FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: LANTANA MIDDLE SCHOOL

District Name: Palm Beach

Principal: Mr. Edward Burke

SAC Chair: Mr. Colin Maher

Superintendent: Dr. E. Wayne Gent

Date of School Board Approval:

Last Modified on: 9/27/2012

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)
Principal	Mr. Edward Burke	B.S. Degree in Social Studies Education from Florida State University M.S. Degree in Special Education, from Nova Southeastern University Ed.S. Degree in Educational Leadership from Nova Southeastern University	4	13	Principal of Lantana MS In 2011-2012: School Grade - A, Reading Proficency 54%, Mathematics Proficency 61%, Science Proficency 41%, Writing Proficency 82%. Learning gains in reading reflected that 68% of our total population made a gain, and 68% of our lowest 25% made a learning gain. 70% of total students made learning gains in mathematics, and 63% of the lowest 25% made learning gains in math. The science proficiency is 41%. Currently Mr. Burke is leading his staff and students to increased proficiency. Mr. Burke consistently uses data to direct the educational focus at Lantana Middle School.
		Bachelor Degree			Assistant Principal of Lantana MS In 2011-2012: School Grade - A, Reading Proficency 54%, Mathematics Proficency 61%, Science Proficency 41%, Writing Proficency 82%.

Assis Principal	Mr. Jose Rodriguez	in Political Science and Education from Jersey City State College Master's degree in Educational Leadership from Barry University	4	9	Learning gains in reading reflected that 68% of our total population made a gain, and 68% of our lowest 25% made a learning gain. 70% of total students made learning gains in mathematics, and 63% of the lowest 25% made learning gains in math. The science proficiency is 41%. Mr. Rodriguez leads the Reading, Language Arts, and Social Studies departments. He will continue to use data to drive instruction towards academic alignment in order to meet the proficiency goals in reading.
Assis Principal	Mrs. Dionne Breaux	Bachelor of Science in Management from Florida Atlantic M.S. in Educational Leadership from Walden University ESOL Certification Middle Grades Mathematics 5-9 Business Education 6-12 Education Leadership K-12	15	4	Assistant Principal of Lantana MS In 2011-2012: School Grade - A, Reading Proficency 54%, Mathematics Proficency 61%, Science Proficency 41%, Writing Proficency 82%. Learning gains in reading reflected that 68% of our total population made a gain, and 68% of our lowest 25% made a learning gain. 70% of total students made learning gains in mathematics, and 63% of the lowest 25% made learning gains in math. The science proficiency is 41%. Mrs. Breaux has been a member of the Lantana Middle School staff since 1997. Mrs. Breaux leads the Mathematics and ESE departments. She will continue to use data to drive instruction towards academic alignment in order to meet proficiency goals in mathematics.
Assis Principal	Mr. David Vazquez	Bachelors of History Bachelors of Social Sciences Masters of Education Leadership	4	4	Assistant Principal of Lantana MS In 2011-2012: School Grade - A, Reading Proficency 54%, Mathematics Proficency 61%, Science Proficency 41%, Writing Proficency 82%. Learning gains in reading reflected that 68% of our total population made a gain, and 68% of our lowest 25% made a learning gain. 70% of total students made learning gains in mathematics, and 63% of the lowest 25% made learning gains in math. The science proficiency is 41%. Mr. Vazquez leads the Science and Writing departments. Mr. Vazquez will continue to use data to drive instruction towards academic alignment in order to meet proficiency goals in science.

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	Mrs. Lillian Simpson	Bachelor Of Arts degree in Elementary Education from the University of Florida Master's degree in TSOL from Nova Southeastern University Reading	4	3	Reading Coach at Lantana MS In 2011-2012: School Grade - A, Reading Proficency 54%, Mathematics Proficency 61%, Science Proficency 41%, Writing Proficency 82%. Learning gains in reading reflected that 68% of our total population made a gain, and 68% of our lowest 25% made a learning gain. 70% of total students made learning gains in mathematics, and 63% of the lowest 25% made learning gains in math. The science proficiency is 41%. Mrs. Simpson implemented and continued the Reading Counts program, modeled and supported 5 teachers in using Read 180

		Endorsement			with fidelity. Mrs. Simpson has been the Reading Coach at Lantana Community Middle School since the 2008-2009.
Learning Team Facilitator	Mrs. Jennifer Hulse	Bachelor of Arts degrees in Elementary Education and Mathematics from Georgian Court University Masters of Science in Curriculum and Instruction	11	1	Learning Facilitator at Lantana MS In 2011-2012: School Grade - A, Reading Proficiency 54%, Mathematics Proficency 61%, Science Proficency 41%, Writing Proficency 82%. Learning gains in reading reflected that 68% of our total population made a gain, and 68% of our lowest 25% made a learning gain. 70% of total students made learning gains in mathematics, and 63% of the lowest 25% made learning gains in math. The science proficiency is 41%. In previous years, Mrs. Hulse's has served as LCMS Math Coach and math teacher. She has taught and tutored many of our Level 1, 2, & 3 students. She has been extremely successful helping these students make at least one year's worth of growth and in many cases much more.

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	Regular meetings with new teachers and current staff to encourage team building and support.	Principal	On-going	
2	Continuing new teacher mentoring	Asst. Principal	On-going	
3	Soliciting referrals from current employees	Principal	N/A	
4	Continuous sharing of district opportunities for professional development to staff.	Asst. Principals	On-going	
5	Hire highly qualified teachers and paraprofessionals	Principal	On-going	

Non-Highly Effective Instructors

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
27%[14] Staff Members Out-of-Field 0% Paraprofessionals Out-of-Field	1. Interval meetings with non-highly effective teachers to encourage completion of requirements and provide support. 2. Sharing of district opportunities for professional development.

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
57	5.3%(3)	21.1%(12)	29.8%(17)	35.1%(20)	35.1%(20)	86.0%(49)	15.8%(9)	7.0%(4)	28.1%(16)

Teacher Mentoring Program/Plan

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Jennifer Schectman	Luisa Gomez Bethany Leyland Alison Cherniachovsky	Ms. Gomez is an experienced math teacher/Ms. Cherniachovsky is an experienced teacher and will serve as the buddy teacher.	ESP Program Activities Buddy Teacher Support Formative Observations Modeling Continuous support from Reading Coach
Stephanie Grant	David Vazquez Molly Sklapsky Shanna Lillis	Mrs. Sklapsky is an experienced science teacher, and department head. Mrs. Shanna Lillis will serve as her buddy teacher.	ESP Program Activities Buddy Teacher Support Formative Observations Modeling
Miller, Megan	Jose Rodriguez Andrea Macon	Mr. Rodriguez is the administrator for the Language Arts and Reading Dept. Mrs. Macon will serve as the buddy teacher.	ESP Program Activities Buddy Teacher Support Formative Observations Modeling
Christine Kenny	Jose Rodriguez Jason Yoesting Debra McHenry	Mr. Rodriguez is the administrator for the Social Studies Dept. Mrs. McHenry will serve as the buddy teacher.	ESP Program Activities Buddy Teacher Support Formative Observations Modeling
Victoria Heck	Jose Rodriguez Molly Bear	Mr. Rodriguez is the administrator of the 6th grade office. Mrs. Bear will serve as the buddy guidance counselor.	ESP Program Activities Buddy Counselor Support Formative Observations Modeling

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 are provided to ensure students requiring additional remediation are assisted through before, during, and after-school tutorial programs. LCMS Title I funds has supplied an additional reading teacher, a math coach, and split-funded a math teacher, to support our students and teachers in reaching our proficiency goals.
The math coach will provide direct support to the math teachers, through modeling, providing resources, and professional development activities that enhance or improve the instructional pedagogy in our math classes.

Family Involvement funds will be used to increase parental communication and notification of activities, events, and student concerns.

Title I, Part C- Migrant

Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure student needs are met.

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with the district Drop-out Prevention and Alternative Education programs.

Title II

District receives supplemental funds for improving basic education programs through the purchase of SES services, and small equipment to supplement educational programs. New technology in classrooms will increase the instructional strategies provided to students and new instructional software will enhance literacy and math skills of struggling students. Funds at Lantana Middle are used to purchase Gizmos and Study Island to support all students.

Title III

Services are provided through the district for educational materials and ELL district support services to improve the education of English Language Learners.

Title X- Homeless

District Homeless Social Workers provide resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

SAI will be coordinated with the Title I funds to provide intensive reading for all Level 1 student, and will be used to expand those services to as many Level 2 students as possible.

Violence Prevention Programs

Single School Culture and Appreciation for Multicultural Diversity

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

N/A

Adult Education

Lantana Middle School currently serves approximately 1750 students in the community school education classes. Community interest classes include GED, ELL, French, Latin, Salsa, Aerobics, etc. Last year over 44 people earned their diplomas through the GED program through Lantana Middle School Adult Education Programs.

Career and Technical Education

N/A

Job Training

N/A

Other

Required Instruction Listed in 1003.42(2) F. S., as applicable to appropriate grade levels.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Guidance Counselor/SBT Coordinator, Principal, Learning Team Facilitator; Assistant Principals (3), Language and Speech Pathologist; ITSA; ELL Coordinator; Math Coach, Classroom Teacher; Reading Coach; ESE Coordinator; RtI Specialist

Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

Select General Education Teachers: Provides information about core instruction, participates
in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.
Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.
Instructional Coach(es) Reading/Math/Science:
Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches.
Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.
School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.
Technology Specialist: Develops or brokers technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display.
Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills.

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

The school-based RtI Leadership Team will meet regularly to review universal screening data, diagnostic data, and progress monitoring data. Based on this information, the team will identify the professional development activities needed to create effective learning environments. After determining that effective Tier 1- Core Instruction is in place, the team will identify students who are not meeting identified academic targets. The identified students will be referred to the school-based RtI Leadership Team. The SBT will use the Problem Solving Model* to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed (PBCSD Form 2284) which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each case will be assigned a case liaison to support the interventionist (e.g., teacher, RtI/Inclusion Facilitator, guidance counselor) and report back on all data collected for further discussion at future meetings.

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?

Members of the school-based RtI Leadership Team will meet with the School Advisory Council (SAC) and will help develop the SY12 SIP. Utilizing the previous year's data, information on Tier 1, Tier 2, and Tier 3 targets and focus attention on deficient areas will be discussed.
Topics for discussion include, but are not limited to, the following:
FCAT scores and the lowest 25%
strengths and weaknesses of intensive programs
mentoring, tutoring, and other services.

The RtI/Inclusion Facilitator will provide professional development for the SAC members on the RtI process.

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.

Baseline data:
Florida Comprehensive Assessment Test (FCAT)
Curriculum Based Measurement
Florida Assessment for Instruction in Reading (FAIR)
Palm Beach County Fall Diagnostics
Palm Beach Writes
Diagnostic Assessment for Reading (DAR)
Progress Monitoring and Reporting Network (PMRN)
Comprehensive English Language Learning Assessment (CELLA)
Office Discipline Referrals
Retentions
Absences
Midyear data:
Florida Assessment for Instruction in Reading (FAIR)
Diagnostic Assessment for Reading (DAR)
Palm Beach County Winter Diagnostics
Palm Beach Writes
Progress Monitoring and Reporting Network (PMRN)
End of year data:
Florida Assessment for Instruction in Reading (FAIR)
Florida Comprehensive Assessment Test (FCAT)
FCAT Writes

Describe the plan to train staff on RtI.

During Pre-School, the Guidance Counselor/SBT Coordinator will train the faculty regarding the purpose of RtI and SBT, in conjunction the process of referring students for these services. Teachers will then be recruited to provide some of the services to the students.
The RtI/Inclusion Facilitator will provide professional development for the SAC members on the RtI process.
Professional development will be offered to RtI/Inclusion Facilitator by district staff every PDD during SY10.
Baseline data:
Florida Comprehensive Assessment Test (FCAT)
Curriculum Based Measurement
Florida Assessment for Instruction in Reading (FAIR)
Palm Beach County Fall Diagnostics
Palm Beach Writes
Diagnostic Assessment for Reading (DAR)
Progress Monitoring and Reporting Network (PMRN)
Comprehensive English Language Learning Assessment (CELLA)
Office Discipline Referrals
Retentions
Absences
Midyear data:
Florida Assessment for Instruction in Reading (FAIR)
Diagnostic Assessment for Reading (DAR)
Palm Beach County Winter Diagnostics
Palm Beach Writes
Progress Monitoring and Reporting Network (PMRN)
End of year data:
Florida Assessment for Instruction in Reading (FAIR)
Florida Comprehensive Assessment Test (FCAT)
FCAT Writes

Describe the plan to train staff on MTSS.

During Pre-School, the Guidance Counselor/SBT Coordinator will train the faculty regarding the purpose of RtI and SBT, in

conjunction the process of referring students for these services. Teachers will then be recruited to provide some of the services to the students.

The RtI/Inclusion Facilitator will provide professional development for the SAC members on the RtI process.

Professional development will be offered to RtI/Inclusion Facilitator by district staff every PDD during SY13.

The school-based RtI/Inclusion Facilitator will provide in-service to the faculty on designated professional development days (PDD). These in-service opportunities will include, but are not limited to, the following:

Problem Solving Model

consensus building

Positive Behavioral Intervention and Support (PBIS)

data-based decision-making to drive instruction

progress monitoring

selection and availability of research-based interventions

tools utilized to identify specific discrepancies in reading.

Individual professional development will be provided to classroom teachers, as needed.

Describe the plan to support MTSS.

Monthly meetings of PBIS Team to continue to enhance the recognition of positive behaviors.

Administrators will attend weekly SBT meetings to support the behavioral/academic interventions in place for specific students.

Staff will receive continuous training on PD days and at staff meetings on monitoring and referrals.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Mr. Edward Burke - Principal, Mrs. Lillian Simpson - Reading Coach, Ms. Esta Weiner - Reading Teacher, Holly Randall - Media Specialist, Rachel Westbrooke - Teacher, Christine Coddington - SLP, Celeste Lemons, ELL Reading Teacher

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

LLT meets monthly to develop school-wide initiatives to support and encourage reading across the curriculum.

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

To promote literacy across the content areas through the use of classroom libraries and the "Rockin into Reading" Program.

Reading Counts with student goal setting and rewards for participation (Measured by the number of books students read and appropriate lexiles.)

Implementation of Summer Reading Program to enriched students and maintain progress during the extended break.

Participation in Celebrate Florida Literacy Week. Staff and students participate in various activities to promote a love of reading.

Implementation of school-wide Viking Vocab/Exit Tickets initiative, to increase student exposure to higher level vocabulary across the curriculum.

School-wide implementation of Cornell Notes to develop higher order thinking skills across all curriculum areas.

Public School Choice

Supplemental Educational Services (SES) Notification

View uploaded file (Uploaded on 9/24/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

N/A

*Grades 6-12 Only

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

All staff has been trained on CRISS Strategies. The use of these strategies will be incorporated in lesson plans.

The Reading Coach will also continue the incorporation reading initiatives, such as DEAR time, Reading Counts, and the creation of professional development opportunities to train teachers on additional reading strategies to incorporate in all subjects, on all levels.

*High Schools Only

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

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

N/A

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

N/A

Postsecondary Transition

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

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

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	In grades 6-8, 54% (355) of students tested proficient in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2011/2012 Report 54% (355) of LCMS student population are proficient readers.	The proficiency goal for SY 2012/2013, is 89% proficiency.

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	Due to over-enrollment the ability to decrease student population in classes to promote more individualized instruction.	Data-driven scheduling of advanced and regular students.	Principal, Asst Principals	Data Review Teacher observations and recommendations.	Schedule Review Review of student data to ensure appropriate placement.
2	Funding for additional materials for new teachers.	Anticipation Guide across curriculum (CRISS Strategy)	Principal, Assistant Principal, Reading Coach	Lesson Plan Checks Classroom Walk-throughs Learning Team Process	Diagnostics FCAT SRI Testing
3	Learning curve for teachers and students.	Cornell Notes Strategy	Principal, Assistant Principal, Reading Coach	Lesson Plan Checks Classroom Walk-throughs Learning Team Process	Diagnostic Testing FCAT Testing SRI Testing
4	Funding for prizes and projects.	IIRLT - Literacy Team to support enrichment activities.	Principal, Assistant Principal, Reading Coach	Lesson Plan Checks Classroom Walk-throughs Learning Team Process	Diagnostics FCAT SRI Testing
5	Interference of Time Constraints	Viking Vocab/Exit Slips - Reading initiative to increase student awareness of higher level vocabulary across the curriculum.	Principal, Assistant Principal, Reading Coach, Teacher	Classroom Walk-throughs	Diagnostics FCAT SRI Testing
6	Interference of Time Constraints	Literacy Question of the Week	Principal, Assistant Principal, Reading Coach, Teacher	Classroom Walk-throughs	Diagnostics FCAT SRI Testing
7	Interference of Time Constraints	Battle of the Books	IIRLT/Reading Coach	Lesson Plan Checks Classroom Walk-throughs Learning Team Process	Diagnostic Testing FCAT Testing SRI Testing

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	12%(5) of students taking the FAA are proficient.
2012 Current Level of Performance:	2013 Expected Level of Performance:
12%(5) of students taking the FAA are proficient.	16% of students taking the FAA will be proficient at levels 4,5, or 6.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	None - Strategy already in operation on campus.	Picture/Word Wall emphasizing functional assessment vocabulary.	ESE Coordinator ESE/VE Teacher	Student recognition Teacher Created Assessments Lesson Plans	Technology Based Assessments
2	None - Strategy already in operation on campus.	Unique Learning Systems	ESE Coordinator ESE/VE Teacher	Teacher assessment Observation	Teacher-Made Materials Classroom Suite Technology Based Assessments

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	As we continue to move toward the proficiency goal of 86% this year, we will increase the number of students scoring a level 4 or 5 on the FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
2011/2012 showed that 25% (167) of LCMS students, were a level 4 or 5.	Our goal is to increase the number of students scoring a level 4 or 5 on the FCAT to 89% proficiency.

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	Funding for additional materials for new teachers.	Anticipation Guide across curriculum (CRISS Strategy)	Principal, Assistant Principal, Reading Coach	Results of Diagnostics and FCAT Lesson Plan Checks Classroom Walk-throughs Learning Team Process	SRI Testing Diagnostic Testing FCAT Testing
2	Funding for additional materials for new teachers.	QAR - Question/Answer Relationship Strategy increased across curriculum.	Principal, Assistant Principal, Reading Coach	Results of Diagnostics and FCAT Lesson Plan Checks Classroom Walk-throughs Learning Team Process	SRI Testing Diagnostic Testing FCAT Testing

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3	Funding for prizes to support student participation.	Literacy Team to support enrichment activities.	Principal, Assistant Principal, Reading Coach	Results of Diagnostics and FCAT Lesson Plan Checks Classroom Walk-throughs Learning Team Process	SRI Testing Diagnostic Testing FCAT Testing
4	Learning curve of teachers and students	Cornell Notes	Reading Coach Principal Assistant Principal PDD Team	Results of Diagnostics and FCAT Lesson Plan Checks Classroom Walk-throughs Learning Team Process	SRI Testing Diagnostic Testing FCAT Testing
5	Interference of Time Constraints	Viking Vocab/Exit Slips -	Reading Coach Principal Assistant Principal PDD Team	Results of Diagnostics and FCAT Lesson Plan Checks Classroom Walk-throughs Learning Team Process	SRI Testing Diagnostic Testing FCAT Testing
6	Interference of Time Constraints	Literacy Question of the Week	Reading Coach Principal Assistant Principal PDD Team	Results of Diagnostics and FCAT Lesson Plan Checks Classroom Walk-throughs Learning Team Process	SRI Testing Diagnostic Testing FCAT Testing
7	Interference of Time Constraints	Battle of Books	Reading Coach Principal Assistant Principal PDD Team	Results of Diagnostics and FCAT Lesson Plan Checks Classroom Walk-throughs Learning Team Process	SRI Testing Diagnostic Testing FCAT Testing

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	70%(28) of students taking the FAA are proficient at level 7 or above.
2012 Current Level of Performance:	2013 Expected Level of Performance:
70%(28) of students taking the FAA are proficient at level 7 or above.	75% of students taking the FAA will be proficient at level 7 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
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1		Word Wall emphasizing functional assessment vocabulary.	ESE Coordinator ESE/VE Teachers	Teacher Observation Student Work Samples	Teacher Observation/Implementation
	None- Application in	Open-Ended Paragraph	ESE Coordinator	Teacher Observation	Teacher

2	place at school		ESE/VE Teachers	Student Work Samples	Observation/Implementation Rubrics
3		Repetition	ESE Coordinator ESE/VE Teachers	Teacher Observation Student Work Samples	Teacher Observation/Implementation Rubrics
4	None - Strategies are already in place. Students have acquistion of IEP goals in accordance with FAA requirements.	Closed Passages	ESE Coordinator ESE/VE Teachers	Teacher Observation Student Work Samples	Teacher Observation/Implementation Rubrics

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:	66% (432) of the total student population made a learning gain in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
66% (432) of the total student population made a learning gain in reading. This was an increase of 5% of students that made a learning gain in the previous year. 66% of the lowest 25% made learning gains.	Our goal is to increase the number of students making a learning gain in reading to 89%.

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	Cost of pheriphery items.	Intensive Courses for Level 1 and Level 2 Students	Principal, Assistant Principal, Reading Coach, Teacher	Review of Diagnostics and FCAT results Classroom Walk-throughs Learning Team Process	Comprehension Checks SRI Testing Fluency Probes Diagnostic Testing FCAT Testing
2	Funding for student prizes and other materials.	School-wide Reading Initiatives	Principal, Assistant Principal, Reading Coach	Learning Team Meetings Professional Learning Communities Diagnostics/ FCAT	Comprehension Checks SRI Testing Fluency Probes Diagnostic Testing FCAT Testing
3	Class size reduction requirements	Scheduling based on needs	Principal, Assistant Principal, Reading Coach Teacher	Teacher Observation/Recommendation Classroom walkthroughs Schedule Review Comprehension Checks	Comprehension Checks SRI Testing Fluency Probes Diagnostic Testing FCAT Testing
	None - Programs are in	For SWD, SRA, PCI,	ESE Reading	Continuous data checks and	SRI, Continuous

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4	use.	Meville Weville	Teacher Reading Coach	assessments through program.	data checks and assessments through program.
5	Interferences due to time constaints.	Literacy Question of the week School-wide daily reading	Principal, Assistant Principal, Reading Coach, Teachers	Comprehension checks and review Increase reading time, and comprehension through scheduled checks.	Increase reading time, and comprehension through scheduled checks.
6	None - Strategy already in place.	Student Portfolios	Principal, Assistant Principal, Reading Coach, Teachers	Data checks conducted through Student/Teacher conferences.	Student/Teacher conferences "Chats" documented in Portfolios.
7	Learning curve for teachers and students.	Cornell Notes	Principal, Assistant Principal, Reading Coach, Teachers	Data checks conducted through Student/Teacher conferences.	Comprehension Checks SRI Testing Fluency Probes Diagnostic Testing FCAT Testing

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	52%(21) of students taking the FAA are made learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
52%(21) of students taking the FAA are made learning gains.	60% of students taking the FAA will make learning gains.

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	None - Intensive reading instruction is apart of each students IEP goals. Services are available on campus to meet these goals by law.	Intensive reading and language goals to be meet through individualized instruction.	ESE Coordinator Speech Pathologist ESE/VE Teachers	Achievement on language and speech goals Success with Teacher generated assessments	Speech/Language Assessments Teacher generated assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	66% (105) of the lowest 25%(158) made learning gains. The goal is increase this number to 75%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
66% (105) of the lowest 25% made learning gains.	75% of the lowest 25% of students in reading will make a learning gain.

	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	Due to over-enrollment the ability to decrease student population in reading classes to promote more individualized instruction.	Intensive Classes	Principal, Assistant Principal, Reading Coach, Teacher	Results of Diagnostics and FCAT Lesson Plan Checks Classroom Walk-throughs Learning Team Process	Read 180 SRI Testing Fluency Probes Comprehension Checks Diagnostic Testing FCAT Testing
2	Funding for classroom libraries.	School-wide Reading Initiatives	Principal, Assistant Principal, Reading Coach, Teacher	Classroom Walk-throughs	SRI Testing Diagnostic Testing FCAT Testing
3	Funding for additional materials for new teachers.	Anticipation Guide across curriculum (CRISS Strategy)	Principal, Assistant Principal, Reading Coach, Teacher	Results of Diagnostics and FCAT Lesson Plan Checks Classroom Walk-throughs Learning Team Process	SRI Testing Fluency Probes Comprehension Checks Diagnostic Testing FCAT Testing
4	Funding to maintain tutoring	Extended Learning Opportunities-Before and afterschool tutoring	Principal, Assistant Principal, Reading Coach, After-School Directors,Teacher	Results of Diagnostics and FCAT Comprehension Checks	Comprehension Checks Diagnostic Testing FCAT Testing
5	Funding to maintain tutoring	Saturdays tutorial	Principal, Assistant Principal, Reading Coach, After-School Directors,Teacher	Results of Diagnostics and FCAT Comprehension Checks	Comprehension Checks Diagnostic Testing FCAT Testing
6	Funding to maintain tutoring	Pull-out classes during the school day	Principal, Assistant Principal, Reading Coach, After-School Directors,Teacher	Results of Diagnostics and FCAT Comprehension Checks	Comprehension Checks Diagnostic Testing FCAT Testing
7	Learning curve for students and teachers.	Cornell Notes	Principal, Assistant Principal, Reading Coach	Results of Diagnostics and FCAT Comprehension Checks	Comprehension Checks Diagnostic Testing FCAT Testing
8	Interference of time constraints.	Schoolwide Literacy Question of the Week	Principal, Assistant Principal, Reading Coach	Results of Diagnostics and FCAT Comprehension Checks	Comprehension Checks Diagnostic Testing FCAT Testing
9	Interference of time constraints.	Battle of the Books - Schoolwide	Reading Coach	Results of Diagnostics and FCAT Comprehension Checks	Comprehension Checks Diagnostic Testing FCAT Testing
10	Interference of time constraints.	Viking Vocab - Schoolwide	Reading Coach L.A. Teachers	Results of Diagnostics and FCAT Comprehension Checks	Comprehension Checks Diagnostic Testing

					FCAT Testing

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 # LCMS will make diligent efforts to reach a 10% or higher proficiency increase over the next 6 years. 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	54	64	74	84	94	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	72% (100) of White students, 48%(125) of Black students, and 47% (130)of hispanic students, 95% (19)of Asian students, and 27% (2) American Indian students are proficient in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
72% (100) of White students, 48%(125) of Black students, and 47% (130)of hispanic students, 95% (19)of Asian students, and 27% (2) American Indian students are proficient in reading.	The target this year is 89%. Our goals for SY 2012/2013 89% proficiency across the board for all subgroups.

	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	Funding for classroom libraries.	School-wide Reading Initiatives Battle of the Books Viking Vocab Literary Question of the Week	Principal, Assistant Principal, Reading Coach L.A. Teachers	Learning Team Meetings Professional Learning Communities	Diagnostics/ FCAT Comprehension Checks SRI Testing Fluency Probes Diagnostic Testing FCAT Testing
2	Due to low enrollment, LCMS may lack staff to support decreased student population in reading classes to promote more individualized instruction.	Intensive Classes	Principal, Assistant Principal, Reading Coach, Teacher	Results of Diagnostics and FCAT Lesson Plan Checks Classroom Walk-throughs Learning Team Process	Read 180 SRI Testing Fluency Probes Comprehension Checks Diagnostic Testing FCAT Testing
3	Funding to maintain tutoring	Extended Learning Opportunities-Before and afterschool tutoring	Principal, Assistant Principal, Reading Coach, After-School Directors,Teacher	Results of Diagnostics and FCAT Comprehension Checks	Comprehension Checks Diagnostic Testing FCAT Testing
	Funding to maintain tutoring	Saturday tutorial	Principal, Assistant Principal, Reading	Results of Diagnostics and FCAT	Comprehension Checks

			Coach, After-School Director, Teacher	Comprehension Checks	Diagnostic Testing FCAT Testing
5	Funding to maintain tutoring	Pull-out classes during the school day	Principal, Assistant Principal, Reading Coach, After-School Directors, Teacher	Results of Diagnostics and FCAT Comprehension Checks	Comprehension Checks Diagnostic Testing FCAT Testing
6	Funding for additional materials for new teachers.	Anticipation Guide across curriculum (CRISS Strategy)	Principal, Assistant Principal, Reading Coach, Teacher	Results of Diagnostics and FCAT Lesson Plan Checks Classroom Walk-throughs Learning Team Process	SRI Testing Fluency Probes Comprehension Checks Diagnostic Testing FCAT Testing
7	Enrollment numbers may not allow us to maintain current teaching units.	Data-driven scheduling for level 1 and level 2 students.	Principal, Assistant Principal, Reading Coach	Data Review Teacher observations and recommendations.	Schedule review. Review of student data to ensure appropriate placement
8	Learning curve for teachers and students.	Cornell Notes	Principal, Assistant Principal, Reading Coach	Results of Diagnostics and FCAT Lesson Plan Checks Classroom Walk-throughs	SRI Testing Diagnostic Testing FCAT Testing

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	14%(8)of ELL students are reading proficiently. 86%(56)of ELL students are not reading proficiently. The goal is to increase language acquisition, and opportunities for academic success in the regular classroom setting through emersion.
2012 Current Level of Performance:	2013 Expected Level of Performance:
14%(8)of ELL students are reading proficiently. 86%(56)of ELL students are not reading proficiently.	25% of ELL students will be proficient readers, as indicated by the FCAT 2.0 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 ability to match schedule with Facilitator availability.	Complete emersion	ELL Coordinator Principal	Student Acquisition of Language Student Achievement	CELLA Assessments Diagnostics FCAT Student Grades
2	The ability to match schedule with Facilitator availability.	Home Language Tutoring and Review	After School Director Assistant Principal Principal	Student Acquisition of Language Student Achievement	CELLA Assessments Diagnostics FCAT Student Grades

3	District funding for SES selection.	SES Tutoring	SES Coordinator Assistant Principal	Student Acquisition of Language Student Achievement	CELLA Assessments Diagnostics FCAT Student Grades SRI Testing
4	Funding for Read 180 supplies.	READ 180 -Double Block intensive reading program	ELL Coordinator Principal ELL Teacher	Student Acquisition of Language Student Achievement	CELLA Assessments Diagnostics FCAT Student Grades SRI Testing

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	38%(49) of students with disabilities are reading proficiently.
2012 Current Level of Performance:	2013 Expected Level of Performance:
38%(49) of students with disabilities are reading proficiently.	50% of students with disabilities will be expected to reach proficiency in reading this 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	Over-enrollment may not accommodate very small reading classes to increase individualized instruction.	Intensive Classes - Read 180	Principal, Assistant Principal, Reading Coach, Teacher	Results of Diagnostics and FCAT Lesson Plan Checks Classroom Walk-throughs Learning Team Process	Read 180 SRI Testing Fluency Probes Comprehension Checks Diagnostic Testing FCAT Testing
2	Funding for student prizes and other materials to support initiatives.	School-wide Reading Initiatives Battle of the Books Cornell Notes Literary Question of the Week Viking Vocab	Principal, Assistant Principal, Reading Coach, Teacher	Classroom Walk-throughs	SRI Testing Diagnostic Testing FCAT Testing
3	Funding to maintain tutoring	Pull-out classes during the school day	Principal, Assistant Principal, Reading Coach, Teacher	Results of Diagnostics and FCAT Comprehension Checks	Comprehension Checks Diagnostic Testing FCAT Testing
4	Funding to maintain tutoring	Extended Learning Opportunities-Before and afterschool tutoring	Principal, Assistant Principal, Reading Coach, After-School Director, Teacher	Results of Diagnostics and FCAT Comprehension Checks	Comprehension Checks Diagnostic Testing

					FCAT Testing
5	Funding to maintain tutoring	Saturday tutorials	Principal, Assistant Principal, Reading Coach, Teacher	Results of Diagnostics and FCAT Comprehension Checks	Comprehension Checks Diagnostic Testing FCAT Testing
6	None - presently in use in the appropriate classrooms.	For SWD, SRA and Wilson Reading programs will also be provided.	ESE Reading Teacher, Reading Coach	Results of Diagnostics and FCAT Comprehension Checks	SRI Testing Diagnostic Testing FCAT Testing Continuous data checks and assessments through program.

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The economically disadvantaged population of LCMS are 49% (290) proficient.
2012 Current Level of Performance:	2013 Expected Level of Performance:
The economically disadvantaged population of LCMS are 49% (290) proficient.	The goal for our economically disadvantaged students is 86% proficiency 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	Enrollment numbers may not allow us to maintain current teaching units.	Data-driven scheduling of for level 1 and level 2 students.	Principal, Assistant Principal, Reading Coach	Data Review Teacher observations and recommendations	Schedule Review Review of student data to ensure appropriate placement
2	Enrollment numbers may not allow us to maintain current teaching units.	Intensive Classes	Principal, Assistant Principal, Reading Coach, Teacher	Results of Diagnostics and FCAT Lesson Plan Checks Classroom Walk-throughs Learning Team Process	Read 180 SRI Testing Fluency Probes Comprehension Checks Diagnostic Testing FCAT Testing
3	Funding to support prizes and other materials needed.	School-wide Reading Initiatives Cornell Notes Literacy Question of the Week Viking Vocab Battle of the Books	Principal, Assistant Principal, Reading Coach, Teacher	Classroom Walk-throughs	SRI Testing Diagnostic Testing FCAT Testing
4	Funding to maintain tutoring	Extended Learning Opportunities-Before and After school tutoring	Principal, Assistant Principal, Reading Coach, After-School Directors, Teacher	Results of Diagnostics and FCAT Comprehension Checks	Comprehension Checks Diagnostic Testing FCAT Testing

5	Funding to maintain tutoring	Saturday tutorial	Principal, Assistant Principal, Reading Coach, After-School Directors,Teacher	Results of Diagnostics and FCAT Comprehension Checks	Comprehension Checks Diagnostic Testing FCAT Testing
6	Funding to maintain tutoring	Pull-out classes during the school day	Principal, Assistant Principal, Reading Coach, After-School Directors,Teacher	Results of Diagnostics and FCAT Comprehension Checks	Comprehension Checks Diagnostic Testing FCAT Testing

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
Rigor Training	All Core Subjects	Robin Jackson PhD	All Core Subject Teachers	8/13/2012	LTM Process Lesson Plans Classroom Walk-throughs	Principal Asst. Principals Learning Team Facilitator
Descriptive Feedback	All Core Subjects	LTM Facilitator	All Core Subject Teachers	9/13/2012	LTM Process Lesson Plans Classroom Walk-throughs	Principal Asst. Principals Learning Team Facilitator
Learning Team Meetings	All Subjects	LTM Facilitator	All Teachers	Weekly - Ongoing	LTM Process Lesson Plans Classroom Walk-throughs Data Review	Principal Asst. Principals Learning Team Facilitator
Curriculum Training for Read 180	6-8	District	Teachers Reading Coach Principal Asst Principal	On-going	LTM Process Lesson Plans Classroom Walk-throughs Data Review	Principal Asst. Principals Reading Coach

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Purchase a reading teacher (Texiera)	Classroom Instruction	Title 1 Budget (62%)	$40,971.46
Supplies	Supplies including paper, ink cartridges, headphones, interwrite pads, novel sets/books, chart paper, highlighters, poster, printers, binders, notebooks, microphones, USB drives, document cameras, etc.	Title 1 Budget	$6,000.00
Purchase a L.A. Teacher (Dorrian)	Classroom Instruction	Title 1 Budget	$66,083.14

			Subtotal: $113,054.60

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
Purchase a Reading Coach (Simpson)	Professional Development	Title 1 Budget (50%)	$34,497.00
Supplies	Materials for Reading Coach/LTF including paper, ink for reports, chart paper, highlighters, poster, printers, binders, notebooks, microphones, USB drives, document cameras, etc.	Title 1 Budget	$700.00
			Subtotal: $35,197.00

Other

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $148,251.60

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	For 2013 47% of students will be proficient in listening/speaking on the CELLA test.

2012 Current Percent of Students Proficient in listening/speaking:

42%(30) of students were proficient in listening/speaking on the 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	Facilitator availability for all classes	ELL Math units with Facilitation	ELL Coordinator	Cella testing Student Achievement/Language Acquistion	CELLA Assessment
2	Learning curve for instructor with new curriculum.	TransMath - double block of math with intensive block	ELL Coordinator ELL Math Teacher	Cella testing Student Achievement/Language Acquistion Diagnostic Performances	CELLA Assessment Student Achievement/Language Acquistion Fall/Winter Diagnostic
	Scheduling	ELL Language Arts with Read 180 Block	ELL Coordinator ELL Math Teacher	Cella testing Student	CELLA Assessment Student

				Achievement/Language Acquistion	Achievement/Language Acquistion
3				Diagnostic Performances	Fall/Winter Diagnostic

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:	22% of students will be proficient in reading on the CELLA test.
2012 Current Percent of Students Proficient in reading:	
16%(12) of students were proficient in reading on the 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	Funding for Read 180 supplies	Read 180 double block	ELL Reading Teacher ELL Coordinator	Testing Achievement on READ 180 curriculum	CELLA Testing SRI Diagnostics

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	20% of students will be proficient in writing on the CELLA test.
2012 Current Percent of Students Proficient in writing:	
15%(9) of students were proficient in writing on the 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	Time for Language Acquistion	Writing Intensively	ELL Coordinator ELL Language Arts Teacher	Writing Samples	PB Writes FCAT 2.0 Writes Teacher generated writing assessments

CELLA Budget:

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

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

Technology

Strategy	Description of Resources	Funding Source	Available Amount
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:	In grades 6-8, 61% (401) of student population is proficient in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 6-8, 61% (401) of student population is proficient in math.	The proficiency target is 89% this 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	Due to over-enrollment the ability to decrease student population in classes to promote more individualized instruction.	Data-driven scheduling of advanced and regular students.	Principal, Asst Principals	Data Review Teacher observations and recommendations.	Schedule Review Review of student data to ensure appropriate placement.
2	Funding to support the initiative.	School-wide Initiatives	Assistant Principal, LTF	Learning Team Meetings /Professional Learning Communities	Comprehension Checks Diagnostic Testing FCAT Testing
3	None - continuous use of the FCIM model is in place.	Implementation of the Florida Continuous Improvement Plan	Principal, Assistant Principal, LTF, Teachers	Results of Diagnostics and FCAT Lesson Plan Checks Classroom Walk-throughs Learning Team Process	Lesson plans will be reviewed during classroom walkthroughs and will be submitted to the assistant principal quarterly.
4	None - development of calendars are continuous.	Develop an instructional development calendar for grades 6-8 in mathematics	Assistant Principal, LTF	Results of Diagnostics and FCAT Lesson Plan Checks Classroom Walk-throughs Learning Team Process	Comprehension Checks Diagnostic Testing FCAT Testing
5	Funding for materials needed to support strategy.	Student Portfolios	Principal, Assistant Principal, LTF, Teachers	Data checks conducted through Student/Teacher conferences	Student/Teacher conferences "Chats" documented in Portfolios.
6	Enrollment numbers may not allow us to maintain current teaching units.	Specific Academic Scheduling based on needs	Principal, Assistant Principal, LTF	Data Review Teacher observations and recommendations	Comprehension Checks Diagnostic Testing FCAT Testing
	Funding for tutorials	Extended Learning Opportunities-Before and	Principal, Assistant Principal, LTF	Results of Diagnostics and FCAT	Comprehension Checks

7		afterschool tutoring		ComprehensionChecks	Diagnostic Testing FCAT Testing
8	Funding for tutorials	Saturday tutorials	Principal, Assistant Principal, LTF	Results of Diagnostics and FCAT ComprehensionChecks	Comprehension Checks Diagnostic Testing FCAT Testing
9	Funding for tutorials	Specific Algebra 1 tutoring	Assistant Principal/After School Director LTF Teachers	Improved grades Results of Comprehension Checks Mid-Term/Final Exam Results	Comprehension Checks Diagnostic Testing FCAT Testing

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	41% (17) Of students taking the FAA in 2011/2012 are proficient at level 4, 5, and 6. 44%(18)are proficient at a level 7 or higher.
2012 Current Level of Performance:	2013 Expected Level of Performance:
41% (17) Of students taking the FAA in 2011/2012 are proficient at level 4, 5, and 6. 44%(18)are proficient at a level 7 or higher.	90% of students, that take the FAA, will be proficient at level 4 or higher.

<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	None - Strategy already in operation on campus.	Picture/Word Wall emphasizing functional assessment vocabulary.	ESE Coordinator ESE/VE Teacher	Student recognition Teacher Created Assessments Lesson Plans	Technology Based Assessments
2	None - Strategy already in operation on campus.	Unique Learning Systems	ESE Coordinator ESE/VE Teacher	Teacher assessment Observation	Teacher-Made Materials Classroom Suite Technology Based Assessments

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	27% (181) of student population scored a level 4 or level 5 on FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (181) of student population scored a level 4 or level 5 on FCAT.	35% of students will score a level 4 or level 5.

<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	None - Strategy is currently implemented with each student.	Individual Student Academic Goal Setting	Teacher Assistant Principal LTF	Teacher Observation Comprehension Checks Work Folder Review	Comprehension Checks Diagnostic Testing FCAT Testing
2	Funding for Math Club	Math Club (Enrichment)	After School Director Math Teacher	Teacher Observation Comprehension Checks	Comprehension Checks Diagnostic Testing FCAT Testing
3	Funding for SECME	SECME (Enrichment)	Principal Club Sponsor	Teacher Observation Comprehension Checks	Comprehension Checks Diagnostic Testing FCAT Testing

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	44%(18)are proficient at a level 7 or higher.
2012 Current Level of Performance:	2013 Expected Level of Performance:
44%(18)are proficient at a level 7 or higher.	90% of students that take the FAA will score level 4 or higher.

<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		Word Wall emphasizing functional assessment vocabulary.	ESE Coordinator ESE/VE Teachers	Teacher Observation Student Work Samples	Teacher Observation/Implementation
2	None- Application in place at school	Open-Ended Paragraph	ESE Coordinator ESE/VE Teachers	Teacher Observation Student Work Samples	Teacher Observation/Implementation Rubrics
3		Repetition	ESE Coordinator ESE/VE Teachers	Teacher Observation Student Work Samples	Teacher Observation/Implementation Rubrics
4	None - Strategies are already in place. Students have acquisition of IEP goals in accordance with FAA requirements.	Closed Passages	ESE Coordinator ESE/VE Teachers	Teacher Observation Student Work Samples	Teacher Observation/Implementation Rubrics

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:

67%(437) of students made a learning gain in math.

2012 Current Level of Performance:	2013 Expected Level of Performance:
67%(437) of students made a learning gain in math.	80% of students will make a learning gain in math.

	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	Funding to maintain tutoring	Saturday tutorials	Principal, Assistant Principal, LTF, After-School Directors,Teacher	Results of Diagnostics and FCAT Comprehension Checks	Comprehension Checks Diagnostic Testing FCAT Testing
2	Lack of flexibility due to class size reduction.	TransMath	Principal, Assistant Principal, LTF, Teachers	Teacher Observation/Recommendation Classroom walkthroughs Schedule Review Comprehension Checks	Comprehension Checks Diagnostic Testing FCAT Testing
3	Funding for tutoring	Pull-Out Tutorials	Principal, Assistant Principal, LTF, Teachers	Proficiency checks	Comprehension Checks Diagnostic Testing FCAT Testing
4	Funding to support participation and other materials.	School-wide Initiatives	Assistant Principal, LTF	Learning Team Meetings /Professional Learning Communities	Comprehension Checks Diagnostic Testing FCAT Testing
5	None- continuous implementation of the FCIM model is on-going.	Continued implementation of the Florida Continuous Improvement Plan	Principal, Assistant Principal, LTF, Teachers	Results of Diagnostics and FCAT Lesson Plan Checks Classroom Walk-throughs Learning Team Process	Lesson plans will be reviewed during classroom walkthroughs and will be submitted to the assistant principal quarterly.
6	None - Focus calendars are currently in use.	Develop an instructional development calendar for grades 6-8 in mathematics	Assistant Principal, LTF	Results of Diagnostics and FCAT Lesson Plan Checks Classroom Walk-throughs Learning Team Process	Comprehension Checks Diagnostic Testing FCAT Testing
7	Enrollment numbers may not allow us to maintain current teaching units.	Implementation of V-Math for Level I and 2 SWD students	Principal, Assistant Principal, ESE Math Teacher, LTF	Results of Diagnostics and FCAT Lesson Plan Checks Classroom Walk-throughs Learning Team Process	Comprehension Checks Diagnostic Testing FCAT Testing
	Meeting need of students -vs- limitations	Implementation of V-Math for Level I and 2	Principal, Assistant	Results of Diagnostics and FCAT	Comprehension Checks

| 8 | of scheduling requirements. | ELL students | Principal, ESE Math Teacher, LTF | Lesson Plan Checks

Classroom Walk-throughs

Learning Team Process | Diagnostic Testing

FCAT Testing |
| 9 | Funding for materials needed to support strategy. | Student Portfolios | Principal, Assistant Principal, LTF, Teachers | Data checks conducted through Student/Teacher conferences | Student/Teacher conferences "Chats" documented in 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:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	59%(24) of students made a learning gain in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
59%(24) of students made a learning gain in math.	65% of students taking the FAA will make a learning gain.

	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	None - programs in place on based on IEP goals for individualized student success.	Meet IEP goals for math	ESE Coordinator ESE/VE/TMH Teachers	Student achievement	Teacher generated assessments

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	62%(97)of the lowest 25% of students made a learning gain.
2012 Current Level of Performance:	2013 Expected Level of Performance:
62%(97)of the lowest 25% of students made a learning gain.	70% of the lowest 25% will make a learning gain.

	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	Funding to support initiatives.	School-wide Initiatives	Assistant Principal, Math Coach	Learning Team Meetings /Professional Learning Communities	Comprehension Checks Diagnostic Testing FCAT Testing
	Enrollment numbers may not allow us to maintain current teaching units.	V-Math	Principal, Assistant Principal, Math	Teacher Observation/Recommendation	Comprehension Checks

2			Coach, Teachers	Classroom walkthroughs Schedule Review ComprehensionChecks	Diagnostic Testing FCAT Testing
3	Enrollment numbers may not allow us to maintain current teaching units.	Implementation of V-Math for Level I and 2 SWD students	Principal, Assistant Principal, ESE Math Teacher, Math Coach	Results of Diagnostics and FCAT Lesson Plan Checks Classroom Walk-throughs Learning Team Process	Comprehension Checks Diagnostic Testing FCAT Testing
4	Funding for materials needed.	Student Portfolios	Principal, Assistant Principal, Math Coach, Teachers	Data checks conducted through Student/Teacher conferences	Student/Teacher conferences "Chats" documented in Portfolios.
5	Funding for tutorials	Extended Learning Opportunities-Before and after school tutoring	Principal, Assistant Principal, Math Coach	Results of Diagnostics and FCAT Comprehension Checks	Comprehension Checks Diagnostic Testing FCAT Testing
6	Enrollment numbers may not allow us to maintain current teaching units.	Specific Academic Scheduling based on needs	Principal, Assistant Principal, Math Coach	Data Review Teacher observations and recommendations	Comprehension Checks Diagnostic Testing FCAT Testing
7	None - the FCIM model is use as a continuous ongoing strategy.	Implementation of the Florida Continuous Improvement Plan	Principal, Assistant Principal, Math Coach, Teachers	Results of Diagnostics and FCAT Lesson Plan Checks Classroom Walk-throughs Learning Team Process	Lesson plans will be reviewed during classroom walkthroughs and will be submitted to the assistant principal quarterly.

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 # LCMS will make a diligent effort to increase proficiency by 7 – 10% annually until all students are proficient. 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	61	71	81	91	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:	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	The profiency in math for the following subgroups is: white 75%(105), black 55%(143, hispanic 58%(161), asian 95%, american indian 36%(3).
2012 Current Level of Performance:	2013 Expected Level of Performance:
The profiency in math for the following subgroups is: white 75%(105), black 55%(143, hispanic 58%(161), asian 95%, american indian 36%(3).	The 2012/2013 proficiency target is 89%.
Problem-Solving Process to Increase Student Achievement	

1	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	None - the FCIM model is use as a continuous ongoing strategy.	Continued implementation of the Florida Continuous Improvement Plan	Principal, Assistant Principal, Learning Team Facilitator, Teachers	Results of Diagnostics and FCAT Lesson Plan Checks Classroom Walk-throughs Learning Team Process	Lesson plans will be reviewed during classroom walkthroughs and will be submitted to the assistant principal quarterly.
2	Funding for materials to support this strategy.	Student Portfolios	Principal, Assistant Principal, Learning Team Facilitator, Teachers	Data checks conducted through Student/Teacher conferences	Student/Teacher conferences "Chats" documented in Portfolios.
3	Funding for tutorials	Extended Learning Opportunities-Before and after school tutoring	Principal, Assistant Principal	Results of Diagnostics and FCAT Comprehension Checks	Comprehension Checks Diagnostic Testing FCAT Testing
4	Enrollment numbers may not allow us to maintain current teaching units.	Implementation of TransMath for Level 1 and 2	Math Teacher ESE Math Teacher Asst Principal	Results of Diagnostics and FCAT Lesson Plan Checks Classroom Walk-throughs Learning Team Process	Comprehension Checks Diagnostic Testing FCAT Testing
5	None - the calendars are created and used as a continuous ongoing strategy.	Develop an instructional development calendar for grades 6-8 in mathematics	Assistant Principal, Teachers, LTF	Results of Diagnostics and FCAT Lesson Plan Checks Classroom Walk-throughs Learning Team Process	Comprehension Checks Diagnostic Testing FCAT Testing

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	20% of ELL tested profient in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
20% of ELL tested profient in math.	35% of ELL will be profient in math.

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 ability to match schedule with Facilitator availability.	Complete emersion	ELL Coordinator Principal	Student Acquisition of Language Student Achievement	CELLA Assessments Diagnostics FCAT

					Student Grades
2	The ability to match schedule with Facilitator availability.	Home Language Tutoring and Review	After School Director Assistant Principal Principal	Student Acquisition of Language Student Achievement	CELLA Assessments Diagnostics FCAT Student Grades
3	District funding for SES selection.	SES Tutoring	SES Coordinator Assistant Principal	Student Acquisition of Language Student Achievement	CELLA Assessments Diagnostics FCAT Student Grades SRI Testing

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	49%(63) of SWD were proficient in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
49%(63) of SWD were proficient in math.	The expected target for Students with Disabilities will be 56%.

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	Enrollment numbers may not allow us to maintain current teaching units.	Implementation of TransMath for Level I and 2 SWD students	Principal, Assistant Principal, ESE Coordinator, ESE Math Teacher, LTF	Results of Diagnostics and FCAT Lesson Plan Checks Classroom Walk-throughs Learning Team Process	Comprehension Checks Diagnostic Testing FCAT Testing
2	Funding for tutorials	Extended Learning Opportunities-Before and after school tutoring provided by ESE teachers.	Principal, Assistant Principal, LTF	Results of Diagnostics and FCAT Comprehension Checks	Comprehension Checks Diagnostic Testing FCAT Testing
3	Funding to support materials for this strategy.	Student Portfolios	Principal, Assistant Principal, LTF, Teachers	Data checks conducted through Student/Teacher conferences	Student/Teacher conferences "Chats" documented in Portfolios.
4	Funding to maintain tutoring	Pull-out classes during the school day	Principal, Assistant Principal, LTF, After-School Director, Teachers	Results of Diagnostics and FCAT Comprehension Checks	Comprehension Checks Diagnostic Testing FCAT Testing

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

	5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	58% (342) of the economically disadvantaged students are proficient in math.
	2012 Current Level of Performance:	2013 Expected Level of Performance:
	58% (342) of the economically disadvantaged students are proficient in math.	89% of our economically disadvantaged students will be expected to reach the proficiency level.

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	Enrollment numbers may not allow us to maintain current teaching units.	TransMath	Principal, Assistant Principal, LTF, Teachers	Teacher Observation/Recommendation Classroom walkthroughs Schedule Review Comprehension Checks	Comprehension Checks Diagnostic Testing FCAT Testing
2	Lack of parental interest/ involvment	Edline - Increase parental communication	Principal, Assistant Principal, Math Coach, Teachers	Teacher Observation/Recommendation	Parent conferences Student achievement
3	Funding for tutorials	Extended Learning Opportunities-Before and after school tutoring	Principal, Assistant Principal, Math Coach	Results of Diagnostics and FCAT Comprehension Checks	Comprehension Checks Diagnostic Testing FCAT Testing

End of Middle School Mathematics Goals

Algebra End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	100% of Algebra students passed the EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% of Algebra students passed the EOC.	100% of Algebra students will passed the EOC.

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
	Due to over-enrollment the ability to decrease	Data-driven scheduling of advanced and regular	Principal, Asst Principals	Data Review Teacher observations	Schedule Review

1	student population in classes to promote more individualized instruction.	students.		and recommendations.	Review of student data to ensure appropriate placement.
2	None - Already in place	Rubric scoring of students to determine appropriate placement of students.	Asst Principal Scheduling Administrator Teachers	Data Review Teacher observations and recommendations.	Schedule Review Review of student data to ensure appropriate placement.

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:	100% of Algebra students passed the EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% of Algebra students passed the EOC.	100% of Algebra students will pass the EOC.

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target	
3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Algebra Goal # 100% of Algebra students passed the EOC. 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:	100% of Algebra students passed the EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% of Algebra students passed the EOC.	100% of Algebra students will pass the EOC.

Problem-Solving Process to Increase Student Achievement

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

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

3C. English Language Learners (ELL) not making satisfactory progress in Algebra. Algebra Goal #3C:	This is not applicable to our school.100% of Algebra students passed the EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
This is not applicable to our school.100% of Algebra students passed the EOC.	This is not applicable to our school.100% of Algebra students passed the EOC.

Problem-Solving Process to Increase Student Achievement

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

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra. Algebra Goal #3D:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:	100% of Algebra students passed the EOC.

2012 Current Level of Performance:	2013 Expected Level of Performance:
100% of Algebra students passed the EOC.	This is not applicable to our school.100% of Algebra students will pass the EOC.

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				

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:	100% of Geometry students passed the EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% of Geometry students passed the EOC.	100% of Geometry students will pass the EOC.

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	Due to over-enrollment the ability to decrease student population in classes to promote more individualized instruction.	Data-driven scheduling of advanced and regular students.	Principal, Asst Principals	Data Review Teacher observations and recommendations.	Schedule Review Review of student data to ensure appropriate placement.

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% of Geometry students passed the EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% of Geometry students passed the EOC.	100% of Geometry students will pass the EOC.

Problem-Solving Process to Increase Student Achievement

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

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target	
3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Geometry Goal # 100% of Geometry students passed the EOC. 3A :

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:	100% of Geometry students passed the EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% of Geometry students passed the EOC.	100% of Geometry students will pass the EOC.
Problem-Solving Process to Increase Student Achievement	

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3C. English Language Learners (ELL) not making satisfactory progress in Geometry. Geometry Goal #3C:	Not Applicable
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not Applicable	Not Applicable
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:	This is not applicable to our school.100% of Algebra students passed the EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
This is not applicable to our school.100% of Algebra students passed the EOC.	This is not applicable to our school.100% of Algebra students passed the EOC.

<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
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% of Geometry students passed the EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% of Geometry students passed the EOC.	100% of Geometry student will pass the EOC.

<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
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
Rigor Training	All Core Subjects	Robin Jackson PhD	All Core Subject Teachers	8/13/2012	LTM Process Lesson Plans Classroom Walk-throughs	Asst. Principals Learning Team Facilitator
Learning Team Meetings LTM Process	All Subjects	LTM Facilitator	All Teachers	Weekly - Ongoing	Lesson Plans Classroom Walk-throughs Data Review	Principal Asst. Principals Learning Team Facilitator
Descriptive Feedback	All Core Subjects	LTM Facilitator	All Core Subject Teachers	9/13/2012	LTM Process Lesson Plans Classroom Walk-throughs	Principal Asst. Principals Learning Team Facilitator

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Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Supplies	Supplies including paper, ink cartridges, headphones, interwrite pads, Acaletics, chart paper, highlighters, poster, printers, binders, notebooks, microphones, USB drives, document cameras, etc.	Title 1 Budget	$6,890.76
			Subtotal: $6,890.76
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: $6,890.76

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.	41% (82)of students are proficient in science.

Science Goal #1a:

2012 Current Level of Performance:	2013 Expected Level of Performance:
41% (82)of students are proficient in science.	50% of students will be proficient in science.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Due to over-enrollment the ability to decrease student population in classes to promote more individualized instruction.	Data-driven scheduling of advanced and regular students.	Principal, Asst Principals	Data Review Teacher observations and recommendations.	Schedule Review Review of student data to ensure appropriate placement.
2	None- continuous vertical alignment of the science curriculum is in place.	Curriculum Alignment	Assistant Principal, Science Department Head	Classroom walkthroughs, observations Learning Team Meetings Professional Learning Communities	Mini-Assessments Diagnostics/FCAT
3	None - continuous use of the FCIM model is in place.	Implementation of the Florida Continuous Improvement Plan	Principal, Assistant Principal, Science Dept Head	Classroom walkthroughs, observations Learning Team Meetings Professional Learning Communities	Mini-Assessments Diagnostics/FCAT
4	Funding to support materials needed	Individual Student Portfolio by Subject	Principal Assistant Principals LTF Science Dept Head	Administrative oversight	Mini-Assessments Diagnostics/FCAT
5	Funding	Saturday Science Tutorial for Struggling students -	Coaches LTF Science Dept Head	Administrative oversight	Mini-Assessments
6	Funding	Edible Science offered through the After School Program - for struggling and proficient students	Science Dept Head After School Director	Administrative oversight	Mini-Assessments in the Program Teacher created activities

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:	23% (3)of students who take the FAA are proficient in science.
2012 Current Level of Performance:	2013 Expected Level of Performance:

23% (3)of students who take the FAA are proficient in science.			28%of students who take the FAA will be proficient in science.	

	Problem-Solving Process to Increase Student Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	None - Strategy already in operation on campus.	Picture/Word Wall emphasizing functional assessment vocabulary.	ESE Coordinator ESE/VE Teacher	Student recognition Teacher Created Assessments Lesson Plans	Technology Based Assessments
2	None - Strategy already in operation on campus.	Unique Learning Systems	ESE Coordinator ESE/VE Teacher	Teacher assessment Observation	Teacher-Made Materials Classroom Suite Technology Based Assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	13% (27) of students are scoring a level 4 or level 5 in science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
13% (27) of students are scoring a level 4 or level 5 in science.	20% of students will score a level 4 or level 5 in science.

	Problem-Solving Process to Increase Student Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Funding to acquire supplies for labs.	Increased Hands on Labs to increase understanding of curriculum.	Principal Assistant Principal Science Dept Head Teacher	Results of Diagnostics and FCAT Lesson Plan Checks Classroom Walk-throughs Learning Team Process	Diagnostic Testing FCAT Testing
2	Enrollment numbers may not allow us to maintain current teaching units.	Offering of Advanced Science course code	Principal Assistant Principal	Results of Diagnostics and FCAT Lesson Plan Checks Classroom Walk-throughs	Diagnostic Testing FCAT Testing
3	Enrollment numbers may not allow us to maintain current teaching units.	Medical Magnet Program offered for HS Credit	Principal Assistant Principal Medical Magnet Coordinator	Results of Diagnostics and FCAT Lesson Plan Checks Classroom Walk-throughs	Diagnostic Testing FCAT Testing
	Funding to maintain	Edible Science Club	Principal,	Results of Diagnostics	Comprehension

			Assistant Principal, Science Teacher After-School Director	and FCAT Comprehension Checks	Checks Diagnostic Testing FCAT Testing
4					
5	Funding to support materials for this strategy.	Student Portfolios	Principal, Assistant Principal, Teachers	Data checks conducted through Student/Teacher conferences	Student/Teacher conferences "Chats" documented in 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 science. Science Goal #2b:	54%(7)of students who take the FAA are proficient at a level 7 or above in science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
54%(7)of students who take the FAA are proficient at a level 7 or above in science.	60% of students who take the FAA are proficient at a level 7 or above in science.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1		Word Wall emphasizing functional assessment vocabulary.	ESE Coordinator ESE/VE Teachers	Teacher Observation Student Work Samples	Teacher Observation/Implementation
2	None- Application in place at school	Open-Ended Paragraph	ESE Coordinator ESE/VE Teachers	Teacher Observation Student Work Samples	Teacher Observation/Implementation Rubrics
3		Repetition	ESE Coordinator ESE/VE Teachers	Teacher Observation Student Work Samples	Teacher Observation/Implementation Rubrics
4	None - Strategies are already in place. Students have acquistion of IEP goals in accordance with FAA requirements.	Closed Passages	ESE Coordinator ESE/VE Teachers	Teacher Observation Student Work Samples	Teacher Observation/Implementation Rubrics

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
Rigor Training	All Core Subjects	Robin Jackson PhD	All Core Subject Teachers	8/13/2012	LTM Process Lesson Plans Classroom Walk-throughs	Principal Asst. Principals Learning Team Facilitator
Descriptive Feedback	All Core Subjects	LTM Facilitator	All Core Subject Teachers	9/13/2012	Lesson Plans Classroom Walk-throughs LTM Process	Principal Asst. Principals Learning Team Facilitator
Learning Team Meetings	All Subjects	LTM Facilitator	All Teachers	Weekly - Ongoing	Lesson Plans Classroom Walk-throughs Data Review LTM Process	Principal Asst. Principals Learning Team Facilitator

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Purchase a Science Teacher (Grant)	Classroom Instruction	Title 1 Budget	$66,083.14
			Subtotal: $66,083.14
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: $66,083.14

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:	89%(169) of all students performed at a 3.0 or better on the FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:

	89%(169) of all students performed at a 3.0 or better on the FCAT.	The writing goal has increased to 4.0. 90% of students will perform on FCAT writing at a 4.0 or higher.			

	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	Funding and Staff Availability	5 week 8th grade writing assemblies.	Assistant Principal's	Administrative attendance at tutorials/assemblies	LTM Feedback process
2	Time constraints	Monthly writing assessments in all subject areas.	Learning Team Facilitator/Coach's./Dept. Heads	Teacher conferencing	FCAT Writes
3	Funding for Saturday Tutorials and Staff Availability	Saturday Writing Academy	Principal	Walkthroughs	P. B. Writes
4	Time constraints and interference with other testing	School-wide Writing Plan	Principal, assistant Principal, Language Arts Dept. Head	Monthly Assessments	EDW Reports

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	77%(10) of all students performed at a Level 4 or above on the FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
77%(10) of all students performed at a Level 4 or above on the FAA.	82% of all students will perform at a Level 4 or above on the FAA.

	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	None - IEP's based on individualized needs and services are active for each of these students.	Interventions/Instruction based on IEP goals will be implemented and monitored.	ESE Coordinator ESE/VE Teacher	Success Teacher Created Assessments in writing	Teacher Created Assessments Practice Tests

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Rigor Training	All Core Subjects	Robin Jackson PhD	All Core Subject Teachers	8/13/2012	LTM Process Lesson Plans Classroom Walk-	Principal Asst. Principals Learning Team

					throughs	Facilitator
Descriptive Feedback	All Core Subjects	LTM Facilitator	All Teachers	9/13/2012	Lesson Plans Classroom Walk-throughs LTM Process	Principal Asst. Principals Learning Team Facilitator
Learning Team Meetings	All Subjects	LTM Facilitator	All Teachers	Weekly - Ongoing	Lesson Plans Classroom Walk-throughs Data Review LTM Process	Principal Asst. Principals Learning Team Facilitator

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:	There is no baseline data for Civics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
There is no baseline data for Civics.	65% of our students will be proficient on the EOC exam.
Problem-Solving Process to Increase Student Achievement	

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

#	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Due to over-enrollment the ability to decrease student population in classes to promote more individualized instruction.	Data-driven scheduling of advanced and regular students.	Principal, Asst Principals	Data Review Teacher observations and recommendations.	Schedule Review Review of student data to ensure appropriate placement.
2	Learning curve for teachers and students	Cornell Notes	Asst. Principals PDD Team	Teacher observations Student Workfolios Increased success on assessments	Teacher generated assessments Teacher observation
3	None - Reading Coach will provide necessary training	QAR - Question and Answer Relationship	Principal Asst Principal Reading Coach	Diagnostics Lesson Plan Checks Classroom Walkthroughs	SRI Testing Diagnostic Testing FCAT Testing
4	Funding for materials	Student Portfolios	Principal Asst Principal Reading Coach	Teacher observations Student Workfolios Increased success on assessments	SRI Testing Diagnostic Testing FCAT Testing

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

2. Students scoring at or above Achievement Levels 4 and 5 in Civics. Civics Goal #2:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Rigor Training	All Core Subjects	Robin Jackson PhD	All Core Subject Teachers	8/13/2012	LTM Process Lesson Plans Classroom Walk-	Principal Asst. Principals Learning Team

					throughs	Facilitator
Descriptive Feedback	All Core Subjects	LTM Facilitator	All Core Subject Teachers	9/13/2012	Lesson Plans Classroom Walk-throughs LTM Process	Principal Asst. Principals Learning Team Facilitator
Learning Team Meetings	All Subjects	LTM Facilitator	All Teachers	Weekly - Ongoing	Lesson Plans Classroom Walk-throughs Data Review	LTM Process Principal Asst. Principals Learning Team Facilitator

Civics Budget:

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

End of Civics Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	Our attendance rate was 100% (885) for the 2011-2012 school year.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
Our attendance rate was 100% (885) for the 2011-2012 school year.	The goal for our attendance rate for the 2012-2013 school year will be 100%.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
0% (0)students had excessive absences in SY 2011/2012.	Our goal is to continue with 0% excessive absences.

2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
No data	Our goal is to reduce excessive tardies to no more than 5 students this 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	Parental involvement and support.	Utilize community agencies.	Principal, Asst. Principals, Attendance Study Team	Reduced Tardies and Absences	EDW Reports Attendance Reports
2	None	Home Visits	Principal, Asst. Principals, Attendance Study Team School Police	Reduced Tardies and Absences	EDW Reports Attendance Reports
3	Funding for new course District approval for new program	Increase student exposure to arts by creating a dance program and the expansion of band program from 2 to 3 course offerings.	Principal, Asst. Principal, Data Processor, Teacher	Increased enrollment in dance course, in conjunction with reduced student absences.	EDW Reports 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:	One of our students received in-school suspension days, and(19) of our students received out of school suspensions for the 2011-2012 school year.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
2%	Our goal is to maintain our In-School suspensions at a rate of 2%.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
16	Our goal is to maintain our In-School suspensions by at no more that 15 students.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
19	Our goal is to reduce our Out of School suspensions by 4.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
16	Our goal is to reduce our Out of School suspensions to no more than 12 students.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parental involvement and support.	Home Visits	Assistant Principals Guidance Counselors ESE Coordinator	Documentationof Home Visits Reduced suspension rates.	EDW Reports TERMS Reports
2	None	ATOSS	Assistant Principals Guidance Counselors ESE Coordinator	Inform parents of ATOSS option to reduce Out of School Suspension Rates.	ATOSS Attendance Reports EDW Reports TERMS Reports

3	Funding District approval process	Increase student exposure to arts by creating a dance program and the expansion of band program from 2 to 3 course offerings.	Principal, Asst. Principal, Data Processor, Teacher	Reduced suspension rates.	EDW Reports TERMS 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
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

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

		Parent Involvement Goal #1: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	Approximately 40% of parents participate in school events and trainings.		

2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
Approximately 40% of parents participate in school events and trainings.	Our goal is to increase parental involvement to 50% for school events and trainings. We would also like to increase parental involvement in parent conferences to 65%.

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	Parental Awareness	Edline	Technology Commitee	Sign-in Sheets Increase attendance	Parent Surveys Sign-in Sheets
2	Parental Awareness	Auto-Dialer	Technology Commitee	Sign-in Sheets Increase attendance	Parent Surveys Sign-in Sheets
3	None	Student Agendas	Principal Assistant Principals Teachers	Sign-in Sheets Increase attendance	Parent Surveys Sign-in Sheets
4	None	Flyers, Letters Home	Principal Assistant Principals Teachers	Sign-in Sheets Increase attendance	Parent Surveys Sign-in Sheets
5	None	Monthly Newsletter – Viking Vision	Technology Specialist; Students	Sign-in Sheets Increase attendance	Parent Surveys Sign-in Sheets
6	None	Teachers to make phone calls home to parents.	Teachers	Reduction in discipline or correction of behaviors.	Parent Surveys Sign-in Sheets
7	None	Parent Conferences	Principal Assistant Principals Teachers ESE Coordinator	Reduction in discipline or correction of behaviors.	Sign-in Sheets Conference Staff Notes
8	None	IEP Training	ESE Coordinator	Professional Development trainings to increase teacher capacity to communicate effectively with parents.	Parent Conferences IEP Meetings
9	None	Edline Training for Teachers	Assistant Principals Technology Committee	Professional Development trainings to increase teacher capacity to communicate effectively with parents.	Parent Conferences Edline Updates
10	None	High School 411 Training	Assistant Principal Guidance Counselors	Increase Parental involvement and student preparation for high school.	Sign In Sheets
11	None	FCAT Parent Night	Principal Assistant Principals Teachers ESE Coordinator	Increase Parental involvement and student preparation for standardized testing.	Sign In Sheets
12	Parent completion of survey	Administer annual Title I School Wide survey	Principal Assistant Principals	Increase Parental involvement and programming to support	Use results to evaluate school-wide program and

				achievement.	plan for future parent trainings
13	Community interest, time constraints	Increase Volunteer and Business Partnerships *Through SAC the community can be apart of the decision making process for LCMS *School Events *Donations/Fundraising	Principal Assistant Principals Teachers	Increase in the number of volunteers and business partners.	Number of volunteers registered. Number of Business Partners
14	Funding District Approval process	Increase student exposure to arts by creating a dance program and the expansion of band program from 2 to 3 course offerings.	Principal Assistant Principals, Data Processor Teacher	Increase parental involvement with events.	Attendance records for programs and events.

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

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

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

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Supplies	Supplies including paper, ink cartridges, headphones, interwrite pads, novel sets/books, chart paper, highlighters, poster, printers, binders, notebooks, microphones, USB drives, document cameras,stamps, food, etc.	Title 1 Budget	$2,892.00
Postage	Postage to send home communications to parents about meetings, events, student achievement data, trainings, etc.	Title 1 Budget	$1,000.00
			Subtotal: $3,892.00
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: $3,892.00

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	Increase student proficiency/learning gains in Math and Science.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Accessibility to Technology	Expansion of Technology	Robert Pauley	Increase use of Technology	Classroom Walkthroughs Student Achievement
2	Student willingness to attend Parent Support	Expansion of SECME Club	Jennifer Hulse	Increase attendance to student meetings	Student Achievement

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	Purchase a reading teacher (Texiera)	Classroom Instruction	Title 1 Budget (62%)	$40,971.46
Reading	Supplies	Supplies including paper, ink cartridges, headphones, interwrite pads, novel sets/books, chart paper, highlighters, poster, printers, binders, notebooks, microphones, USB drives, document cameras, etc.	Title 1 Budget	$6,000.00
Reading	Purchase a L.A. Teacher (Dorrian)	Classroom Instruction	Title 1 Budget	$66,083.14
Mathematics	Supplies	Supplies including paper, ink cartridges, headphones, interwrite pads, Acaletics, chart paper, highlighters, poster, printers, binders, notebooks, microphones, USB drives, document cameras, etc.	Title 1 Budget	$6,890.76
Science	Purchase a Science Teacher (Grant)	Classroom Instruction	Title 1 Budget	$66,083.14
Parent Involvement	Supplies	Supplies including paper, ink cartridges, headphones, interwrite pads, novel sets/books, chart paper, highlighters, poster, printers, binders, notebooks, microphones, USB drives, document cameras,stamps, food, etc.	Title 1 Budget	$2,892.00
Parent Involvement	Postage	Postage to send home communications to parents about meetings, events, student achievement data, trainings, etc.	Title 1 Budget	$1,000.00
				Subtotal: $189,920.50

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
Reading	Purchase a Reading Coach (Simpson)	Professional Development	Title 1 Budget (50%)	$34,497.00
Reading	Supplies	Materials for Reading Coach/LTF including paper, ink for reports, chart paper, highlighters, poster, printers, binders, notebooks, microphones, USB drives, document cameras, etc.	Title 1 Budget	$700.00
				Subtotal: $35,197.00

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: $225,117.50

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 9/27/2012)

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.

No. Disagree with the above statement.

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

M1. LCMS is currently recruiting parents to join the SAC by offering SAC Sign-ups at evening events.
M2. LCMS is also recruiting teachers to join the SAC, with the understanding that district employees may not outnumber parents and community members.
M3. LCMS is making phone contacts and auto-dialers to invite all parents to SAC Meetings.
M4. LCMS will send home flyers inviting parents to SAC Meetings.

Projected use of SAC Funds	Amount
1. Professional development for teachers- to increase parental involvement. 2. Enhance Instruction 3. To Fund rewards and incentives for SwPBS and other initiatives. 4. Tutoring	$9,274.00

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

1. Meet monthly to determine use of funds, review SIP, review school achievement data, and make pertinent decisions related to school improvement, and student achievement.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Palm Beach School District
LANTANA MIDDLE SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	65%	74%	92%	51%	282	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	61%	75%			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?	71% (YES)	78% (YES)			149	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					567	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Palm Beach School District
LANTANA MIDDLE SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	62%	72%	93%	49%	276	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	65%	81%			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?	65% (YES)	79% (YES)			144	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					566	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested