FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: SAWGRASS SPRINGS MIDDLE SCHOOL

District Name: Broward

Principal: James Cecil

SAC Chair: Frances McMahon & Sharon Murray

Superintendent: Robert Runcie

Date of School Board Approval: 12/4/2012

Last Modified on: 10/22/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
					Sawgrass Springs Middle School 2011-2012 Grade A Reading 64% Writing 75% Science 44% Math 69% AYP Not Met Silver Lakes Middle School 2010-2011 Grade C Reading 52% Writing 71% Science 20% Math 49% AYP Not Met 2009-2010 Grade C Reading 47% Writing 94% Science 29% Math 44% AYP not met Ramblewood Middle School

Principal	James Cecil	Social Studies (5-9), Educational leadership (all levels)	1	9		2008-2009 Grade A Reading 77% Writing 97% Science 56% Math 77% AYP met 2007-2008 Grade A Reading 76% Writing 96% Science 49% Math 78% AYP met 2006-2007 Grade A Reading 77% Writing 98% Science 53% Math 79% AYP met 2005-2006 Grade A Reading 77% Writing 93% Math 77% AYP met 2004-2005 Grade A Reading 69% Writing 90% Math 75% AYP met
Assis Principal	Katherine Donovan	Elementary Education (grades 1 - 6) English (grades 5 – 9) Gifted, Endorsement ESOL Endorsement, Educational Leadership (All levels) ent	6	14		Sawgrass Springs Middle School 2011-2012 Grade A Reading 64% Writing 75% Science 44% Math 69% AYP Not Met 2010-2011 Grade A Reading 78% Writing 90% Science 46% Math 81% AYP not met 2009-2010 Grade A Reading 75% Writing 99% Science 52% Math 77% AYP Not Met 2009-2008 Grade A Reading 79% Writing 97% Science 51% Math 80% AYP not met 2007-2008 Grade A Reading 77% Writing 91% Science 46% Math 76% AYP not met Silver Lakes Middle 2006-2007 Grade D Reading 44% Writing 81% Science 23% Math 41% AYP not met 2005-2006 Grade B Reading 48% Writing 76% Math 49% AYP provisional
						Sawgrass Springs Middle School 2011-2012 Grade A Reading 64% Writing 75% Science 44% Math 69% AYP Not Met

Assis Principal	Matthew Bianchi	Social Science (6 - 12) Educational Leadership (all Levels)	6	6	2010-2011 Grade A Reading 78% Writing 90% Science 46% Math 81% AYP not met 2009-2010 Grade A Reading 75 % Writing 99% Science 52% Math 77% AYP not met 2008-2009 Grade A Reading 79% Writing 97% Science 51% Math 80% AYP not met Pioneer Middle 2007-2008 Grade A Reading 85% Writing 97% Science 57% Math 87% AYP Met 2006-2007 Grade A Reading 83% Writing 94% Science 59% Math 86% AYP Met 2005-2006 Grade A Reading 83% Writing 95% Math 86% AYP Met
Assis Principal	Ivette Figueroa	Varying Exceptionalities, (grades K - 12) Educational Leadership, (all Levels)	4	11	Sawgrass Springs Middle School 2011-2012 Grade A Reading 64% Writing 75% Science 44% Math 69% AYP Not Met Sawgrass Springs Middle School 2010-2011 Grade A Reading 78% Writing 90% Science 46% Math 81% AYP not met 2009-2010 Grade A Reading 75% Writing 99% Science 52% Math 77% AYP not met Deerfield Beach Middle School 2008-2009 Grade B Reading 59% Writing 95% Science 37% Math 65% AYP not met 2007-2008 Grade B Reading 61% Writing 89% Science 39% Math 64% AYP not met 2006-2007 Grade C Reading 55% Writing 92% Science 30% Math 59% AYP not met 2005-2006 Grade B Reading 53% Writing 94% Math 54% AYP Provisional

INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Sharon Murray	Bachelor of Science in Elementary Education, Master of Science in Reading,grades K - 12) Specialist Educational Leadership (grades K - 12) ESOL Endorsed ESE Certification	14		Sawgrass Springs Middle School 2011-2012 Grade A Reading 64% AYP Not Met 2010-2011 Grade A Reading 78% AYP not met 2009-2010 Grade A Reading 75% AYP not met 2008-2009 Grade A Reading 79% AYP not met 2007-2008 Grade A Reading 77% AYP not met 2006-2007 Grade A Reading 72% AYP not met 2005-2006 Grade A Reading 74% AYP Provisional

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. Ongoing mentoring by Assistant Principals: Matthew Bianchi, Katherine Donovan, and Ivette Figueroa	Rashad Bennett, Mathematics Department Chair; Sharon Murray, Reading Department Chair; Horace Henry, Language Arts Department Chair; Linda DeCarlo, Science Department Chair; Pat Hall-Howell, Social Studies Department Chair; Judith Barcel, ESE Specialist	Monthly with Dept. Chair	
	2. Department Chair guidance/assistance thru Department	Rashad Bennett, Mathematics Department Chair; Sharon Murray, Reading Department Chair; Horace Henry, Language Arts		

2	Meetings Best Practices Share Strategies	Department Chair; Linda DeCarlo, Science Department Chair; Pat Hall-Howell, Social Studies Department Chair; Judith Barcel, ESE Specialist	Monthly with Dept. Chair	
3	3. Peer mentoring partnering with teacher of same subject and grade level.	Rashad Bennett, Mathematics Department Chair; Sharon Murray, Reading Department Chair; Horace Henry, Language Arts Department Chair; Linda DeCarlo, Science Department Chair; Pat Hall-Howell, Social Studies Department Chair; Judith Barcel, ESE Specialist; katherine Donovan, 6th grade Administrator; Matthew Bianchi, 7th Grade Administrator; Ivette Figueroa, 8th Grade Administrator.	Weekly with peer.	
4	4. Professional Learning Communities Between and within departments	Rashad Bennett, Mathematics Department Chair; Sharon Murray, Reading Department Chair; Horace Henry, Language Arts Department Chair; Linda DeCarlo, Science Department Chair; Pat Hall-Howell, Social Studies Department Chair; Judith Barcel, ESE Specialist; katherine Donovan, 6th grade Administrator; Matthew Bianchi, 7th Grade Administrator; Ivette Figueroa, 8th Grade Administrator.	Monthly	

Non-Highly Effective Instructors

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

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

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

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
68	0.0%(0)	8.8%(6)	25.0%(17)	66.2%(45)	55.9%(38)	100.0%(68)	13.2%(9)	19.1%(13)	86.8%(59)

Teacher Mentoring Program/Plan

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities

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

Services provide funding for additional teachers during the instructional day which may reduce class size and provide intensive classes. The goal is to provide additional assistance to low-performing students during the instructional day and before or after school.

Staff Development funds are provided through Title 1 as well. These funds are used to develop a professional development to improve delivery of instruction which will improve student achievement.

Parent involvement dollars are used to support activities for parents to assist them in improving the academic performance of their children. Activities include a parent information nights.

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)

SAI funds are used to provide additional tutoring before and/or after school along with additional instructional support during the school day, and to reduce class size.

Violence Prevention Programs

Coral Springs Police Department: Anti-gang and drug awareness program. Participation the in Silence Hurts program, Bullying Prevention Programs through guidance and Peer Counseling.

Nutrition Programs

Free and Reduced Lunch.

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.

Ron Pearlman (Guidance Coordinator and Rti Facilitator), John White (6th Grade Guidance Counselor), Judy Barcel (ESE Specialist), Susan Barbakoff (8th Grade Guidance Counselor), Ivette Figueroa (8th Grade Assistant Principal), Matthew Bianchi (7th Grade Assistant Principal), Katherine Donovan (6th Grade Assistant Principal), Sophia Loubeau (Social Worker), Barbara Prelak(School Psychologist), and the student's classroom teachers.

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 RTI team will meet on a weekly basis to discuss and address student concerns, assess student needs, monitor student progress, and make academic recommendations. The Guidance Director and ESE Coordinator work together to coordinates every meeting and organizes the team. Along with the grade level assistant principal, the Guidance Director monitors the overall process, creates and distributes meeting minutes to help inform decisions, and makes recommendations to the team based on all data points received. If in depth data collection becomes part of the process the ESE Coordinator will give guidance towards the direction of the data collection. The Guidance Director will book follow up meetings with the team to organize the data and the team will make decisions based on that data.

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 RTI team analyzes the use of all tier one strategies used in the core classes to assist students who are in need of academic interventions. When data is collected it is used to make informed decisions to assist the student's learning. When behavior interventions are needed, behavioral data is also utilized in decision-making. The data is used to make decisions about modifications needed to the core curriculum and behavior management strategies for all students.

All tier one data collected is used to determine if tier 2 and latter tier 3 interventions should be utilized. All data collected best informs the CPS team of how best to proceed.

MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

All data used for academic interventions will include but are not limited to PMRN/FAIR (Reading only), BAT 1 & 2Mini-bat assessments, In-house testing (Science), Virtual Counselor,Pinnacle, Study Island, etc. The data collected from these assessments will be used to group and organize the tiered interventions. The RtI team monitors this data and uses the appropriate interventions. Specifically, all data pertinent to student behavior, reading, writing, mathematics, and science is collected, analyzed, and routinely inspected for decision making. If a child requires tier 2 or tier 3 services, Intervention Records and Progress Monitoring Graphs and Reports are generated for each student.

Describe the plan to train staff on MTSS.

The RTI Team will provide professional development for faculty members at the beginning of the school year that includes the purpose of the team, role of
its members, and processes by which the team will function to help determine and implement student interventions. The RtI team will also assess additional professional development needs during the weekly RTI team meetings and, depending on the need, department heads will bring this information and training to their respective departments through their weekly professional learning communities.

Describe the plan to support MTSS.

Support of MTSS will be provided through continued staff support, trainings, and communication between stakeholders. Constantly reviewing the success of the MTSS program, making program revisions, and ensuring that all phases of the program are inline with the school needs as well as state and county mandates.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

James Cecil, Principal; Katherine Donovan, 6th-Grade Assistant Principal; Sharon Murray,Reading Coach; Judith Barcel, ESE Specialist; Linda DeCarlo, Science Department Chair; Patricia Hall-Howell,Social Studies Department Chair; Rashad Bennett, Mathematics Department Chair; Horace Henry, Language Arts Department Chair; Hector Rodriguez, Electives Department Chair; Teresa Gil, Media Specialist.

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

The schools literacy leadership team will meet bi-monthly. During the bi-monthly meetings, student achievement data will be assessed from teachers FAIR 1 and 2 and BAT testing. Professional development and student workshops will be developed and implemented to target areas of weakness.

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

Using the data from FAIR 1 and 2, and BAT testing the literacy leadership team will develop and monitor the implementation of strategies to improve and motivate students to become better readers. Ensure that reading is incorporated into all content areas. Promote literacy school wide Book Fair, Florida Writes simulation, Administrator book talks through school announcements, All-boys book club, classroom walls and technology interaction in reading 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.

We are infusing reading across all subject areas. Workshops will be held to incorporate reading.

*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?

Students create an EPEP by the time they graduate 8th grade to explore various careers. Students choose their elective class from a wide variety of choices, including Spanish, physical education, peer counseling, peer tutoring, health, business/keyboarding, careers, home economics, life skills etc. SSMS works hard at adhering to the true middle school model by providing students with many elective choices which exposes them to multiple experiences to assist them in pursuing their potential career interests. We also help to promote environmental awareness and environmental careers through the magnet program.

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

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:	28% (355)of students in grades 6-8 achieved Level 3 on the 2011-2012 FCAT Reading Test. 36% (394)of students scored at Level 3 on the 2010-2011 FCAT Reading Test. This shows an 8% decrease. .
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (355) of students in grades 6-8 achieved Level 3 on the 2011-2012 administration of the FCAT Reading Test.	It is expected that 30% (366) of students will achieve Level 3 on the 2012-2013 FCAT Reading Test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Common Core Standards are new to teachers.	Familiarize faculty with CCSS and its implications.	Assistant Principals	Classroom Walkthroughs, iObservation, Lesson Plans	iObservation
2	Marzano's Instructional strategies are new to teachers	Integrate key Marzano and other research based instructional strategies into teaching that lend itself to the CCSS	Assistant Principals	Classroom Walkthroughs, iObservation, Lesson Plans	iObservation
3	Assessment format is changing to performance based tests.	Utilize authentic performance tasks as engaging learning experiences.	Assistant Principals and Department Heads	Classroom Walkthroughs, iObservation, Lesson Plans	iObservation, FCAT, Assessment Rubric
4	The new CCSS are more rigorous than past standards.	Share examples of rigorous curriculum design (units and lessons)	Department Heads and Assistant Principals	Lesson Plans, Department work products.	PLC observations.
5	Common Core Standards are new to teachers.	"Unwrapping" the priority of CCSS within units of study.	AP in-charge of subject area. Department Heads	Lesson Plans, Department work products.	PLC observations. Lesson Plan Rubric iObservation
6	CCSS does not take the special populations into account.	Introduce techniques to teachers to assist them in preparing the ELL and SWD students for CCSS	Assistant Principals	Classroom walkthroughs, Lesson Plans, iObservation.	iObservations, IEP's
7	Students exposed to higher order comprehension and understanding various text structure.	To address the deficit in the cluster of Reference and Research student seminars will be conducted, incorporating DI and technology, reading and analysis of non-fiction text, novel study, teacher think alouds, and student generated questions.	Reading Coach and Assistant principal over reading	Rubrics, data chats, and student portfolios.	Mini-BATS, Teacher created assessments, FCAT
	Varying levels of ability of students in nested	Reading teachers will be trained monthly by the	Reading Coach: Sharon Murray, AP:	Students will be continuously monitored	Student progress will be assessed b

8	classes	Reading Coach on research-based differentiated strategies to include setting up learning centers, classroom libraries, cooperative groups, literature circles, oral and silent reading drills. CRISS and individual and group testing procedures.	Katherine Donovan	through mini assessments.	the results of the BAT, mini-BATs, DAR, San Diego, FORP, DRP, FAIR and SRI.

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:	33% (3) students achieved Levels 4,5, and 6 in reading on the 2012 Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 33% (3) students achieved 4,5, and 6 on the Florida Alternate Assessment.	It is expected that 44% (4) of students will achieve Level 4,5, and 6 on the 2012 Florida Alternate Assessment.

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 students ability to comprehend material presented in relation to the Access Points due to their eligibility or cognitive impairments.	Various strategies implemented: Smile Program Language Therapy resources Reserach-based Reading Curriculum Moving with Math Technology driven curriculum Smart-Board activities Small group and individual rotation of classroom events on a daily written schedule.	Classroom teacher, Karen Baker, SLP Liz Lourenco, ESE Specialist Judy Barcel, AP Ivette Figueroa	IEP goals mastered Implementation of goals being revised Informal assessments Teacher observations Teacher anecdotals Therapist checklists	Diagnostic Assessment of Reading (DAR) Brigance Assessment Pre-view of the FAA pre-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:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	In 2010-2011 42% (458) of students achieved a level 4 or above on the FCAT Reading. In 2011-2012 37% (455) of students achieved a level 4 or above on the FCAT Reading. This shows a 5% decrease.
2012 Current Level of Performance:	2013 Expected Level of Performance:
37% (445)of students in grades 6-8 achieved a level 4 or 5 on the 2011-2012 FCAT Reading Test.	It is expected that 39% (476) of students will achieve Level 4 or above on the 2012-2013 FCAT Reading Test.

Problem-Solving Process to Increase Student Achievement

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

1	Common Core Standards are new to teachers.	Familiarize faculty with CCSS and its implications	Assistant Principals	Classroom Walkthroughs, iObservation, Lesson Plans	iObservation
2	Common Core Standards are new to teachers.	Familiarize faculty with CCSS and its implications	Assistant Principals	Classroom Walkthroughs, iObservation, Lesson Plans	iObservation
3	Students' ability to make connections to various texts	To address the cluster of making comparison, students will have additional exposure to non-fiction material and content area text, use of content area magazines, use of content area reading strategies during instruction; before, during, and after reading strategies in all content areas, including question relationships and teacher read alouds.	Reading Coach and Assistant Principal responsible for reading.	Use of rubrics, data chats, and student portfolios.	Mini-BATS, teacher created assessments, and student portfolios.

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	37% (3) student scored at or above Achievement Level 7 in reading on the 2011-2012 Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2011-2012 27% of student scored at or above Achievement Level 7 in reading.	It is projected that 50% of students taking the 2012-2013 Florida Alternate Assessment will score at or above Achievement Level 7 in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The students ability to comprehend material presented in relation to the Access Points due to their eligibility or cognitive impairments.	Various strategies implemented: Smile Program Language Therapy resources Reserach-based Reading Curriculum Moving with Math Technology driven curriculum Smart-Board activities Small group and individual rotation of classroom events on a daily written schedule.	Classroom teacher, Karen Baker, SLP Liz Lourenco, ESE Specialist Judy Barcel, AP Ivette Figueroa	IEP goals mastered Implementation of goals being revised Informal assessments Teacher observations Teacher anecdotals Therapist checklists	Diagnostic Assessment of Reading (DAR) Brigance Assessment Pre-view of the FAA pre-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:

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	67%(824) of students made learning gains on the 2011-2012 Reading FCAT. 66% (780) of students made learning gains on the 2010-2011 Reading FCAT. This shows a 1% increase in Learning Gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
	It is expected that 69% (842) of students will make learning

67%(819) of students made learning gains on the 2011-2012 Reading FCAT. | gains on the 2012-2013 Reading FCAT.

	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	Common Core Standards are new to teachers.	Familiarize faculty with CCSS and its implications	Assistant Principals	Classroom Walkthroughs, iObservation, Lesson Plans	iObservation
2	Students' limited vocabulary and strategies for understanding new vocabulary and word relationships.	Teachers explicitly use vocabulary words and strategies along with using interactive word-walls	Reading coach and assistant principal over reading.	Use of rubrics, data chats, and student portfolios	Mini-BATS, teacher created assessments, FCAT.

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:	51% of students made learning gains on the 2011-2012 Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
51% of students made learning gains on the 2011-2012 Florida Alternate Assessment.	It is predicted that 66% (4) students will make learning gains on the 2012-2013 Florida Alternate Assessment.

	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 students ability to comprehend material presented in relation to the Access Points due to their eligibility or cognitive impairments.	Various strategies implemented: Smile Program Language Therapy resources Reserach-based Reading Curriculum Moving with Math Technology driven curriculum Smart-Board activities Small group and individual rotation of classroom events on a daily written schedule.	Classroom teacher, Karen Baker, SLP Liz Lourenco, ESE Specialist Judy Barcel, AP Ivette Figueroa	IEP goals mastered Implementation of goals being revised Informal assessments Teacher observations Teacher anecdotals Therapist checklists	Diagnostic Assessment of Reading (DAR) Brigance Assessment Pre-view of the FAA pre-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:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	68%(206) of the lowest 25% made learning gains on the 2010-2011 administration of the FCAT Reading Test. 64% (206)of the Lowest 25% made learning gains on the 2011-2012 Reading FCAT. A 4% decrease in Learning Gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:

64% (206)of the Lowest 25% made learning gains on the 2011-2012 Reading FCAT.	It is expected that 66%(212) of the lowest 25% will make learning gains on the 2012-2013 Reading FCAT Test. .	

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students' vocabulary base and strategies for understanding new vocabulary and relationship between words.	Teachers will utilize interactive word walls and word study activities to include techniques such as word relationships, word origins and mapping, and direct instruction	Reading coach, Sharon Murray and Aassistant Principal, Ivette Figueroa.	Use of rubrics, data chats and student portfolios	Mini-BATS, teacher created assessments
2	Students' need of additional time for instruction of reading skills and application of reading skills.	Determine core instructional needs by reviewing FCAT data for all students in this subcategory. Plan differentiated instruction using evidence-based instruction/intervention.	Reading Coach: Sharon Murray ESE Specialist: Judy Barcel and AP, Ivette Figueroa	Student progress will be assessed using the Continuous Improvement Model. Classroom walk-throughs, student portfolios, and data chats	Mini-BATS, FACT
3	ELL students learning English as a second language and Students' motivation for reading.	A Developmental LA class for eligible students taught by a Reading and ESOL certified/endorsed teacher using District provided materials. Teachers implementing interactive multimedia and multimodal strategies and testing accommodations.	Reading Coach, Sharon Murray. ESOL teacher Debra Brand and AP, Ivette Figueroa	Students will be continuously monitored on speed, fluency, and comprehension. Classroom walk-throughs, student portfolios, and data chats.	DAR, BAT FCAT Reading assessment, CELLA

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 #
	64% (783)of students achieved level 3 or above on the 2011-2012 FCAT Reading. 36% (440) did not achieve level 3 or above. To reduce the achievement gap in six years by 50%, the following AMO's will be the targets. This is a 3%
	5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	70%	73%	76%	79%	82%	

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:	As shown on the 2011-2012 FCAT Reading Test, the following percents of subgroups did not make satisfactory progress in reading: White:26% (124) Black:51% (184) Hispanic:36% (111) Asian:17%(9) American Indian:71%(5) Satisfactory progress in reading for the Black and Hispanic Subgroups are 24% and 10% below the White Subgroup.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Students by subgroups making satisfactory progress in reading on the 2011-2012 Reading FCAT. White:74% (351) Black:64% (178)	Subgroups that are predicted to make satisfactory progress in reading on the 2012-2013 FCAT. White:76%(361) Black:52% (189)

Hispanic: 64% (195)
Asian: 83%(45)
American Indian: 29%(2)

Hispanic: 66% (202)
Asian: 86%(46)
American Indian: 43% (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	Students' current reading levels.	Teachers will evaluate assessments and plan student lessons that will focus on weaknesses, project based learning that incorporates differentiated instruction and technology will be implemented	Reading Coach, Sharon Murray and AP, Katherine Donovan	Classroom walk-throughs; individual student portfolios; data chats using virtual counselor. Students will be continuously monitored on speed, fluency, and comprehension.	DAR, 2011-2012 FCAT Reading.

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:	53%(31)of the ELL subgroup did not make satisfactory progress in reading on the 2010-2011 FCAT Reading Test. 63% (21) of the ELL subgroup did not make satisfactory progress on the 2012-2013 FCAT Reading Test. This shows a 10% increase.
2012 Current Level of Performance:	2013 Expected Level of Performance:
37% (12) of the ELL subgroup made satisfactory progress on the 2011-2012 FCAT Reading Test.	It is expected that 47% (27)of the ELL subgroup will will make satisfactory progress on the 2012 Reading FCAT.

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	Ability to groups students according to achievement level and modality of learning.	Developmental Language Arts instruction, differentiated instruction, and cooperative learning groups.	Sharon Murray, Reading Coach.	Teachers will use baseline data to monitor and compare student progress.	Teacher created assessments, student portfolios, and classroom walk-throughs.

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:	57% (82) of the students with Disabilities scored at or above grade level on the 2010-2011 Reading FCAT. 72% (111) of the students with Disabilities did not make satisfactory progreass in Reading on the 2011-2012 Reading FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (44)of the students with Disabilities made satisfactory progress in Reading on the 2011-2012 Reading FCAT.	It is expected that 43% (67) of the Students with Disabilities will make satisfactory progress on the 2012-2013 Reading FCAT.

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
	Students' need for accommodations and	ESE support staff will assist in the development	Reading Coach: Sharon Murray	Students will be continuously monitored	Compare baseline data.

1	lesson modification.	and implementation of progress monitoring , data collection, and data analysis. They will also provide support for assessment and monitoring of RTI strategies in the classroom.	ESE Specialist: Judy Barcel, and AP, Ivette Figueroa	on speed, fluency, and comprehension. Classroom walkthroughs will focus on the implementation of RTI strategies and instructional delivery.	
2	Lack of mastery of benchmarks.	Weekly pull-outs are designed to assist Tier II students in the mastery of benchmarks.	Reading Coach: Sharon Murray ESE Specialist: Judy Barcel, and AP, Ivette Figueroa	Compare baseline data with ongoing assessment.	Benchmark assessments
3	Students have difficulty applying grade level reading skills to informational and literary texts.	ESE students will receive instruction, remediation and enrichment in our Unique Skills lab, and additional phonics/word attack help through the Wilson and Rewards programs. A push in model will be incorporated into reading classes.	Reading Coach: Sharon Murray ESE Specialist: Judy Barcel, and AP, Ivette Figueroa	Students will be continuously monitored on speed, fluency, and comprehension	BAT, CWT, mini BATs

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:	36%(200) of the Economically Disadvantaged subgroup did not make satisfactory progress on the 2010-2011 FCAT Reading Test. 46% (299)students did not make satisfactory progress in reading on the 2011-2012 reading FCAT. This is a 10% increase.
2012 Current Level of Performance:	2013 Expected Level of Performance:
54% (348) students made satisfactory progress on the 2011-2012 Reading FCAT.	64%(413)of the Economically Disadvantaged subgroup will make satisfactory progress on the 2012 FCAT Reading Test.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Difficulty comprehending non-fiction texts.	Level 1 and Level 2 students will receive a double dose of Reading through an Intensive Reading Class.	Reading Coach, Sharon Murray and AP, Katherine Donovan	Students will be continuously monitored on speed, fluency, and comprehension	DAR, 2012 FCAT Reading.

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
Marzano instructional strategies	6,7 and 8th grade. All subject areas.	Mrs. Riedmayer	School-wide	September 2012	Observations	Assistant Principals

Utilize authentic performance tasks as engaging learning experiences.	6, 7 and 8th grade. All subject areas.	Mrs. Riedmayer	School-wide	January 2013	Lessons Plans	Assistant Principals and Department Heads
Common Core Standards	6,7 and 8th grade. All subject areas	Mrs. Riedmayer	School-wide	Monthly throughout 2012-2013 school year.	Lessson Plans,Classroom walkthroughs	Assistant Principals
Sharing rigorous units and lessons through PLC's.	6, 7 and 8th grade. All subject areas.	Mrs. Riedmayer	All subject are PLC's.	Bi-monthly department meetings	Lesson Plans, and Deparatment work products	Assistant Principals, Department Heads

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
FCAT Academy - Extended tutoring for Level 1 Reading students to increase their success on the 2012-2013 FCAT.	FCAT Academy Instructor Pay	SAI	$3,500.00
Introduce novels of interest to students to promote student reading success.	Novels for the Reading Classrooms	SAI	$260.00
FCAT Academy - Extended tutoring for Level 1 Reading students to increase their success on the 2012-2013 FCAST.	Reading supplemental materials for FCAT Academy	SAI	$240.00
			Subtotal: $4,000.00
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: $4,000.00

End of Reading Goa

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:	The Spring 2012 FCELLA test showed the following proficiency levels for ELL students in listening/speaking: 8% (3) beginning 10% (4) low intermediate 15% (6) high intermediate

67% (26) proficient

2012 Current Percent of Students Proficient in listening/speaking:

67% of the ELL students were proficient in listening/speaking on the 2011-2012 CELLA Test.

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The amount of ELL students whose language classifications are levels A1-B2.	Conduct an ESOL parent night orientation (Title 1) Teacher will use modeling, think-alouds, graphic organizers and ESOL strategies to help students break down text in their daily lessons. Staff development on ESOL accomodations and strategies done through PLC meetings.	Ivette Figueroa, Administrator, Ingrid Molina, ESOL Coordinator	Marzano's Strategies and Standards, ESOL strategies	Classroom walkthroughs, iObservations, CELLA Test, FAIR, BAT, FCAT

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 Spring 2012 FCELLA test showed the following proficiency levels for ELL students in Reading: 15% (6) beginning 21% (8) low intermediate 21% (8) high intermediate 43% (17 proficient

2012 Current Percent of Students Proficient in reading:

43% (17) students scored proficient in reading on the 2011-2012 CELLA.

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have difficulty with reading comprehension due to limited English language skills.	Conduct an ESOL parent night orientation (Title 1). Teachers use modeling, think-alouds, graphic organizers and ESOL strategies to help students break down text in their daily lessons. Staff development on ESOL accommodations and strategies done through PLC meetings.	Ivette Figueroa, Administrator, Ingrid Molina, ESOL Coordinator	Marzano's Strategies and Standards, ESOL strategies.	Classroom walkthroughs, iObservations, CELLA Test, FAIR, BAT FCAT.

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 Spring 2012 FCELLA test showed the following proficiency levels for ELL students in Writing: 10% (4) beginning 21% (8) low intermediate 38% (15) high intermediate 31% (12) proficient

2012 Current Percent of Students Proficient in writing:

31% (12) students scored proficient in writing on the 2011-2012 FCELLA

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 lack basic grammar skills in the English language.	Teachers explicitly teach the writing process to students using research-based strategies on a weekly basis. Teacher use of modeling, think-alouds, graphic organizers and ESOL strategies to help students break down text in their daily lessons.	Ivette Figueroa, Administrator, Ingrid Molina, ESOL Coordinator	Teacher lesson plans and teacher data chats.	CELLA, writing portfolios, Common assessment writing prompts.

CELLA Budget:

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

End of CELLA Goals

Middle School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	37%(412) of students achieved Level 3 on the 2010-2011 FCAT Math Test. 31% (382) of students achieved Level 3 on the 2011-2012 Math FCAT. A 6% decrease.
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (382) of students achieved Level 3 on the 2011-2012 Math FCAT.	It is predicted that 33% (403) of grades 6-8 students will achieve Level 3 on the 2012-2013 Mathematics FCAT.

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	Common Core Standards are new to teachers.	Familiarize faculty with CCSS and its implications.	Assistant Principals	Classroom Walkthroughs, iObservation, Lesson Plans	iObservation
2	Marzano's Instructional strategies are new to teachers	Integrate key Marzano and other research based instructional strategies into teaching that lend itself to the CCSS	Assistant Principals	Classroom Walkthroughs, iObservation, Lesson Plans	iObservation
3	Assessment format is changing to performance based tests.	Utilize authentic performance tasks as engaging learning experiences.	Assistant Principals and Department Heads	Classroom Walkthroughs, iObservation, Lesson Plans	iObservation, FCAT, Assessment Rubric
4	The new CCSS are more rigorous than past standards.	Share examples of rigorous curriculum design (units and lessons)	Department Heads and Assistant Principals	Lesson Plans, Department work products.	PLC observations.
5	Common Core Standards are new to teachers.	"Unwrapping" the priority of CCSS within units of study.	AP in-charge of subject area. Department Heads	Lesson Plans, Department work products.	PLC observations. Lesson Plan Rubric iObservation
6	CCSS does not take the special populations into account.	Introduce techniques to teachers to assist them in preparing the ELL and SWD students for CCSS	Assistant Principals	Classroom walkthroughs, Lesson Plans, iObservation.	iObservations, IEP's
7	Struggling learners current ability.	Target students will be selected to participate in the school's 2012-2013 FCAT Academy. Students will be pulled out of elective classes to receive additional tutoring by their classroom teachers in FCAT preparation. Students who are low performing will be targeted to participate in the program.	Assistant Principals Matthew Bianchi Katherine Donovan Ivette Figueroa	Classroom Assessments proficiency.	Class room walkthroughs, mini-BATs, BAT and common assessments will be reviewed to determine effectiveness and progress.
8	Student test-taking skills.	All students in grades 6-8 will participate in FCAT test-taking practices.	Math Department Head: Rashad Bennett, Grade Level Administrators, Katherine Donovan, Matthew Bianchi, Katherine Donovan	School-wide activities are used to incorporate test-taking skills . Teacher monitoring of student progress,utilization of diagnostic assessments to drive instruction, monitor progress, and	BAT, Mini-Bat assessments, FCAT, diagnostic assessments, accommodations and collaboration for SWD.

			determine effectiveness of strategies.	

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:	33% (3) students scored at levels 4,5, and 6 on the 2011-2012 Math FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (3) students scored at levels 4,5, and 6 on the 2011-2012 Math FCAT.	It is expected that (44%) 4 students will score at levels 4,5, and 6 on the 2012-2013 Math FCAT.

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr>
<td></td>
<td>Anticipated Barrier</td>
<td>Strategy</td>
<td>Person or Position Responsible for Monitoring</td>
<td>Process Used to Determine Effectiveness of Strategy</td>
<td>Evaluation Tool</td>
</tr>
<tr>
<td>1</td>
<td>The students ability to comprehend material presented in relation to the Access Points due to their eligibility or cognitive impairments.</td>
<td>Various strategies implemented:
Smile Program Language Therapy resources
Reserach-based Reading Curriculum
Moving with Math
Technology driven curriculum
Smart-Board activities
Small group and individual rotation of classroom events on a daily written schedule.</td>
<td>Classroom teacher, Karen Baker, SLP Liz Lourenco, ESE Specialist Judy Barcel, AP Ivette Figueroa</td>
<td>IEP goals mastered
Implementation of goals being revised
Informal assessments
Teacher observations
Teacher anecdotals
Therapist checklists</td>
<td>Diagnostic Assessment of Brigance Assessment
Pre-view of the FAA pre-test
Key Math</td>
</tr>
</table>

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:	44%(482) of students achieved at or above Level 4 in Mathematics on the 2010-2011 FCAT. 38% (478) students achieved at or above Level 4 on the 2011-2012 Math FCAT. This shows a 6% increase.
2012 Current Level of Performance:	2013 Expected Level of Performance:
38% (478) students achieved at or above Level 4 on the 2011-2012 Math FCAT.	It is predicted that 40%(488) of the students will achieve at or above Level 4 on the 2012-2013 FCAT Math Test.

<table>
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<tr>
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</tr>
<tr>
<td>1</td>
<td>Common Core Standards are new to teachers.</td>
<td>Familiarize faculty with CCSS and its implications</td>
<td>Assistant Principals</td>
<td>Classroom Walkthroughs, iObservation, Lesson Plans</td>
<td>iObservation</td>
</tr>
<tr>
<td>2</td>
<td>Common Core Standards are new to teachers.</td>
<td>Familiarize faculty with CCSS and its implications</td>
<td>Assistant Principals</td>
<td>Classroom Walkthroughs, iObservation, Lesson Plans</td>
<td>iObservation</td>
</tr>
<tr>
<td></td>
<td>Student ability to answer higher level questioning.</td>
<td>Mathematics teachers will be trained on incorporating FCAT – Style questioning in all</td>
<td>Math Department Head: Rashad Bennett, Grade Level</td>
<td>School-wide activities are used to incorporate test-taking skills .
All teachers will submit</td>
<td>Question Compilation and Classroom Walk Throughs.</td>
</tr>
</table>

| 3 | | class assessments. | Administrators, Katherine Donovan, Matthew Bianchi, Katherine Donovan | FCAT like questions to their department head per quarter to be used by all teachers for each grade level. | |
| 4 | Teacher technology proficiency. | Staff development to train teachers how to integrate technology in the classroom to motivate student achievement. | Rashad Bennett, Mathematics Department chair and AP, Matthew Bianchi | All teachers will submit FCAT like questions to their department head per quarter to be used by all teachers for each grade level. | Question Compilation and Classroom Walk Throughs. |

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:	22% (2) of the students scored at or above Level 7 in math on the Florida Alternate Assessment in 2011-2012.
2012 Current Level of Performance:	2013 Expected Level of Performance:
22% (2) of the students scored at or above Level 7 in math on the Florida Alternate Assessment in 2011-2012.	It is expected that 33% (3) of the students will score at or above level 7 in math on the 2012-2013 Florida Alternate Assessment.

| | 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 students ability to comprehend material presented in relation to the Access Points due to their eligibility or cognitive impairments.	Various strategies implemented: Smile Program Language Therapy resources Reserach-based Reading Curriculum Moving with Math Technology driven curriculum Smart-Board activities Small group and individual rotation of classroom events on a daily written schedule.	Classroom teacher, Karen Baker, SLP Liz Lourenco, ESE Specialist Judy Barcel, AP Ivette Figueroa	IEP goals mastered Implementation of goals being revised Informal assessments Teacher observations Teacher anecdotals Therapist checklists	Diagnostic Assessment of Brigance Assessment Pre-view of the FAA pre-test Key Math

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	70%(827) of students made learning gains on the 2010-2011 Math FCAT. 73% (894) of students made learning on the 2011-2012 Math FCAT. This is a 3% increase.
2012 Current Level of Performance:	2013 Expected Level of Performance:
73% (894) of students made learning on the 2011-2012 Math FCAT.	It is expected that 75%(915) of students will make learning gains on the 2012 Math FCAT.

| | 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	Common Core Standards are new to teachers.	Familiarize faculty with CCSS and its implications	Assistant Principals	Classroom Walkthroughs, iObservation, Lesson Plans	iObservation
2	Students need additional academic support and small group instruction.	Targeted students will be given the opportunity to participate in the school's FCAT Academy, which gives additional tutoring on FCAT skills. ESE and ESOL students will also benefit from Pull-out and push-in with the ESE teachers.	Rashad Bennett, Mathematics Department chair and AP, Ivette Figueroa	Classroom Walkthroughs.	BAT and FCAT.

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:	73% (5) of students made learning gains in math on the 2011-2012 Math Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
73% (5) of students made learning gains in math on the 2011-2013 Math Florida Alternate Assessment.	It is expected that 67% (6) students will make learning gains in math on the 2012-2013 Florida Alternate Assessment in math.

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The students ability to comprehend material presented in relation to the Access Points due to their eligibility or cognitive impairments.	Various strategies implemented: Smile Program Language Therapy resources Reserach-based Reading Curriculum Moving with Math Technology driven curriculum Smart-Board activities Small group and individual rotation of classroom events on a daily written schedule.	Classroom teacher, Karen Baker, SLP Liz Lourenco, ESE Specialist Judy Barcel, AP Ivette Figueroa	IEP goals mastered Implementation of goals being revised Informal assessments Teacher observations Teacher anecdotals Therapist checklists	Diagnostic Assessment of Brigance Assessment Pre-view of the FAA pre-test Key Math

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	68%(206) of students made learning gains on the 2010-2011 Math FCAT. 64% (206) of students made learning gains on the 2011-2012 Math FCAT. This is a 4% decrease.
2012 Current Level of Performance:	2013 Expected Level of Performance:
64% (206) of students made learning gains on the 2011-2012 Math FCAT.	It is expected that 70%(854) of students will make learning gains on the 2012-2013 Math FCAT.

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

			Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Students need additional academic support and small group instuction.	Level 1 students will be invited to "FCAT Academy" to give them extra help. ESE and ESOL students will receive extra help through the ESE teachers pull-out and push-in program.	Math Department Head: Rashad Bennett, Grade Level Administrators, Katherine Donovan, Matthew Bianchi, Katherine Donovan	Scores from mini-BATs, BAT and common assessments will be reviewed to determine effectiveness and progress.	Increased achievement between BAT's and teacher created common assessments.
2	Students need additional academic support and small group instruction.	ESE Teacher will provide push-in and pull-out for struggling learners. FCAT Academy will be used to give students extra help in math.	Math Department Head: Rashad Bennett, Grade Level Administrators, Katherine Donovan, Matthew Bianchi, Katherine Donovan	Student progress will be assessed using the Continuous Improvement Model.	Mini-BAT, BAT, Teacher created Common Assessments, and FCAT.
3	English as a second language	Implementation of interactive multimedia and mutimodal strategies and testing accomodations for ESOL students.	Math Department Head: Rashad Bennett, Grade Level Administrators, Katherine Donovan, Matthew Bianchi, Katherine Donovan	Scores from mini-BATs, BAT and common assessments will be reviewed to determine effectiveness and progress.	Mini-BAT, BAT, Teacher created Common Assessments, and FCAT.

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 : 69% (860)of students achieved level 3 or above on the 2011-2012 FCAT Reading. 31% (388) did not achieve level 3 or above. To reduce the achievement gap in six years by 50%, the following AMOs will be the targets.

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	73%	75%	77%	79%	81%	

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:	Student subgroups by ethnicity not making satisfactory progress in math on the 2010-2011 FCAT: White 15% (76) Black 39 % (105) Hispanic 26%(89) Asian 13% (7) American Indian 9% (1) 2011-2012FCAT: White 21% (99) Black 47% (172) Hispanic 30% (91) Asian 11% (6) American Indian 71% (5)
2012 Current Level of Performance:	2013 Expected Level of Performance:
Student subgroups by ethnicity making satisfactory progress in math on the 2011-2012 FCAT. White:79% (376) Black:53%(193) Hispanic:70%(214) Asian:94%(48) American Indian:29%(2)	It is predicted that the subgroups by ethnicity will make satisfactory progress in math on the 2012-2013 FCAT Test: White:81% (386) Black:63% (230) Hispanic 72% (220) Asian: 95% (51) American Indian: 57% (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	Students need additional academic support and small group instruction.	Targeted students will be given the opportunity to participate in the school's FCAT Academy, which gives additional tutoring on FCAT skills. ESE and ESOL students will also benefit from Pull-out and push-in with the ESE teachers.	Math Department Head, Rashad Bennett, Grade Level Administrators, Katherine Donovan, Matthew Bianchi, Ivette Figueroa	Scores for BAT's, Mini BAT's, and teacher created common assessments.	Increased achievement scores, and decreased weaknesses between assessments.
2	Student lack of knowledge of basic mathematics skills and concepts.	Level 2 and low Level 3 students will be pulled out and mentored through an in-school mentoring program.	Math Department Head, Rashad Bennett, Grade Level Administrators, Katherine Donovan, . Matthew Bianchi, Ivette Figueroa	Increased achievements of Study Island and teacher made tests, BAT 1, BAT 2, FCAT Math Test.	Increased achievement score, and decreased weaknesses between assessments.

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	33%(21) of the ELL sub-group did not make satisfactory progress on the 2010-2011 FCAT Math Test. 64% (21). A 31% increase.
2012 Current Level of Performance:	2013 Expected Level of Performance:
36% (12) of the ELL sub-group made satisfactory progress on the 2010-2011 FCAT Math Test.	It is predicted that 55% (18) of the ELL sub-group will make satisfactory progress on the 2012 FCAT Math Test.

<center>Problem-Solving Process to Increase Student Achievement</center>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teacher technology proficiency.	All mathematics teachers will participate in staff development to address the integration of technology to enhance learning in the mathematics classroom. Targeted students will be given the opportunity to participate in the school's FCAT Academy, which gives additional tutoring on FCAT skills. ESOL students will also benefit from Pull-out and push-in with the ESE teachers.	Mathematics Department Head, Rashad Bennett and AP, Matthew Bianchi	Teachers will be given a pre and post in-service survey to determine use of technology in the classroom.	Survey

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:	55%(79) of SWD students did not make satisfactory progress in mathematics on the 2010-2011 FCAT Math Test. 71% (112) SWD students did not make satisfactory progress in math on the 2011-2012 math FCAT. This is an 8% decrease.

	2012 Current Level of Performance:	2013 Expected Level of Performance:
	39% (61)of the SWD students made satisfactory progress in math on the 2010-2011 FCAT Math Test.	It is predicted that 49% (76)of the SWD students will make satisfactory progress on the 2012-2013 FCAT Math Test.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need additional support and small group instruction.	Targeted students will be given the opportunity to participate in the school's FCAT Academy, which gives additional tutoring on FCAT skills. ESE students will also benefit from Pull-out and push-in with the ESE teachers.	Math Department Head: Rashad Bennett ESE Specialist: Judy Barcel; Grade Level Administrators, Katherine Donovan, Matthew Bianchi, Ivette Figueroa	Bi-weekly Classroom Walkthroughs. Scores from mini-BATs, BAT and common assessments will be reviewed to determine effectiveness and progress.	Increased achievement between BAT assessments and teacher created common assessments.
2	Students need additional support and small group instruction.	All mathematics students will receive instruction in the use of manipulatives, calculators and computers to investigate and verify findings in solving real world problems.	Math Department Head: Rashad Bennett ESE Specialist: Judy Barcel; Grade Level Administrators, Katherine Donovan, Matthew Bianchi, Ivette Figueroa	Bi-weekly Classroom Walkthroughs. Scores from mini-BATs, BAT and common assessments will be reviewed to determine effectiveness and progress.	Increased achievement between BAT and mini BAT assessments and teacher created Chapter common assessments.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	34% (191) of Economically Disadvantaged students did not make satisfactory progress on the 2010-2011 FCAT Math Test. 42% (269) Economically Disadvantaged students did not make satisfactory progress on the 2011-2012 FCAT Math Test. This is an 8% increase.

2012 Current Level of Performance:	2013 Expected Level of Performance:
58% (375) of Economically Disadvantaged students made satisfactory progress on the 2011 FCAT Math Test.	It is predicted that 68% of Economically Disadvantaged students will make satisfactory progress on the 2012-2013 Math FCAT.

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	Effective use of differentiated instruction in nested classes.	Targeted students will be given the opportunity to participate in the school's FCAT Academy, which gives additional tutoring on FCAT skills. Targeted students will also benefit from Pull-out and push-in with the ESE teachers.	Math Department Head, Rashad Bennett, Grade Level Administrators, Katherine Donovan, Matthew Bianchi, Ivette Figueroa	Scores for BAT, Mini BAT's, and teacher created common assessments.	Increased achievement scores, and decreased weaknesses between assessments.

Algebra End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	20% (23) of students scored at Level 3 in Algebra in 2011-2012.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
20% (23) of students scored at Level 3 in Algebra in 2011-2012	It is predicted that 7% (6) of students will score at Level 3 in Algebra in 2012-2013.

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>Common Core Standards are new to teachers.</td><td>Familiarize faculty with CCSS and its implications.</td><td>Assistant Principals</td><td>Classroom Walkthroughs, iObservation, Lesson Plans</td><td>iObservation</td></tr>
<tr><td>2</td><td>Marzano's Instructional strategies are new to teachers</td><td>Integrate key Marzano and other research based instructional strategies into teaching that lend itself to the CCSS</td><td>Assistant Principals</td><td>Classroom Walkthroughs, iObservation, Lesson Plans</td><td>iObservation</td></tr>
<tr><td>3</td><td>Assessment format is changing to performance based tests.</td><td>Utilize authentic performance tasks as engaging learning experiences.</td><td>Assistant Principals and Department Heads</td><td>Classroom Walkthroughs, iObservation, Lesson Plans</td><td>iObservation, FCAT, Assessment Rubric</td></tr>
<tr><td>4</td><td>The new CCSS are more rigorous than past standards.</td><td>Share examples of rigorous curriculum design (units and lessons)</td><td>Department Heads and Assistant Principals</td><td>Lesson Plans, Department work products.</td><td>PLC observations.</td></tr>
<tr><td>5</td><td>Common Core Standards are new to teachers.</td><td>"Unwrapping" the priority of CCSS within units of study.</td><td>AP in-charge of subject area. Department Heads</td><td>Lesson Plans, Department work products.</td><td>PLC observations. Lesson Plan Rubric. iObservation</td></tr>
<tr><td>6</td><td>CCSS does not take the special populations into account.</td><td>Introduce techniques to teachers to assist them in preparing the ELL and SWD students for CCSS</td><td>Assistant Principals</td><td>Classroom walkthroughs, Lesson Plans, iObservation.</td><td>iObservations, IEP's</td></tr>
</table>

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:	91% (80) of students scored at or above Level 4 in Algebra in 2011-2012.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
91% (80) of students scored at or above Level 4 in Algebra in 2011-2012.	It is expected that 93% (74) will score at or above Level 4 in Algebra in 2012-2013.

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>Common Core Standards are new to teachers.</td><td>Familiarize faculty with CCSS and its implications</td><td>Assistant Principals</td><td>Classroom Walkthroughs, iObservation, Lesson Plans</td><td>iObservation</td></tr>
</table>

| 2 | Common Core Standards are new to teachers. | Familiarize faculty with CCSS and its implications | Assistant Principals | Classroom Walkthroughs, iObservation, Lesson Plans | iObservation |

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 #
	All Algebra students are proficient in Math. ▲ 3A : ▼

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	100	100	100	100	100	

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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (114) All subgroups made satisfactory progress in Algebra during the 2011-2012 school year.	100% (80) All subgroups are predicted to make satisfactory progress in Algebra for the 2012-2013 school year.

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Common Core Standards are new to teachers.	Familiarize faculty with CCSS and its implications	Assistant Principals	Classroom Walkthroughs, iObservation, Lesson Plans	iObservation

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:	All 80 stuents made satisfactory progress in Algebra in 2011-2012.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100& (80) students made satisfactory progress in Algebra in 2011-2012.	It is predicted that 100% (74) students will make satisfactory progress in 2012-2013

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Common Core Standards are new to teachers.	Familiarize faculty with CCSS and its implications	Assistant Principals	Classroom Walkthroughs, iObservation, Lesson Plans	iObservation

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra. Algebra Goal #3D:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (114) Algebra students made satisfactory progress	100% (80)Algebra students will make satisfactory progress.

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Common Core Standards are new to teachers.	Familiarize faculty with CCSS and its implications	Assistant Principals	Classroom Walkthroughs, iObservation, Lesson Plans	iObservation

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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (114) Algebra students made satisfactory progress.	100% (80) Algebra students will make satisfactory progress.

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Common Core Standards are new to teachers. Classroom	Familiarize faculty with CCSS and its implications	Assistant Principals	Walkthroughs, iObservation, Lesson Plans	iObservation

End of Algebra EOC Goa

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:	0% (0) of Geometry students scored at level 3 in 2010-2011. 0% of Geometry student scored a level 3 in 2011-2012. All 53 Geometry students scored at Level 4 or above.
2012 Current Level of Performance:	2013 Expected Level of Performance:

| | No Geometry students scored at level 3 in 2011-2012. All 53 Geometry student scored Level 4 or above. | It is predicted that 0% No Geometry students will score at level 3 2012-2013. All 47 student are predicted to score at level 4 or above. |

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	Common Core Standards are new to teachers.	Familiarize faculty with CCSS and its implications.	Assistant Principals	Classroom Walkthroughs, iObservation, Lesson Plans	iObservation
2	Marzano's Instructional strategies are new to teachers	Integrate key Marzano and other research based instructional strategies into teaching that lend itself to the CCSS	Assistant Principals	Classroom Walkthroughs, iObservation, Lesson Plans	iObservation
3	Assessment format is changing to performance based tests.	Utilize authentic performance tasks as engaging learning experiences.	Assistant Principals and Department Heads	Classroom Walkthroughs, iObservation, Lesson Plans	iObservation, FCAT, Assessment Rubric
4	The new CCSS are more rigorous than past standards.	Share examples of rigorous curriculum design (units and lessons)	Department Heads and Assistant Principals	Lesson Plans, Department work products.	PLC observations.
5	Common Core Standards are new to teachers.	"Unwrapping" the priority of CCSS within units of study.	AP in-charge of subject area. Department Heads	Lesson Plans, Department work products.	PLC observations. Lesson Plan Rubric. iObservation
6	CCSS does not take the special populations into account.	Introduce techniques to teachers to assist them in preparing the ELL and SWD students for CCSS	Assistant Principals	Classroom walkthroughs, Lesson Plans, iObservation.	iObservations, IEP's

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:	100% (53) Geometry students scored at level 4 or above in 2011-2012.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (53) Geometry students scored at level 4 or above in 2011-2012.	It is predicted that 100% (47) of Geometry students will score at level 4 or above in 2012-2013.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Common Core Standards are new to teachers.	Familiarize faculty with CCSS and its implications	Assistant Principals	Classroom Walkthroughs, iObservation, Lesson Plans	iObservation
2	Common Core Standards are new to teachers.	Familiarize faculty with CCSS and its implications	Assistant Principals	Classroom Walkthroughs, iObservation, Lesson Plans	iObservation

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Geometry Goal #
	3A : Since all geometry students scored at a Level 4 or above in 2011-2012, it is predicted that this trend will continue with 100% (47) students scoring at or above a Level 4. The goal is increase enrollment to 56 in 2012-2013.

Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	100	100	100	100	

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:	0% of students did not make satisfactory progress in Geometry in 2011-2012. All 53 students made satisfactory progress.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (53) of Geometry students made satisfactory progress on the 2011-2012 FCAT.	100% (47) of Geometry students will make satisfactory progress on the 2012-2013 FCAT.

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	Common Core Standards are new to teachers.	Familiarize faculty with CCSS and its implications	Assistant Principals	Classroom Walkthroughs, iObservation, Lesson Plans	iObservation

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:	All Geometry students made satisfactory progress in 2011-2012.
2012 Current Level of Performance:	2013 Expected Level of Performance:
All Geometry students made satisfactory progress in 2011-2013.	It is predicted that all Geometry students will make satisfactory progress in 2012-2013.

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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:	100% (1) of SWD students in Geometry made satisfactory progress on the 2011-2012 FCAT.

2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (1) of SWD students in Geometry made satisfactory progress on the 2011-2012 FCAT.	It is predicted that 100% (1) of SWD students in Geometry will make satisfactory progress on the 2012-2013 FCAT.

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:	100% (10) Economically Disadvantaged Geometry students made satisfactory progress on the 2011-2012 FCAT.

2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (10) Economically Disadvantaged Geometry students made satisfactory progress on the 2011-2012 FCAT.	It is predicted that 100% (5) Economically Disadvantaged Geometry students will make satisfactory progress on the 2012-2013 FCAT.

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
Marzano instructional strategies	6,7 and 8th grade. All subject areas.	Mrs. Riedmayer	School-wide	September 2012	Observations	Assistant Principals
Utilize						

authentic performance tasks as engaging learning experiences.	6, 7 and 8th grade. All subject areas.	Mrs. Riedmayer	School-wide	January 2013	Lessons Plans	Assistant Principals and Department Heads
Common Core Standards	6,7 and 8th grade. All subject areas	Mrs. Riedmayer	School-wide	Monthly throughout 2012-2013 school year.	Lessson Plans,Classroom walkthroughs	Assistant Principals
Sharing rigorous units and lessons through PLC's.	6, 7 and 8th grade. All subject areas.	Mrs. Riedmayer	All subject area PLC's.	Bi-monthly department meetings	Lesson Plans, and Deparatment work products	Assistant Principals, Department Heads

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
FCAT Academy - Extended tutoring for Level 1 Math students to increase their success on the 2012-2013 FCAT.	Math supplemental materials for FCAT Academy.	SAI	$240.00
FCAT Academy - Extended tutoring for Level 1 Math students to increase their success on the 2012-2013 FCAT.	FCAT Academy instructor pay.	SAI	$3,760.00
			Subtotal: $4,000.00
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: $4,000.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	In grade 8, 44%(190) of students achieved mastery on the 2010-2011 administration of the FCAT Science Test. 33% (143)scored Level 3 on the 2011-2012 FCAT Science Test. This is an 11% decrease.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grade 8, 33% (143) students scored Level 3 on the 2011-2012 FCAT Science Test.	It is predicted that 47%(197) of student will achieve mastery on the 2012-2013 FCAT Science Test.

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Common Core Standards are new to teachers.	Familiarize faculty with CCSS and its implications.	Assistant Principals	Classroom Walkthroughs, iObservation, Lesson Plans	iObservation
2	Marzano's Instructional strategies are new to teachers	Integrate key Marzano and other research based instructional strategies into teaching that lend itself to the CCSS	Assistant Principals	Classroom Walkthroughs, iObservation, Lesson Plans	iObservation
3	Assessment format is changing to performance based tests.	Utilize authentic performance tasks as engaging learning experiences.	Assistant Principals and Department Heads	Classroom Walkthroughs, iObservation, Lesson Plans	iObservation, FCAT, Assessment Rubric
4	The new CCSS are more rigorous than past standards.	Share examples of rigorous curriculum design (units and lessons)	Department Heads and Assistant Principals	Lesson Plans, Department work products.	PLC observations.
5	Common Core Standards are new to teachers.	"Unwrapping" the priority of CCSS within units of study.	AP in-charge of subject area. Department Heads	Lesson Plans, Department work products.	PLC observations. Lesson Plan Rubric. iObservation
6	CCSS does not take the special populations into account.	Introduce techniques to teachers to assist them in preparing the ELL and SWD students for CCSS	Assistant Principals	Classroom walkthroughs, Lesson Plans, iObservation.	iObservations, IEP's
7	Development and use of the new curriculum maps, instructional focus calendars and introduction of STEM initiative.	Use of supplemental reading materials (Current Science) (Science World Magazine) and whiteboards. Staff Development will be given on the use of curriculum maps and instructional focus calendars. Information will be shared concerning in-depth investigationin areas of deficiency. Formative and cumulative assessments identified by the science department will be used consistently in every grade level to assess specific benchmark objective mastery.	Science Department Head/Grade Level Administrator	Increased achievement between assessments	Mini-assessments, common assessments, BEEP, and Science FCAT results assessments will be reviewed to determine effectiveness and progress
8	High number of ESE and ELL students who may be grouped together	Teachers will incorporate ESE and ELL strategies throughout the content area making modifications through modified assessments, extra time, peer buddy, support facilitators, and hard copy of notes.	Science Department Head, Linda Decarlo, AP, Katherine Donovan	Instruction will include re-teaching of deficient skills using differentiated instruction and alternative assessments.	Mini-assessments , common assessments, BEEP, and Science FCAT results assessments will be reviewed to determine effectiveness and progress.

9	Students' prior-knowledge	Teachers will provide remedial assistance to students demonstrating deficiencies in specific scientific concepts.	Science Department Head, Linda Decarlo, AP, Katherine Donovan	Interim Reports/ Report Cards, Classroom Walk-Through, student assessment	Teacher designed assessments that are aligned to the science standards.

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:	33% (1) student scored levels 4,5, and 6 in Science on the 2011-2012 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (1) student scored levels 4,5, and 6 in Science on the 2011-2012 FCAT.	It is predicted that 67% (2) students will score 4,5, and 6 in Science on the 2012-2013 FCAT.

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 students ability to comprehend material presented in relation to the Access Points due to their eligibility or cognitive impairments.	Various strategies implemented: Smile Program Language Therapy resources Reserach-based Reading Curriculum Moving with Math Technology driven curriculum Smart-Board activities Small group and individual rotation of classroom events on a daily written schedule.	Classroom teacher, Karen Baker, SLP Liz Lourenco, ESE Specialist Judy Barcel, AP Ivette Figueroa	IEP goals mastered Implementation of goals being revised Informal assessments Teacher observations Teacher anecdotals Therapist checklists	Diagnostic Assessment of Reading (DAR) Brigance Assessment Pre-view of the FAA pre-test Key Math

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	12%(52) of the 8th grade students achieved at or above Level 4 in Science on the 2010-2011 FCAT. 11% (47)of the 8th grade students scored at or above Achievement Level 4 in Science on the 2011-2012 FCAT Science Test. This is a 1% decrease.
2012 Current Level of Performance:	2013 Expected Level of Performance:
11%(47) of students achieved above proficiency in Science on the 2011-2012 FCAT Science Test.	It is predicted that 14% (59) of students will score at or above Level 4 on the 2012-2013 FCAT Science Test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Common Core Standards are new to teachers.	Familiarize faculty with CCSS and its implications	Assistant Principals	Classroom Walkthroughs, iObservation, Lesson Plans	iObservation
	Common Core	Familiarize faculty with	Assistant	Classroom	iObservation

2	Standards are new to teachers.	CCSS and its implications	Principals	Walkthroughs, iObservation, Lesson Plans	
3	Science resources. Need to comply with Science Literacy through STEM and Common Core.	Students will be able to stay after school for multiple Science clubs that will enhance their Science knowledge including: Environmental Issues. Use of supplemental reading materials, Current Science, National Geographic.	Science department chair Linda DeCarlo and Assistant Principal Ivette Figueroa	2 year FCAT learning gains on the students involved.	FCAT Science 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:	0% out of 3 students scored at or above Level 7 in Science on the Florida Alternate Assessment in 2011-2012
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% out of 3 students scored at or above Level 7 in Science on the Florida Alternate Assessment 2011-2012.	It is predicted that 33% (1) student will score at or above Level & in Science on the Florida Assessment in 2012-2013.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The students ability to comprehend material presented in relation to the Access Points due to their eligibility or cognitive impairments. Deficits in Science prior knowledge.	Various strategies implemented: Smile Program Language Therapy resources Reserach-based Reading Curriculum Moving with Math Technology driven curriculum Smart-Board activities Small group and individual rotation of classroom events on a daily written schedule. Clubs, Reading resources, White Boards	Classroom teacher, Karen Baker, SLP Liz Lourenco, ESE Specialist Judy Barcel, AP Ivette Figueroa, Science department chair Linda DeCarlo,	IEP goals mastered Implementation of goals being revised Informal assessments Teacher observations Teacher anecdotals Therapist checklists Increased achievement on assessments.	Diagnostic Assessment of Reading (DAR) Brigance Assessment Pre-view of the FAA pre-test Key Math Tests, quizzes

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

Sharing rigorous units and lessons through PLC's.	6, 7 and 8th grade. All subject areas.	Mrs. Riedmayer	All subject are PLC's.	Bi-monthly department meetings	Lesson Plans, and Deparatment work products	Assistant Principals, Department Heads
Common Core Standards	6,7 and 8th grade. All subject areas	Mrs. Riedmayer	School-wide	Monthly throughout 2012-2013 school year.	Lessson Plans,Classroom walkthroughs	Assistant Principals
Marzano instructional strategies	6,7 and 8th grade. All subject areas.	Mrs. Riedmayer	School-wide	September 2012	Observations	Assistant Principals
Utilize authentic performance tasks as engaging learning experiences.	6, 7 and 8th grade. All subject areas.	Mrs. Riedmayer	School-wide	January 2013	Lessons Plans	Assistant Principals and Department Heads

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Use of supplemental reading materials (Current Science) (Science World Magazine) and whiteboards.	Current Science Magazine	SAI	$1,798.50
Use of supplemental reading materials (Current Science) (Science World Magazine) and whiteboards.	Science World Magazine	SAI	$540.00
Use of supplemental reading materials (Current Science) (Science World Magazine) and whiteboards.	Whiteboards and accessories	SAI	$1,620.00
		Subtotal: $3,958.50	
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: $3,958.50			

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	In grade 8, 90% (423)of students showed proficiency in Writing on the 2010-2011 FCAT. 76% (324) of students scored Level 3.0 and higher in writing on the 2011-2012 FCAT. This is a 14% decrease.

	2012 Current Level of Performance:		2013 Expected Level of Performance:		
	76% (324) of students scored Level 3.0 and higher in writing on the 2011-2012 FCAT.		It is predicted that 94% (394)of students will be proficient on the 2012 Writing FCAT.		

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	Sufficient opportunities for students to practice pr0mpted writing.	Grade 6-8 demand writing prompts will be given three times during September through January by language arts teachers. The prompts will be used to identify strengths and weakness in students' writing skills. Language Arts teachers will use the prompts in whole group and small group instruction to assist the students in identifying elements of a high level demand writing prompt. Two of the three demand writing prompts will be Persuasive Writing, which is more of a challenge than the expository for our students. Writing drafts and revisions will be done in Language Arts classes twice a month. Writing magazines will be used for writing enhancement.	Language Arts Department Heads, Horace Henry and Grade Level Administrators, Katherine Donovan, Matthew Bianchi, Ivette Figueroa	Writing prompts will be graded and revisions will be submitted.	The 6 Traits Writing Rubric and Florida Writes Rubric for baseline and mid-year reports.
2	Using the writing process as a tool to complete the research project.	Grade 6-8 students, Through Media Orientation, students are provided lessons and orientation on research on the Internet to contribute to their writing skills for research papers as well as learning writing process skills from prewriting through the publishing stages.	Media Specialist, Department Head Horace Henry and Grade Level Administrators, Katherine Donovan, Matthew Bianchi, Ivette Figueroa	Students work will be examined for effectiveness in the writing process.	Student Writing portfolio.
3	Exposing students to the different genres of writing.	A Literary Fair will be coordinated to represent students from all three grades levels to submit their writings for school and district awards and recognition. We have a Literary Fair night once a year and invite the parents of our winning students to share the writing pieces submitted. Students will learn to present PowerPoint presentations through the use of wireless carts and computer	Linda Derogene, Language Arts Teacher.	Student work will be judged by a panel according to the 6 Traits of Writing rubric.	6 Traits of Writing rubric.

			labs.		
4	Aligning grade-level writing plans to Language Arts Instructional Focus Calendars.	Teachers will receive inservice on effectively using writing plans to improve writing instruction. Effective development and implementation of lessons to increase proficiency through the Spring Board Curriculum and Legacy Writes Program.	Horace Henry, Language Arts Department Chairperson and Katherine Donovan, Assistant Principal.	Comparison of Baseline data to BAT.	BAT, Florida Writes assessment.
5	Writing in other content areas.	Teachers will ensure that students are provided with authentic writing situations across all content areas. Teachers will ensure that students are being held accountable for proper use of grammar and mechanics across the content areas.	Horace Henry, Language Arts Department Chairperson and Assistant Principal of all content areas.	Comparison of Baseline data to BAT	BAT, Florida Writes assessments.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	67% (2) students scored at 4 or higher in writing on the Florida Alternate Assessment of 2011-2012.
2012 Current Level of Performance:	2013 Expected Level of Performance:
67% (2) students scored at 4 or higher in writing on the 2011-2012 FCAT	Maintain/Improve

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 students ability to comprehend material presented in relation to the Access Points due to their eligibility or cognitive impairments.	Various strategies implemented: Smile Program Language Therapy resources Reserach-based Reading Curriculum Moving with Math Technology driven curriculum Smart-Board activities Small group and individual rotation of classroom events on a daily written schedule.	Classroom teacher, Karen Baker, SLP Liz Lourenco, ESE Specialist Judy Barcel, AP Ivette Figueroa	IEP goals mastered Implementation of goals being revised Informal assessments Teacher observations Teacher anecdotals Therapist checklists	Diagnostic Assessment of Reading (DAR) Brigance Assessment Pre-view of the FAA pre-test

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
Marzano instructional strategies	6,7 and 8th grade. All subject areas.	Mrs. Riedmayer	School-wide	September 2012	Observations	Assistant Principals
Utilize authentic performance tasks as engaging learning experiences.	6, 7 and 8th grade. All subject areas.	Mrs. Riedmayer	School-wide	January 2013	Lessons Plans	Assistant Principals and Department Heads
Common Core Standards	6,7 and 8th grade. All subject areas	Mrs. Riedmayer	School-wide	Monthly throughout 2012-2013 school year.	Lessson Plans,Classroom walkthroughs	Assistant Principals
Sharing rigorous units and lessons through PLC's.	6, 7 and 8th grade. All subject areas.	Mrs. Riedmayer	All subject are PLC's.	Bi-monthly department meetings	Lesson Plans, and Deparatment work products	Assistant Principals, Department Heads
Legacy Writes	8th Grade	Horace Henry	Language Arts Teachers	November 2012	Observations and Lesson Plans	Assistant Principal and Language Arts Department Chair

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:	This is the first year for the Civics EOC. This year is a pilot for the test.

			2012 Current Level of Performance:		2013 Expected Level of Performance:

2012 Current Level of Performance:	2013 Expected Level of Performance:
64% of students were proficient on the 2011-2012 Reading FCAT.	75% of the 7th grade students will score a "C" or higher on the 2012-2013 Civis EOC. 67% (817)of students will be proficient on the 2012-2013 Reading FCAT.

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	Common Core Standards are new to teachers.	Familiarize faculty with CCSS and its implications.	Assistant Principals	Classroom Walkthroughs, iObservation, Lesson Plans	iObservation
2	Marzano's Instructional strategies are new to teachers	Integrate key Marzano and other research based instructional strategies into teaching that lend itself to the CCSS	Assistant Principals	Classroom Walkthroughs, iObservation, Lesson Plans	iObservation
3	Assessment format is changing to performance based tests.	Utilize authentic performance tasks as engaging learning experiences.	Assistant Principals and Department Heads	Classroom Walkthroughs, iObservation, Lesson Plans	iObservation, FCAT, Assessment Rubric
4	The new CCSS are more rigorous than past standards.	Share examples of rigorous curriculum design (units and lessons)	Department Heads and Assistant Principals	Lesson Plans, Department work products.	PLC observations.
5	Common Core Standards are new to teachers.	"Unwrapping" the priority of CCSS within units of study.	AP in-charge of subject area. Department Heads	Lesson Plans, Department work products.	PLC observations. Lesson Plan Rubric. iObservation
6	CCSS does not take the special populations into account.	Introduce techniques to teachers to assist them in preparing the ELL and SWD students for CCSS	Assistant Principals	Classroom walkthroughs, Lesson Plans, iObservation.	iObservations, IEP's
7	This is the first year teaching this course	All 7th grade teachers have been trained in the use of the new textbook.	Patricia Howell Department Chair, Matthew Bianchi AP	Unit tests and Assessments	EOC exam spring 2013

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:	This is the first year for the Civics EOC. This year is a pilot for the test.

2012 Current Level of Performance:	2013 Expected Level of Performance:
64% of students were proficient on the 2011-2012 Reading FCAT.	75% of the 7th grade students will score a "C" or higher on the 2012-2013 Civis EOC. 69% (862)of students will be proficient on the 2012-2013 Reading FCAT.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	This is the first year teaching this course.	All 7th grade teachers have been trained in the use of the new Civics textbook.	Patricia Howell Department Chair, Matthew Bianchi AP	Unit tests and Assessments	EOC exam spring 2013.

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
New Civics Textbook training	7th Grade	District facilitator	7th grade Civics teachers	November	"Best Practices" during departmnet meetings utilizing stratigies taught during textbook training, including reading strategies	Pat Howell, Department Chair
Civics Training	7th Grade Civics	District facilitator	7th Grade Civics teachers	October thru November and online through March 2013	Teachers to receive inservice points for completion	Pat Howell, Department Chair, Mark Desruisseaux, Inservice Coordinator

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	95% Average student attendance for 2010-2011 school year.
Attendance Goal #1:	94% Average student attendance for 2011-2012 school

2012 Current Attendance Rate:	2013 Expected Attendance Rate:
94% Average student attendance for 2011-2012 school year.	The predicted average attendance for the 2012-2013 school year is 97%.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
1% (13) of the students at Sawgrass Springs had excessive absences.	By the end of the 2012-2013 school year, .4% (6) of the students will have Excessive Absences.
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
1% (16) of the students at Sawgrass Springs had excessive absences.	By the end of the 2012-2013 school year, .4% (7) of the students will have Excessive Tardies.

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	Increased absence on early release and district-wide testing days.	Attendance certificates will be given to students who receive perfect attendance for each quarter.	Ron Pearlman, Guidance Director	Data will be collected and compared from the previous year.	Attendance Reports.

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

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

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

Attendance Budget:

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

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	There were 820 suspensions during the 2011-2012 school year.
2012 Total Number of In—School Suspensions	2013 Expected Number of In-School Suspensions
There were 627 in-school suspensions during the 2011-2012 school year.	It is expected that there will be 543 in school suspensions during the 2012-2013 school year.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
266 students were assigned in-school suspension during the 2011-2012 school year.	It is expected that 251 students will be assigned in school suspension during the 2012-2013 school year.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
There were 193 out-of-school suspensions during the 2011-2012 school year.	It is expected there will be 182 out-of-school suspensions assigned during the 2012-2013 school year.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
106 students were assigned out-of-school suspension during the 2011-2012 school year.	It is expected that 96 students will be assigned out-of-school suspension during the 2012-2013 school year.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Lack of effective classroom management strategies. Lack of hallway supervision.	The school will continue using CHAMPS strategies that are proactive to decrease suspensions. Our plan of action includes a proactive	Assistant principals.	Suspension rates from year to year will be compared from the reports provided from Data Warehouse.	Suspension reports.

		initiative (Plasco) of student ID's which records tardies and dresscode violations, CHAMPs training, and a prescribed discipline plan with proactive measures to ensure reduction of students out of class. We will continue to enforce this plan in school year 2012-2013. Administrators, teachers and guidance counselors will be in the hallways during class changes.			
1					
2	No benefits for good behavior for students in need of reasons to behave.	Quarterly Good Behavior event for those students without referrals.	Mrs. Donovan	Referral rates from year to year will be compared.	Referral reports.

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

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

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

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Quarterly Good Behavior event for those students without referrals.	DJ fees, Field Trips, Celebrity assembly	SAI	$1,000.00
			Subtotal: $1,000.00
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

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	7%(77) of parents participated in volunteering for student success during the 2010-2011 school year. 28% (350) of parents participated in volunteering for student success during the 201-2012 school year. That is a 21% increase.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
28% (280) of parents participated in volunteering for student success during the 2011-2012 school year.	It is predicted that 30% (366)of parents will participate in school related activities in the 2012-2013 school year.

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	Inability to participate in school events. Lack of communication	School will notify parents of school events through phone calls.	7th Grade Assistant Principal	Sign in lists, increased number of volunteers, increase in conferences, increase in parents at day and evening activities	SSMS Parent Needs Assessment
2	Adequate community support of school events.	1.2. School will notify parents through website of school events and school newsletter.	1.2. 7th Grade Assistant Principal	1.2. Website will be updated daily, and the morning announcements will be streamed.	1.2. SSMS Parent Needs Assessment
3	Adequate community support of school events.	1.3. School will send home fliers for school events.	1.3. 6th Grade Assistant Principal	1.3. Sign in lists, increased number of volunteers, increase in conferences, increase in parents at day and evening activities	1.3. SSMS Parent Needs 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

| Student Success Night | All Grades. Math, Reading, Social Studies, Science | Matt Bianchi AP, Sharon Murray and Frances McMahon | SSMS Parents | Novemver | SSMS Website | Matthew Bianchi AP |
| SAC | All Grades and All subjects | Sharon Murray and Frances McMahon | Parents, Students, Community Members | One meeting per month | Emails,Parent-Link | Ivette Figueroa |

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:	% (478)of students in grades 6-8 were enrolled in Environmental Science, High School credit Math and Technology classes during the 2011-2012 school year. % (504) of students are currently enrolled in Environmental Science, High School credit Math and Technology in 2012-2013. It is predicted that 50% (610) of the Students will choose Environmental Science, High School Credit Math and Technology Classes by April 2013.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Common Core Standards are new to teachers.	Familiarize faculty with CCSS and its implications,	Assistant Principals	Classroom Walkthroughs, iObservation, Lesson Plans	iObservation

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

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

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

STEM Budget:

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. CTE CTE Goal #1:	
Problem-Solving Process to Increase Student Achievement	

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

No Data Submitted

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

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

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

CTE Budget:

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

End of CTE Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

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

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	FCAT Academy - Extended tutoring for Level 1 Reading students to increase their success on the 2012-2013 FCAT.	FCAT Academy Instructor Pay	SAI	$3,500.00
Reading	Introduce novels of interest to students to promote student reading success.	Novels for the Reading Classrooms	SAI	$260.00
Reading	FCAT Academy - Extended tutoring for Level 1 Reading students to increase their success on the 2012-2013 FCAST.	Reading supplemental materials for FCAT Academy	SAI	$240.00
Mathematics	FCAT Academy - Extended tutoring for Level 1 Math students to increase their success on the 2012-2013 FCAT.	Math supplemental materials for FCAT Academy.	SAI	$240.00
Mathematics	FCAT Academy - Extended tutoring for Level 1 Math students to increase their success on the 2012-2013 FCAT.	FCAT Academy instructor pay.	SAI	$3,760.00
Science	Use of supplemental reading materials (Current Science) (Science World Magazine) and whiteboards.	Current Science Magazine	SAI	$1,798.50
Science	Use of supplemental reading materials (Current Science) (Science World Magazine) and whiteboards.	Science World Magazine	SAI	$540.00
Science	Use of supplemental reading materials (Current Science) (Science World Magazine) and whiteboards.	Whiteboards and accessories	SAI	$1,620.00
Suspension	Quarterly Good Behavior event for those students without referrals.	DJ fees, Field Trips, Celebrity assembly	SAI	$1,000.00
				Subtotal: $12,958.50

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
				Grand Total: $12,958.50

Differentiated Accountability

School-level Differentiated Accountability Compliance

Priority	Focus	Prevent	NA

Are you a reward school: Yes No

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

No Attachment (Uploaded on 10/15/2012)

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.

Describe projected use of SAC funds	Amount
No data submitted	

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

Since the School is new to CCSS and Title 1. The SAC will assist the teachers and parents in learning about CCSS and Title 1. The SAC will implement and monitor the School Improvement Plan to and adjust as necessary as new successes or new barriers occur.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Broward School District
SAWGRASS SPRINGS MIDDLE SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	78%	81%	90%	46%	295	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	66%	70%			136	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?	64% (YES)	68% (YES)			132	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					563	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Broward School District
SAWGRASS SPRINGS MIDDLE SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	80%	83%	91%	57%	311	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	69%	77%			146	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?	67% (YES)	69% (YES)			136	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					593	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested