conduct with students during grade level orientations. Continue to utilize SPOT Success Recognition Program as an incentive to promote positive behavior.	Grade level counselor / Administrator	Monitor COGNOS report on student outdoor suspension rate.	Agenda for grade level orientations; Monthly COGNOS suspension report.

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
SPOT Success	6-8	Administration	All Teachers (including Counselors and Media Specialist)	September 11, 2012	Monitor SPOT Success database	Administration
Student Code of Conduct	6-8	Administration	All Teachers (including Counselors and Media Specialist)	September 22, 24, 28, 2012	Utilize classroom walk-throughs to monitor teachers' enforcement of the Student Code of Conduct.	Administration

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>	Based on data collected through a 2011-2012 Parental Involvement Survey, 44% (530) of parents participated in two or more school-sponsored activities, an increase of 4% from the 2010-2011 school year. Our goal for the 2012-2013 school year is to increase parental involvement by 1% from 44% to 45% (542).
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
44% (530)	45% (542)

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	Over 100 elementary schools feed into Ammons Middle. As a result, transportation is an area of concern for parents.	Notification of upcoming school events will be given as early as possible allowing parents ample time to coordinate transportation utilizing e-mail tree, ConnectEd, and monthly school calendars.	Administrative Team	Review sign-in sheets/logs to determine parent participation.	Parental Involvement Survey

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

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

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

Parent Involvement Budget:

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

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:		Increase participation in project-based activities incorporating STEM-based skills (math, science and technology).			
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 need additional exposure to the incorporation of STEM based skills.	Increase activities for students to design and develop science, math, and engineering projects utilizing technology to increase scientific thinking and the development and	Administration	Monitor student participation in STEM based activities	Students participating in STEM based activities.

	implementation of inquiry-based activities.			
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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:	Students will participate in a course incorporating career and education planning leading to the culmination of a research-based newsletter/brochure on the career of their choice.
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 need instruction on how to conduct meaningful research on a variety of careers choices.	Technology teachers will instruct students on how to conduct research and create a visual representation. Teachers are available for students on Monday mornings from 8:35 – 9:05 am. Creation of a new technology lab to facilitate the use of computers.	Administration	Monitor student progress toward the production of their research-based newsletter/brochure.	Assessment of research-based newsletter/brochure.

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

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

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

CTE Budget:

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

Additional Goal(s)

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. Goal Goal #1:	In 2011-2012, 85% (340) of eighth grade students met criteria to receive their International Baccalaureate Middle Years Program (IBMYP) certificate, an increase from 81% in 2010-2011. Our goal for 2012-2013 is to increase the percentage of students meeting criteria and receiving their IBMYP certificate by one percentage point to 86% (344).
2012 Current level:	2013 Expected level:
85% (340)	86% (344)

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 are not familiar with the requirements for their IBMYP certificate.	Students will watch tutorials in their Humanities class that outline the requirements to receive an IBMYP certificate. The tutorials will be placed on the school's website so students and parents can access it when needed. Provide mentoring sessions through Humanities classes where 8th grade students mentor 6th grade students in completing their Portfolio. Encourage completion of IB certificate requirements by providing end of year incentives for students receiving their IBMYP certificate.	Magnet Lead Teacher / Administrative Team	Monitor the number of students making progress toward receiving their IBMYP certificate.	Percent of students receiving their IBMYP certificate.

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
Requirements needed for IBMYP certificate	6-8	Mr. Rico Jones	All Teachers / Counselors	September 11, 2012	Monitor student progress toward receiving IB certificate.	Administrative Team

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
Encourage completion of IB certificate requirements by providing end of year incentives for students receiving their IBMYP certificate.	IB pins and certificates	EESAC	\$1,000.00
			Subtotal: \$1,000.00
			Grand Total: \$1,000.00

End of Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Encourage independent reading by providing quarterly incentives / rewards for students meeting their individual Accelerated Reader goal.	Field trips, books, posters, magazines, pencils	EESAC	\$1,999.00
	Encourage completion of IB certificate requirements by providing end of year incentives for students receiving their IBMYP certificate.	IB pins and certificates	EESAC	\$1,000.00
				Subtotal: \$2,999.00
				Grand Total: \$2,999.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

No Attachment (Uploaded on 10/11/2012)

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
Reading / Team rewards and incentives	\$1,999.00
IB / End of Year Awards Ceremony	\$1,000.00

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

Monitor the implementation of the School Improvement Plan (SIP) through ongoing data analysis. Schedule meetings to approve and review the SIP. Schedule meetings to approve EESAC funding allocation. Schedule meetings as needed throughout the school year.

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

Dade School District HERBERT A. AMMONS MIDDLE SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	94%	93%	94%	82%	363	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	73%	76%			149	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	84% (YES)	80% (YES)			164	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					676	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Dade School District HERBERT A. AMMONS MIDDLE SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	94%	95%	97%	73%	359	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	76%	81%			157	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	83% (YES)	86% (YES)			169	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					685	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested