

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: APOLLO MIDDLE SCHOOL

District Name: Broward

Principal: Shawn Aycock

SAC Chair: Jeptha Holness

Superintendent: Robert Runcie, Superintendent

Date of School Board Approval: 12/4/12

Last Modified on: 10/19/2012

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

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

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Ms. Shawn Aycock	B.A. English Florida International University M.A. Educational Leadership Nova Southeastern University	2	9	Apollo Middle School 2011-2012 School Grade "A" (fourth consecutive year) Reading Mastery: 54% Math Mastery: 59% Writing Mastery: 87.5% Science Mastery: 39%
Assis Principal	Mrs. Lydia Guevara	University of Puerto Rico, B.A. - Elementary Ed./History Nova Southeastern, M.S.-Ed. Leadership	5	5	Apollo Middle School 2011-2012 School Grade "A" (fourth consecutive year) Reading Mastery: 54% Writing Mastery: 87.5%
		Central Connecticut State University,			

Assis Principal	Julio Gonzalez	B.S. - Industrial Technology Rochester Institute of Technology, B.S. - Imaging Science Florida Atlantic University, Certificate in Educational Leadership	2	6	Apollo Middle School 2011-2012 School Grade "A" (fourth consecutive year) Math Mastery: 59% Science Mastery: 39%
Assis Principal	Cindy Eggenberger	University of South Florida, Tampa, B.A. - Elementary Education/Early Childhood Education Florida Atlantic University, Boca Raton, M.Ed. - Administration and Supervision K-12	3	25	Apollo Middle School 2011-2012 School Grade "A" (fourth consecutive year) Math Mastery: 59%

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	Traci Aveni	Hampton University, Hampton, VA B.S. Business Management Certifications Business Education 6-12 Endorsement Reading ESOL K-12 National Board Certification Reading	9		Apollo Middle School 2012-2013
Mathematics	LaChandra Hogan	Indiana State University, B.S. Business Management University of Phoenix, MBA/HR	12	1	Apollo Middle School 2011-2012 Math Mastery 59%

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	Teacher vacancies are posted on the district's employment website. Principal, Assistant Principals and/or Department Chairs attend the Experience Broward Job Fairs to interview and hire highly qualified teachers.	Principal	August 2012 through June 2013	

2	Mentoring is provided for new and veteran teachers, through the NESS Program and by Nationally Board Certified Teachers, based on identified needs and the expertise of the mentor coaches. Activities include formal and informal weekly meetings, modeling, and co-teaching activities to build capacity and move teachers toward instructional mastery.	Principal Assistant Principals Department Chairs NESS Liaison	August 2012 through June 2013	
3	In-service activities are provided on-site and through the District to ensure ongoing professional development leading to improve teaching methods and re-certification. All teachers participate in weekly, departmental Professional Learning Communities.	Principal Assistant Principals Department Chairs Curriculum Specialists	August 2012 through June 2013	
4	Teachers new to the profession and those entering Broward County become members of our NESS Learning Community, a mentoring program that pairs new teachers with highly qualified instructional coaches. New teachers and their instructional coaches meet weekly, participate in monthly learning communities to learn new instructional strategies, technology integration, assessment procedures and data analysis to drive instruction, standards-driven lesson planning, delivery of instruction and classroom management.	Principal Assistant Principals NESS Liaison Department Chairs	August 2012 through June 2013	

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
None	

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
71	12.7%(9)	28.2%(20)	63.4%(45)	36.6%(26)	35.2%(25)	100.0%(71)	12.7%(9)	16.9%(12)	53.5%(38)

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
Mrs. Markowitz, NBCT/Reading Teacher and Team Leader	Ms. Davis, Social Studies Teacher	Mrs. Markowitz is an experienced NESS Instructional Coach, and Team Leader, and facilitator of NESS sessions on classroom management and instructional practices.	Provide curricular support with lesson planning, classroom management, and reading-through-content strategies.
		Mr. Stachowiak is new to	

<p>Mrs. Nusbaum, NBCT/Social Studies Teacher</p>	<p>Mr. Stachowiak, Social Studies Teacher</p>	<p>teaching. Mrs. Nusbaum is an experienced educator who has extensive experience as NESS Liaison, Curriculum Specialist and facilitator of workshops on classroom management and instructional practices.</p>	<p>Provide curricular support with lesson planning and literacy-through-content strategies. Will assist with classroom management and procedures.</p>
<p>Ms. Hogan, Math Department Chair/Math Coach</p>	<p>Ms. Alvarez, Math Teacher</p>	<p>Ms. Alvarez is new to teaching. Ms. Hogan is an experienced instructional leader and Math Department chair. She is highly trained and has facilitated workshops in our school and across the County.</p>	<p>Provide curricular and technological support as well as lesson planning and instructional delivery in math.</p>
<p>Mr. Ledee, Science Teacher</p>	<p>Ms. Diaco, Science Teacher</p>	<p>Ms. Diaco has experience in private schools, as did Mr. Ledee when he first came to Apollo. Mr. Ledee is a strong instructional leader in content and management as well as technology.</p>	<p>Provide curricular support with lesson planning, classroom management, and reading-through-content strategies.</p>
<p>Mrs. Brown, NBCT/Language Arts Teacher</p>	<p>Ms. Jackson , Language Arts</p>	<p>Ms. Jackson is new to teaching at Apollo. Mrs. Brown is a NBCT and an experienced, strong instructional leader who will provide curricular and management support.</p>	<p>Provide curricular support with lesson planning, classroom management, and reading-through-content strategies.</p>
<p>Ms. Aveni, NBCT/Reading Coach, Reading Department Chair</p>	<p>Ms. Jones, Social Studies Teacher</p>	<p>Ms. Jones is new to teaching. Ms. Aveni is an experienced instructional leader, Reading Coach and Department Chair who will provide curricular and management support as well as mentoring in reading across content strategies.</p>	<p>Provide curricular support with lesson planning, classroom management, and reading-through-content strategies.</p>
		<p>Ms. Duclos is new to teaching. Ms.</p>	

Ms. Gabriela McCauley, ESE Specialist	Ms. Duclos, Reading	McCauley, ESE Specialist, is an experienced instructional leader who will provide curricular and management support.	Provide curricular assistance with lesson planning, classroom management, reading-through-content strategies and ESE support strategies.
Ms. Laroussi, Social Studies Department Chair and Teacher	Ms. Tavares, Social Studies	Ms. Laroussi is an experienced social studies teacher and instructional leader who will provide curricular and management support as well as mentoring in reading through social studies strategies.	Provide curricular support with lesson planning, classroom management, and reading-through-content strategies.
Mrs. Sherman, Language Arts Department chair and Teacher	Ms. Stone, Language Arts	Ms. Laroussi is an experienced language arts teacher and instructional leader who will provide curricular and management support as well as mentoring language arts and the writing process.	Provide curricular support with lesson planning, classroom management, and reading-through-content strategies.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title I funds at Apollo Middle School provide additional teachers to assist students, particularly low performing students. Staff Development funds are used to develop a comprehensive professional training program to improve delivery of instruction through a variety of workshops designed to move teachers to mastery and improve student achievement. Parental Involvement Funds are utilized to fund monthly academic parent nights that provide parents with new skills to support student learning at home. Improving the frequency and quality of family participation and increasing family literacy are also goals of our parental involvement component. Monies are used to purchase food, supplies/materials and provide stipends for teacher presenters. The district coordinates with Title I, Title II, and Title III to ensure staff development needs are provided.

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

Teachers participate in district-developed trainings in critical content and academic standards training. Provides substitute coverage for teacher training activities and professional development and additional coaching support.

Title III

English Language Learners (ELL) receive reading and developmental language arts instruction by a certified ESOL teacher. They receive additional support from ESOL aides who provide one-on-one and small group language support in the mainstream.

Title X- Homeless

Teachers and staff members are responsible for helping to identify homeless students and referring them to the Homeless Education Program offered by the District. The purpose of the Homeless Education Program is to identify homeless students, remove barriers to their education, including school enrollment, provide them with supplemental academic and counseling case management services as well as linkages to their school social worker while maintaining school as a stable environment for students.

Supplemental Academic Instruction (SAI)

These funds will be utilized to fund an eighteen-week Saturday Academy to assist struggling students. Funds will also be used to provide additional before, during and after school tutoring for fragile students.

Violence Prevention Programs

Apollo Middle School implements the County Student Code of Conduct and follows the District Discipline Matrix. Our school enforces the District's Anti-Bullying Policy and has a zero tolerance for bullying and violence. Bullying prevention programs are supported through Peer Counseling/Conflict Mediation programs, guest speakers and student assemblies. Additionally, all teachers receive training on the district's Anti-bullying policy.

Nutrition Programs

Nutritional programs and health education are an integral part of our Unified Arts Program, specifically through the Physical Educational curriculum.

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

Apollo Middle School is a STEM Magnet School that provides the opportunity for students to examine careers in the fields of aviation, engineering, science, technology and math. Technical education is embedded throughout the curriculum across all disciplines. This year, we are implementing a Microsoft Office Academy program with 50 sixth grade students. These students will receive middle school Microsoft certification upon completion of three years at Apollo and will then continue with this program when they enter McArthur High School.

Job Training

N/A

Other

Apollo Middle School works closely with the District Grants Department to identify and apply for grants to help supplement the academic program. Additionally, the School District and Apollo Middle work together in the development and implementation of a Youth Mentoring Program that provides support for fragile students.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Apollo Middle School's RtI is comprised of the following professionals:

- Mrs. Shawn Aycock, Principal
- Mrs. Lydia Guevara, Assistant Principal
- Mr. Julio Gonzalez, Assistant Principal

Mrs. Cindy Eggenberger, Assistant Principal
Ms. Traci Aveni, Reading Coach and Reading Department Chair
Mr. John Biwan, School Psychologist
Ms. Christine Crawford, Speech Pathologist
Ms. Suzanne Cross, ESE Support Facilitator
Ms. Maria Desmond, Guidance Counselor
Mr. Luis Espinosa, Science Department Chair
Ms. Berna Hernandez, Guidance Director
Ms. Maureen Laroussi, Social Studies Department Chair
Ms. Gabriela McCauley, ESE Specialist
Ms. Nadette Noel, School Social Worker
Ms. Sara Pierce, Language Arts Teacher/PROPEL Candidate
Ms. Lindsay, Raynor, ESE Support Facilitator
Mr. Stephen Rosen, Guidance Counselor
Mrs. Sonja Sherman, Language Arts Department Chair

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

The RtI Leadership Team will meet weekly. These meetings will assist in satisfying the requirements of ongoing accountability by team members who will be expected to report on assigned cases. The RtI Leadership Team will collaborate with the School Advisory Council on the implementation of the Florida Continuous Improvement Model and will assist in monitoring its effectiveness. The RtI Leadership Team will also collaborate with the Literacy Leadership Team to assist in problem-solving and to help strengthen Tier 1 instruction and differentiation, identify students in need of Tier 2 supplemental intervention and Tier 3 intensive intervention.

The team will discuss the following areas to determine progress and needed interventions:

- Data collection and analysis
- Problem identification based on disaggregation of data
- Effective instructional and behavioral interventions
- Development and implementation of effective intervention strategies
- Means of mobilizing staff toward consistent implementation of intervention strategies
- Allocation of instructional/supplemental resources needed to support problem-solving efforts
- Monitor effectiveness of academic and behavioral interventions
- Generate desired replacement behaviors for interventions that have been deemed ineffective
- Evaluate needs and timelines for staff Professional Development

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

The RtI Leadership Team will meet with the School Advisory Council (SAC) and Principal to seek and provide input into the development of the School Improvement Plan. At the end of the year, the RtI Leadership Team will report to the School Advisory Council regarding observations, interventions and monitoring, and the success of specific interventions implemented throughout the course of the year. The RtI Problem Solving process and procedure will be used to guide the School Advisory Council in data analysis, identification of barriers to success, and School Improvement strategies to overcome those barriers. The RtI process will drive the process of implementing and monitoring the efficacy of the School Improvement Plan throughout the year.

MTSS Implementation

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

Reading, Science, and Writing:

- * Baseline data: Progress Monitoring and Reporting Network (PMRN)
- * Data Chats: Twice a month for data analysis with Curriculum Leadership Teams, Departments, Instructional Teams
- * Broward Assessment Test: BAT 1 & 2 for reading, math, and science
- * Student Data Chats: after BAT I and again after BAT II
- * Progress Monitoring: PMRN, Mini Assessments, FCAT Simulation
- * Florida Comprehensive Assessment Test (FCAT)
- * Mid-year: Diagnostic Assessment for Reading (DAR Word List and Fluency)
- * Ongoing professional development through weekly Departmental Professional Learning Communities in data analysis and management.

Mathematics:

- Differentiated Instruction
- AL Approaching Grade Level
- OL On Grade Level
- BL Beyond Grade Level
- ELL English Language Learner

Florida Math Connects (book) fully supports the 3-tier RtI model with print and digital resources to diagnose students, identify areas of need, and conduct short, frequent assessments for accurate data-driven decision making. Every lesson provides easy-to-use resources that consider the special needs of all students.

Tier 1 - Daily Intervention

OL - Core instruction targets on-level students. Comprehensive instructional materials help you personalize instruction for every student: Diagnostic Teaching, Options for Differentiated Instruction, Data-Driven Decision Making

BL - At every step, resources and assignments are available for advanced learners: Options for Differentiated Instruction, Higher-Order Thinking Questions, Enrichment Masters, Extension Ideas for Careers, Projects

Tier 2 - Strategic Intervention

AL - Teachers can choose from a myriad of intervention tips and ancillary materials to support struggling learners: Options for Differentiated Instruction, Alternate Teaching Strategies, Hands-on Activity Tools and Resources, Online animations and personal tutors

Tier 3 - Intensive Intervention

AL - Access Point Activities support special education students. For students who are far below grade level, Math Triumphs provides step-by-step instruction, vocabulary support, and scaffolded practice.

Behavior:

- * School-wide discipline plan
- * Guidance referrals
- * Internal Suspension & monitoring of referrals

Describe the plan to train staff on MTSS.

The Leadership Team was trained in RtI prior to the start school year and developed a plan to support fragile students. The RtI Team will provide training for staff at the beginning of the school year that includes the purpose of the team, role of its members, and processes by which the team will function to help determine and implement student interventions. The RtI team will also evaluate additional staff development needs during their weekly RtI Leadership Team meetings and, depending on the need, department chairs will bring this information and training to their respective departments through their weekly Professional Learning Communities.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

- Shawn Aycock, Principal
- Julio Gonzalez, Assistant Principal
- Cindy Eggenberger, Assistant Principal
- Lydia Guevara, Assistant Principal
- Traci Aveni, Reading Coach/Reading Department Chair
- Luis Espinosa, Science Department Chair
- Nancy Guzman, Unified Arts Department Chair
- Berna Hernandez, Guidance Director
- LaChandra Hogan, Math Department Chair
- Maureen Laroussi, Social Studies Department Chair
- Sonja Sherman, Language Arts Department Chair
- LaChandra Hogan, Math Department Chair/Curriculum Specialist

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

Instructional Leaders and Administrators comprise the Literacy Leadership Team that will meet on twice a month as part of the Curriculum Leadership Team. At each meeting, there will be a literacy item on the agenda to ensure the consistent implementation of reading, writing and critical thinking across the curriculum with a focus on the integration and alignment of the Common Core State Literacy Standards. The function of the LLT is to heighten awareness regarding research-based strategies that strengthen the reading-writing connection across the curriculum so students are able to think critically, view written work from a variety of perspectives, identify bias, determine reliability and connect prior knowledge to future learning. Although the Lead Facilitator, will set the direction and select topics, members will have an active role in the exchange of ideas and subsequent presentation in their respective departments.

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

The major theme of the Literacy Leadership Team will be to support reading, writing and critical thinking across the curriculum, aligned to the Common Core State Standards. To accomplish these goals, the team will support:

- 1) Ongoing training for Leadership Team in the alignment and implementation the Common Core State Literacy Standards which Department Chairs will then bring to their weekly Departmental PLCs.
- 2) Interdisciplinary teaming, planning and teaching to include literacy across all content areas.
- 3) Horizontal alignment to ensure that reading and writing strategies activities are consistently incorporated across grade levels and subjects.
- 4) Vertical alignment to provide a smooth transition and transference of skills from grade level to grade level across the disciplines.
- 5) Parental involvement activities that recognize parents as important partners in the learning process and provide literacy strategies parents can use to extend the school day at home.
- 5) Data analysis to determine effectiveness of literacy program and to make the necessary instructional adjustments.
- 7) Supporting weekly Department PLCs by sharing school-wide literacy initiatives and to support reading through content.

Public School Choice

Supplemental Educational Services (SES) Notification
[View uploaded file](#) (Uploaded on 10/4/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

Interdisciplinary teaming will be established to ensure that reading strategies are consistently incorporated across all grade levels and subjects. The integration of reading strategies into all content areas will be supported by the coordinated efforts of the Response to Instruction/Intervention Team and the Literacy Leadership Team. Additionally the Reading Coach will: (1) create a binder that will include reading strategies and resources that all content area teachers can utilize to infuse and incorporate reading into their curriculum on a daily basis, (2) use Social Studies and Science textbook materials to assist individual departments in achieving the goal of school wide literacy, (3) meet with content area department heads on a weekly basis and visit learning communities on a monthly basis to make sure that these committees incorporate reading into the content areas.

*High Schools Only

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

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

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

Postsecondary Transition

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

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	60% of students will achieve mastery in all areas of the 2013 Reading FCAT, and score a level 3 or higher
2012 Current Level of Performance:	2013 Expected Level of Performance:
31.7%	38%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Students in grades 6-8 possess limited vocabulary and the skills needed to successfully determine the meaning of words in context.	1.1. Teachers will guide students in the use of context clues to gain meaning of unfamiliar vocabulary words through use of graphic organizer and CRISS strategies. Content teachers will support the use of context clues in all subject areas.	1.1. Ms. Aveni Reading Coach/Department chair Assistant Principals Ms. Aycocock, Principal	1.1. Classroom Walkthroughs weekly with PLC reflection sessions. BAT assessments	1.1. Mini-Bats FAIR Progress Monitoring
2	1.2 Students are limited in the number of prefixes and suffixes they utilize and comprehend.	1.2a Teachers will introduce and review conceptually advanced prefixes, suffixes, and root words regularly. 1.2b Affixes will be displayed on the daily television morning announcements with meanings and examples.	1.2 Ms. Aveni Reading Coach/Department chair Ms. Winifred Adams Media Specialist Assistant Principals Ms. Aycocock, Principal	1.2 Teacher generated quizzes Mini BATs	1.2 Benchmark Assessment Tests Teacher generated Tests
	1.3 Students do not have sufficient skills necessary to collect, analyze, synthesize, and process information across multiple texts/sources.	1.3a Students will utilize laptops bi-weekly during which time they will complete assignments, research projects, and extract information. Students will collect information from books and magazines as well as their community and other resources. 1.3b Students will use a variety of strategies to assess, organize,	1.3 Ms. Aveni, Reading Coach/ Department chair Assistant Principals Department Chairs	1.3 Teacher generated quizzes Data chats in November and January to review BAT I and II as well as report cards. They begin with the Principal sharing data and setting goals with the CLT regarding progress. Includes sessions with the Principal and Teams, Assistant Principals and Grade Levels, Teacher	1.3 Mini Benchmark Assessment Tests Teacher created tests FAIR Progress Monitoring Rubric

3		<p>synthesize, and evaluate information in and among various text successfully addressing media literacy.</p> <p>1.3c Across all content areas, especially Social Studies Science, and Unified Arts, students will receive direct instruction to help them analyze a variety of texts in order to locate, organize, and interpret information for a variety of purposes.</p>		<p>and students in one-on-one setting to determine current level of proficiency and to set goals for improvement.</p>	
---	--	--	--	---	--

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:

<p>1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:</p>	<p>60% of students will meet proficiency on the Florida Alternate Assessment.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>36%</p>	<p>42%</p>

Problem-Solving Process to Increase Student Achievement

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

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

<p>2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:</p>	<p>60% of students will achieve above proficiency for reading on the 2013 FCAT Reading Test.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>22%</p>	<p>30%</p>

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
	<p>2.1. Based on the Placement Chart level 4 & 5 students are not mandated to take Reading</p>	<p>2.1a These students will all receive reading instruction through our Aeronautical STEM Magnet Program and</p>	<p>2.1. Ms. Aveni, Reading Coach/Reading Department Chair Mr. Espinosa,</p>	<p>2.1. CWTs weekly with PLC reflection sessions. Benchmark Assessment Tests Mini BATs</p>	<p>2.1. Data Chats Data Analysis Teacher generated tests</p>

1		<p>other content classes. Reading through content will ensure more rigor and challenge for these high performing students.</p> <p>STEM and Aeronautical Sciences offer 90 minute blocks of time support reading and reinforce higher level thinking, reading and writing and problem-solving skills, at high levels of complexity.</p>	<p>Science Coach</p> <p>Assistant Principals</p> <p>Ms. Aycocock, Principal</p>		
2	2.2. Insufficient rigor and depth of knowledge	<p>2.2a Participation in the Aeronautical STEM Magnet Program will increase rigor, and interdisciplinary thematic projects will enhance depth of knowledge</p> <p>2.2b Students will be made aware of, and practice, metacognition and self help strategies to sharpen reading and application skills to assist with rigorous reading materials through Social Studies, Science and Unified Arts.</p>	<p>2.2. Ms. Aveni, Reading Coach/Department Chair</p> <p>Mr. Espinosa, Science Department Chair</p> <p>Mrs. Laroussi, Social Studies Department Chair</p> <p>Mrs. Guzman, Unified Arts Department Chair</p> <p>Assistant principals</p> <p>Ms. Aycocock, Principal</p>	2.2. Classroom Walkthroughs weekly with PLC reflection sessions. Benchmark Assessment Tests	2.2. Data Chats Rubrics for thematic 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:

<p>2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading.</p> <p>Reading Goal #2b:</p>	60% of students will meet proficiency on the Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50%	55%

Problem-Solving Process to Increase Student Achievement

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

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

<p>3a. FCAT 2.0: Percentage of students making learning gains in reading.</p> <p>Reading Goal #3a:</p>	75% of students will make Learning Gains on the 2013 FCAT Reading Test.
--	---

2012 Current Level of Performance:	2013 Expected Level of Performance:
71%	75%

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	3.1 Due to lack of prior knowledge and sufficient practice, students lack mastery with particular benchmarks, including identification of conceptually advanced affixes, root words, and words with multiple meanings in context.	3.1 Student Reading Clinics will be designed to provide intense review and remediation in all reporting categories of reading; clinics will be extended to all grade levels three times throughout the year. These workshops will target specific student needs.	3.1 Ms. Aveni, Reading Coach/Department chair Assistant Principals Ms. Aycocok, Principal	3.1 Pre and Post assessments Mini assessments	3.1 Mini BATs Teacher-created tests
2	3.2 There is a significant increase in the level of complexity between the grade 7 and grade 8 Reading FCAT Test.	3.2 7th grade students will be introduced to 8th grade text in the last quarter of the school year. Students will practice critical thinking using 8th grade text that emphasizes validity and reliability of information.	3.2 Ms. Aveni, Reading Coach/Department Chair Assistant Principals Ms. Aycocok, Principal	3.2 Adapted form of the 8th grade FCAT Release Test that addresses those strands.	3.2 FCAT Summative Tests
3	3.3 Lack of interest in available materials.	3.3 Students in all grade levels enrolled in a Reading course will enjoy high interest current events/stories through educational magazines; to include Current Events, Current Science, and READ Weekly Readers.	3.2 Ms. Aveni, Reading Coach/Department Chair	3.2 Weekly Reader quizzes Teacher generated assessments	3.2 Mini Bats FAIR

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:	64% of students will meet proficiency on the Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
58.6%	64%

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	75% of students in Lowest 25% will make Learning Gains on the 2013 FCAT Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
71%	75%

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	Our large ELL and SWD populations require additional student and classroom support to offer a more individualized approach to learning and achieving.	Provide native language support through our ESOL paraprofessionals. Push-in and pullout models to support SWDs. Reading and writing instruction across all content areas. Differentiated instruction based on readiness and choice.	All Department Heads ESE and ESOL Coordinators Assistant Principals Principal	Classroom walkthroughs Ongoing review of student data Co-teaching and modeling Modification of assignments Additional and flexible testing environments	Ongoing student assessments including, but not limited to mini-BATs, daily quizzes
2	4.1. Limited vocabulary which impedes the ability to comprehend grade level text.	4.1a Direct teaching of vocabulary and use of CRISS strategies. 4.1b Students will use strategies to repair comprehension when self-monitoring indicates confusion, including but not limited to rereading, selective underlining, marginal notes, and being cognizant of context clues. Vocabulary acquisition will be reinforced, through use of context clues, in social studies, science and unified arts. Use of Test Specs to formulate lesson plans.	4.1a Ms. Aveni, Reading Coach/Department Chair Assistant Principals Department Chairs Ms. Aycock, Principal	4.1a Formative assessments 4.1b Socratic questioning	4.1. Mini BATs Tests generated by teacher
	4.2 Lack of grade level fluency, prosody and flow	4.2a Students will practice fluency daily using	4.2 Ms. Aveni, Reading Coach/Department	4.2 Weekly recorded scores in Jamestown Fluency	4.2 Mini BATs (timed) BAT I

3	hinder students comprehension in reading.	various texts and genre. Techniques such as whisper reading and partner reading will be utilized. 4.2b Students will be targeted for pull out, after school tutoring, and Saturday Academy to meet their specific needs with small group instruction.	Chair	books	BAT II FAIR
4	4.3 Lack of motivation to read.	4.3a Students will participate in the Accelerated Reader program and be permitted time to select a novel of choice. In addition, time will be provided in class for independent reading and quizzes.	4.3 Ms. Aveni, Reading Coach/Department Chair	4.3 AR quizzes Weekly reading journal	Mini Bats FAIR

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 # By May 2013, the percentage of students achieving proficiency on the Reading FCAT will increase from 54% to 60%.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	52%	60%	64%	68%	72%	

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:	65% of each student subgroup will achieve mastery in all areas of the 2013 Reading FCAT, and score a level 3 or higher
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 59% Black: 45% Hispanic: 55% Asian: 60% at proficiency	White: 68% Black: 53% Hispanic: 63% Asian: 64%

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	5A.1 Students are on multiple academic levels and may not engage in assigned work due to disinterest.	5A.1 Teachers will differentiate instruction for various subgroups and use the RtI model which includes modeling, think alouds, scaffolding, graphic organizers, paired and cooperative learning, and Marzano's High Yield Strategies.	5A.1 Ms. Aveni, Reading Coach/Department Chair Assistant Principals Ms. Aycock, Principal	5A.1 CWTs weekly with PLC reflection sessions. Formal assessments	5A.1 Summative assessments Teacher generated tests BAT I BAT II FCAT Practice tests FAIR Test
	5A.2	5A.2	5A.2	5A.2	BAT II

2	Students have difficulty identifying the purpose of specific text features in informative text.	Reading teachers will utilize Science textbooks to assist students with identifying and comprehending the use of text features such as charts, graphs, diagrams, subheadings, captions and illustrations in grade level informative text.	Ms. Aveni Reading Coach/Department Chair Assistant Principals Ms. Aycock, Principal	Teacher generated quizzes Florida Achieves	FAIR Teacher generated tests Mini BATs
3	5A.3 Students experience difficulty analyzing, interpreting, and inferring information in grade level text.	5A.3 Reading teachers will collaborate with Language Arts teachers to integrate selections from the McDougal Littell Language of Literature series into reading classes and supply students with rigorous, on level fiction and non-fiction reading material.	5A.3 Ms. Aveni Reading Coach/Department Chair Mrs. Sherman Language Arts Department Chair Ms. Aycock, Principal	Teacher generated quizzes FCAT Achieves	BAT II FAIR Mini BATs

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	60% of ELL's will achieve mastery in all areas of the 2013 Reading FCAT, and score a level 3 or higher. Apollo's major languages are Spanish, Creole, and Urdu.
2012 Current Level of Performance:	2013 Expected Level of Performance:
16.4% made proficiency	50%

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	5B.1 ELL students come from various backgrounds and different skill-levels. Some have very little exposure to English. These students need more assistance and extended learning opportunities to be successful.	5B.1a Consistent opportunity to practice and develop fluency, and differentiated instruction to meet students' individual learning needs 5B.1b ELL students will be targeted to attend before/after school writing camps tailored to meet their specific needs with small group instruction. 5B.1c Students who have an A1 or A2 language classification will receive support via push-in and pullout models by ESOL aides. Bilingual peer counselors will also provide support in the morning through one-on-one homework	5B.1 Ms. Aveni, Reading Coach/Department Chair Assistant Principals Ms. Aycock, Principal	5B.1a Student portfolios will be maintained and monitored for language acquisition as well as reading proficiency. 5B.1b Teachers will meet with each student monthly to discuss progress and set goals. 5B.1c Tutoring teacher will keep pre/post work samples and conference with each student weekly to discuss progress and set goals.	5B.1 BAT assessments FAIR Test Mini BATs Teacher observations of students

		assistance. 5B.1d All teachers will utilize various strategies from the ESOL Matrix for classroom activities and instruction.			
2	5B.2. ELL students may have a tenuous grasp of English grammar, which therefore affects their ability to read using the proper conventions such as verb tense, diction, and context of the language	5B.2. ELL students will be given opportunities to practice speaking during class. They will be required to use their language dictionaries. Some will be placed in Developmental Language Arts class with a Reading teacher. 5B.2a ELL students will utilize "Visions" student book which contains a balance of fiction and non-fiction. They will also utilize the student handbook and activity book which will assist with grammar and conventions. 5B.2b All teachers will utilize various strategies from the ESOL Matrix for classroom activities and instruction.	5B.2. Ms. Aveni, Reading Coach/Department Chair Mrs. Guevara, Assistant Principal for ESOL Ms. Aycock, Principal	5B.2. Student portfolios will be maintained and monitored for language acquisition as well as reading proficiency. Teachers will meet with each student monthly to discuss progress and set goals. Tutoring teacher will keep pre/post work samples and conference with each student weekly to discuss progress and set goals.	5B.2. BAT Mini BATs Teacher observations of students Reading Portfolios FAIR Test

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	60% of students with disabilities will achieve mastery in all areas of the 2013 Reading FCAT, and score a level 3 or higher
2012 Current Level of Performance:	2013 Expected Level of Performance:
26% at proficiency	44%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5C.1 Students have difficulty applying grade level reading skills to informational and literary text.	5C.1. Differentiated Instruction of content will enhance learning and ensure students' individual needs are met	5C.1 Ms. Aveni, Reading Coach/Department Chair ESE Specialist and Support Facilitators Assistant Principals Ms. Aycock, Principal	5C.1. Teachers will meet with each student monthly to discuss progress and set goals. Student portfolios will be maintained and monitored for proof of progress.	5C.1. BAT Mini BATs FAIR Test
	5C.2 SWD have difficulty	5C.2 Struggling students will	5C.2 Ms. Aveni, Reading	5C.2 Formal Assessments	5C.2 Summative

2	comprehending text that require critical thinking and determining how text features (graphs, charts, maps) aid in comprehension.	be introduced to strategies that assist and reinforce basic skills, test-taking strategies, and metacognition through the use of graphic organizers, STARS, and working with partners and groups. SWD will be recommended for Saturday FCAT Academy where reinforcement of basic skills and differentiated instruction through hands-on activities will occur.	Coach/Department Chair ESE Specialist and Support Facilitators Assistant Principals Ms. Aycock, Principal	FCAT Practice Tests Teacher created quizzes	Assessments BAT I BAT II FAIR Test FCAT
---	--	---	--	--	---

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	60% of Economically Disadvantaged students will achieve mastery in all areas of the 2013 Reading FCAT, and score a level 3 or higher
2012 Current Level of Performance:	2013 Expected Level of Performance:
51% made proficiency	58%

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	5D.1 Students have difficulty applying grade level reading skills to informational and literary text.	5D.1 The school will engage students in reading challenging pieces, and in employing active reading strategies such as selective underlining, checking context clues, and margin notes, to increase their comprehension and endurance.	5D.1 Ms. Aveni, Reading Coach/Department Chair Assistant Principals Ms. Aycock, Principal	5D.1 Teacher created quizzes and tests Mini BATs Socratic questions	5D.1 BAT I BAT II FAIR Test FCAT PRACTICE tests
2	5D.2 Difficulty comprehending non-fiction texts.	5D.2 Across all content areas students will receive direct instruction to help them analyze a variety of texts in order to locate, organize, and interpret information for a variety of purposes. Content area teachers in social studies, science and unified arts will support development of reading skill through project-based learning and Springboard.	5D.2 Ms. Aveni, Reading Coach/Department Chair Department Chairs Assistant Principals Ms. Aycock, Principal	5D.2 Socratic Questions Teacher created quizzes Formative Assessments	5D.2 BAT I BAT II FCAT 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
Reading Department Professional Learning Community: Focus will be on lesson study related to integration and implementation of Common Core State Literacy Standards and improving professional practice through Marzano Art and Science of Teaching materials.	6th, 7th, 8th	Ms. Aveni, Reading Coach and Department Chair	All reading teachers in all grade levels. Unified Arts teachers attend to support literacy through electives.	August 29, 2012 and occurring each Wednesday through May 22, 2013.	Follow-up will occur in weekly PLC sessions through lesson study and sharing of "Best Practices." Classroom walkthroughs by Department Chair and Administrators will document fidelity to implementation of CCSS.	Mrs. Guevara, Assistant Principal for Reading Ms. Aycock, Principal Ms. Aveni, Reading Coach/Department Chair
Training for new on-line reading program, "Reading Plus."	6th, 7th, 8th	Ms. Aveni, Reading Coach and Reading Department Chair	Reading Teachers all grades	September 2012	Follow-up will occur in department PLC through lesson study. Consultant will provide additional support as needed throughout the year. Computer generated reports will assist teachers in monitoring and tracking of student progress.	Ms. Aveni, Reading Coach/Department Chair Mrs. Guevara, Assistant Principal for Reading Ms. Aycock, Principal
Rollout to Reading Department of Integration and alignment of Common Core Literacy Standards into Reading IFC	6th, 7th, 8th	Ms. Aveni, Reading Coach & Reading Department Chair	Reading Teachers all grades	July 2012: 3 full days of training	Follow-up will occur in weekly departmental PLCs through lesson study and sharing of "Best Practices."	Ms. Aveni, Reading Coach/Department Chair Mrs. Guevara, Assistant Principal for Reading Ms. Aycock, Principal
Reading, Language Arts, and Social Studies training on the integration and alignment of CCSS in the humanities.	6th, 7th, 8th	Ms. Aveni, Reading Coach/Department Chair Mrs. Sherman, Language Arts Department Chair Ms. Laroussi, Social Studies Department Chair	Reading, Language Arts, and Social Studies Teachers	September 2012 through May 2013.	Follow-up will occur in weekly departmental PLCs through lesson study and sharing of "Best Practices." Classroom walkthroughs by Department Chair and Administrators will document fidelity to implementation of CCSS.	Ms. Aveni, Reading Coach/Department Chair Mrs. Guevara, Assistant Principal for Reading & Language Arts Mrs. Eggenberger, Assistant Principal for Social Studies Ms. Aycock, Principal

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
July 2012 Summer Training of Reading Department in roll-out and implementation of Common Core Literacy Standards through reading	Salaries and stipends for presenters and participants	Title I Staff Development Funds	\$3,000.00
Consultant to provide training in new Reading Plus on-line program	Consultant fees for training and follow-up	Title I Staff Development Funds	\$1,800.00
Social Studies: Integrating and Aligning Common Core State Literacy Standards into Social Studies Curriculum	Salaries and stipends for presenter and participants	Title I Staff Development Funds	\$1,300.00
Reading Department Professional Learning Community Book Study sessions	CCSS books and materials. Marzano Arts and Science of Teaching books and materials	Title I Staff Development Funds	\$400.00
Reading, Language Arts, and Social Studies: Integration and Alignment of Common Core State Literacy Standards across contents.	Substitutes for teachers	Title I Staff Development Funds	\$2,066.00
			Subtotal: \$8,566.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$8,566.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking.		55% of students will score proficient in speaking and listening according to CELLA testing.			
CELLA Goal # 1:					
2012 Current Percent of Students Proficient in listening/speaking:					
53%					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

1	Students have a limited English language vocabulary	<p>a. Students will improve listening and speaking through the use of fluency drills in the classroom on a weekly basis</p> <p>b. Students will use the Visions book series on a weekly basis to improve listening and speaking skills</p> <p>c. ESOL teachers will participate in read-aloud activities on a weekly basis</p>	<p>Monique Acher-ESOL Coordinator</p> <p>Developmental Language Arts Teacher- Ms. Cummings</p>	<p>Student work</p> <p>Teacher lesson plans</p> <p>Teacher assessments</p>	<p>CELLA test</p> <p>IPT test</p> <p>Teacher formative assessments</p>
2	Students may lack proficiency in their native languages	<p>a. Provide structured support through ESOL paraprofessional aids</p> <p>b. Implementation of the ESOL strategies matrix</p>	<p>Monique Acher-ESOL coordinator</p> <p>Paraprofessional ESOL aids</p> <p>Classroom teachers</p>	<p>Student work</p> <p>Paraprofessional observation</p> <p>Teacher lesson plans</p>	<p>CELLA test</p> <p>IPT test</p> <p>Teacher formative assessments</p>
3	Students may be uncomfortable speaking aloud in public settings	<p>a. Provide structured opportunities for students to share work in small groups</p> <p>b. Provide alternative assessments that require ESOL students to use speaking and listening skills</p>	<p>Monique Acher-ESOL Coordinator</p> <p>Developmental Language Arts Teacher- Ms. Cummings</p> <p>Classroom teachers</p> <p>Paraprofessional ESOL aids</p>	<p>Teacher observation</p> <p>Teacher lesson plans</p>	<p>CELLA test</p> <p>IPT test</p> <p>Teacher assessment</p>

Students read in English at grade level text in a manner similar to non-ELL students.					
2. Students scoring proficient in reading.			50% of ESOL students will score proficient in reading based on the 2013 reading FCAT.		
CELLA Goal #2:					
2012 Current Percent of Students Proficient in reading:					
30%					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have limited English language vocabulary including advanced prefixes and suffixes	<p>a. Teachers will work on Tier 2 and 3 vocabulary strategies in the classroom using graphic organizers</p> <p>b. Students will use dictionaries to assist with word translation and vocabulary development</p>	<p>Monique Acher-ESOL Coordinator</p> <p>Traci Aveni-Literacy Coach</p> <p>Classroom Teachers</p>	<p>a. Student portfolios</p> <p>b. Teacher lesson plans</p> <p>c. Teacher assessments</p>	<p>CELLA test</p> <p>IPT test</p> <p>2013 Reading FCAT</p> <p>Teacher assessment</p> <p>BAT 1 & 2</p>
	Students have difficulty with reading comprehension due to	a. Teachers will use ESOL strategies from the district approved	Monique Acher-ESOL Coordinator	<p>a. Student work</p> <p>b. Teacher lesson plans</p>	<p>CELLA test</p> <p>IPT test</p>

2	limited English language skills	ESOL matrix b. Teachers will utilize the Accelerated Reader program to promote self-sustained reading c. Teachers will provide alternative assessments (oral) to verify reading comprehension	Traci Aveni-Literacy Coach Classroom teachers	c. Accelerated Reader reports	Teacher assessments 2013 Reading FCAT BAT 1 & 2
---	---------------------------------	---	--	-------------------------------	---

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

3. Students scoring proficient in writing. CELLA Goal #3:	50% of ESOL students will score proficient on the 2013 FCAT Writes
--	--

2012 Current Percent of Students Proficient in writing:

34%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack basic grammar and convention skills	a. Teachers will use the Step-by-Step curriculum system to reinforce grammar concepts b. Teachers will explicitly teach the writing process to students using research-based strategies on a weekly basis c. Students will use dictionaries to translate and identify correct words d. Students will receive small group instruction on early release days to reinforce writing conventions	Monique Acher-ESOL Coordinator Sonja Sherman-Writing Coach Classroom Teachers ESOL Paraprofessional aids	a. Student portfolios b. Legacy Writes Program c. Teacher lesson plans d. Step-by-Step curriculum	CELLA test Teacher assessments Writing BAT Writing FCAT
2	Students lack adequate support in expository and persuasive writing	a. Teachers will use the Step-by-Step curriculum system to teach elaboration techniques b. Teachers will explicitly model the use of adequate support in persuasive writing c. Teachers will explicitly model the use of relevant details in expository writing d. Students will receive small group instruction	Monique Acher-ESOL Coordinator Sonja Sherman-Writing Coach Classroom Teachers ESOL Paraprofessional aids	a. Student portfolios b. Legacy Writes Program c. Teacher lesson plans d. Step-by-Step curriculum	CELLA test Teacher assessments Writing BAT Writing FCAT

	on early release days to reinforce elaboration techniques		
--	---	--	--

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

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 June 2013, 40% of all the students will achieve proficiency at FCAT Level 3.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30%	40%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.2. Students inability to eliminate distracters and students completing answer sheets incorrectly	1.2. Provide learning activities that utilize FCAT format type answer grids including the multiple choice and gridded response Integration of Test Taking Strategies in lessons, activities, and activities Think-Aloud	1.2. Ms. Hogan, Department Chair/Coach Mrs. Eggenberger, Assistant Principal for Math Ms. Aycock, Principal	1.2. Ticket-in and/or Ticket-out Reflections Multiple Choice Questions in Spiral Reviews Utilization of real-world word problems Students work in pairs and solve problems that deal with error analysis	1.2. Mini Benchmark Assessments Informal Assessments Student Reflections
2	1.3. Teacher inexperience with new standards	1.3. Professional Development revolving around content Co-teaching with Math Coach and other Grade Level Teachers Grade Level Planning Lesson Study Vertical Teaming	1.3. Ms. Hogan, Department Chair/Coach Mrs. Eggenberger, Assistant Principal for Math Ms. Aycock, Principal	1.3. Classroom Walk Throughs Teacher Follow-up Activities Teacher Reflection Professional Learning Community	1.3. Teacher Reflection Journal

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:	60% of students will meet proficiency on the Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
42.9%	47%

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	In June 2013, 35% of all the students will achieve proficiency at FCAT Level 4 and/or 5 in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% at proficiency	35%

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	2.1. Students are in advanced or honors courses need support with rigorous concepts.	2.1. Daily Spiral Reviews Integration of technology utilizing Florida Achieves – FOCUS; FCAT Explorer; and Compass Odyssey	2.1. Ms. Hogan, Math Department Chair/Coach Mrs. Eggenberger, Assistant Principal for Math Ms. Aycock, Principal	2.1. Analysis of Progress Reports from various programs Data Chats with students to determine progress and set goals. Data Chats with Mathematics Coach Classroom Walk Through	2.1. Mini Benchmarks FOCUS FCAT Explorer Compass Odyssey
2	2.2. Students inability to eliminate distracters	2.2. Integration of Test Taking Strategies in lessons, activities, and activities Think-Aloud	2.2. Ms. Hogan, Math Department Chair/Coach Mrs. Eggenberger, Assistant Principal for Math Ms. Aycock, Principal	2.2. Ticket-in and/or Ticket-out Reflections Multiple Choice Questions in Spiral Reviews Utilization of real-world word problems Students work in pairs and solve problems that deal with error analysis	2.2. Mini Benchmark Assessments Informal Assessments Student Reflections

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:	60% of students will meet proficiency on the Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:

28.6%	35%			
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal # 3a:	In June 2013, 79% of the students will make a year's worth of learning gains in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
72% at proficiency	79%

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	3.1 Student completing answer sheets incorrectly	3.1. Grade Level Assessments and activities that utilize FCAT format type answer grids including the multiple choice and gridded response	3.1. Ms. Hogan, Department Chair/Coach ESE/ESOL Coordinators Mrs. Eggenberger, Assistant Principal for Math Ms. Aycock, Principal	3.1. Analyze student answer sheets on grade level assessments (formal and informal) Ticket-in and/or Ticket- out Reflections	3.1. Informal & Formal Assessments – Grade Level Mini Benchmark Assessments Reflections
2	3.2. Students inability to eliminate distracters	3.2. Integration of Test Taking Strategies in lessons, activities, and activities Think-Aloud	3.2. Ms. Hogan, Department Chair/Coach Mrs. Eggenberger, Assistant Principal for Math Ms. Aycock, Principal	3.2. Ticket-in and/or Ticket- out Reflections Multiple Choice Questions in Spiral Reviews Utilization of real-world word problems Students work in pairs and solve problems that deal with error analysis	3.2. Mini Benchmark Assessments Informal Assessments Student Reflections
	3.3. Students in advanced or honors courses need support with rigorous content and concepts.	3.3. Daily Spiral Reviews Integration of technology utilizing Florida Achieves – FOCUS; FCAT Explorer;	3.3. Ms. Hogan, Department Chair/Coach Mrs. Eggenberger,	3.3. Ticket-in and/or Ticket- out Reflections Multiple Choice Questions in Spiral Reviews	3.3. Mini Benchmark Assessments Informal Assessments

3		and Compass Odyssey	Assistant Principal for Math Ms. Aycock, Principal	Utilization of real-world word problems Students work in pairs and solve problems that deal with error analysis	Student Reflections
---	--	---------------------	---	--	---------------------

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:	60% of students will meet proficiency on the Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
44.3%	50%

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	In June 2013, 70% of the students in lowest 25% will make learning gains in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
62% at proficiency	70%

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	4.3. Students inability to eliminate distracters	4.3. Integration of Test Taking Strategies in lessons, activities, and activities Think-Aloud	4.3. Classroom Teachers Ms. Hogan, Department Chair/Coach Ms. Eggenberger, Assistant Principal for Math Ms. Aycock, Principal	4.3. Ticket-in and/or Ticket-out Reflections Multiple Choice Questions in Spiral Reviews Utilization of real-world word problems Students work in pairs and solve problems that deal with error analysis	4.3. Mini Benchmark Assessments Informal Assessments Student Reflections

2	4.2. Student completing answer sheets incorrectly	4.2. Grade Level Assessments and activities that utilize FCAT format type answer grids including the multiple choice and gridded response	4.2. Classroom Teachers Ms. Hogan, Department Chair/Coach ESE/ESOL Coordinators Ms. Eggenberger, Assistant Principal for Math Ms. Aycock, Principal	4.2. Analyze student answer sheets on grade level assessments (formal and informal) Ticket-in and/or Ticket-out Reflections	4.2. Informal & Formal Assessments – Grade Level Mini Benchmark Assessments Reflections
3	4.1. Students lack of prior knowledge of basic number sense concepts	4.1. Daily Spiral Review Integration of technology – Compass Odyssey – Learning Paths	4.1. Ms. Hogan, Department Chair/Coach ESE/ESOL Coordinators Ms. Eggenberger, Assistant Principal for Math Ms. Aycock, Principal	4.1. Analyze student data determine strengths and weakness Set up Learning Paths through Compass Odyssey based on weakness to track and monitor progress. Create activities to build upon previous concepts and skills Grade Level Data Chats Data Chat with student Create activities centered around real-world application of concepts and skills	4.1. Informal Assessments Mini Benchmark Assessments Project-Based Activities Compass Odyssey Progress Reports

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 # By May 2013, the percentage of students achieving proficiency on the Math FCAT will increase from 59% to 65%.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	62	65	69	72	76	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	In June 2013, 70% of Whites, 58% of Blacks, 68% of Hispanics and 74% of Asians will meet math proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 63% Black: 52% Hispanic: 61% Asian 67%	White: 70% Black: 58% Hispanic: 68% Asian: 74%

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5A.3. Students lack of prior knowledge of basic number sense concepts	5A.3. Daily Spiral Review Integration of technology – Compass Odyssey – Learning Paths	5A.3. Ms. Hogan, Department Chair/Coach ESE/ESOL Coordinators Mrs. Eggenberger, Assistant Principal for Math Ms. Aycock, Principal	5A.3. Analyze student data determine strengths and weakness Set up Learning Paths through Compass Odyssey based on weakness to set goals and track/monitor progress. Create activities to build upon previous concepts and skills Grade Level Data Chats Data Chat with student Create activities centered around real-world application of concepts and skills	5A.3. Informal Assessments Mini Benchmark Assessments Project-Based Activities Compass Odyssey Progress Reports
2	5A.1. White: Hispanic: Students inability to eliminate distracters	5A.1. Integration of Test Taking Strategies in lessons, activities, and activities Think-Aloud	5A.1. Ms. Hogan, Department Chair/Coach ESE/ESOL Coordinators Mrs. Eggenberger, Assistant Principal for Math Ms. Aycock, Principal	5A.1. Ticket-in and/or Ticket-out Reflections Multiple Choice Questions in Spiral Reviews Utilization of real-world word problems Students work in pairs and solve problems that deal with error analysis	5A.1. Mini Benchmark Assessments Informal Assessments Student Reflections

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	In June 2013, 38% of ELL students will be proficient in Mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% proficient	38%

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
	5B.1. Students lack of prior knowledge of basic number sense concepts	5B.1. Daily Spiral Review Integration of technology – Compass Odyssey – Learning Paths	5B.1. Classroom Teachers Ms. Hogan, Department Chair/Coach	5B.1. Analyze student data determine strengths and weakness Set up Learning Paths through Compass	5B.1. Informal Assessments Mini Benchmark Assessments

1		Pull out with ELL Coordinator	ESE/ESOL Coordinators Mrs. Eggenberger, Assistant Principal for Math Ms. Aycock, Principal	Odyssey based on weakness Create activities to build upon previous concepts and skills Grade Level Data Chats Data Chat with student	Project-Based Activities Compass Odyssey Progress Reports Grade Level Assessments
2	5B.3 Students inability to eliminate distracters	5B.3. Integration of Test Taking Strategies in lessons, activities, and activities Think-Aloud	5B.3. Classroom Teachers Ms. Hogan, Department Chair/Coach ESE/ESOL Coordinators Mrs. Eggenberger, Assistant Principal for Math Ms. Aycock, Principal	5B.3. Ticket-in and/or Ticket-out Reflections Multiple Choice Questions in Spiral Reviews Utilization of real-world word problems Students work in pairs and solve problems that deal with error analysis	5B.3. Mini Benchmark Assessments Informal Assessments Student Reflections Grade Level Assessments
3	5B.2. Student completing answer sheets incorrectly	5B.2. Grade Level Assessments and activities that utilize FCAT format type answer grids including the multiple choice and gridded response	5B.2. Classroom Teachers Ms. Hogan, Department Chair/Coach ESE/ESOL Coordinators Mrs. Eggenberger, Assistant Principal for Math Ms. Aycock, Principal	5B.2. Analyze student data determine strengths and weakness Set up Learning Paths through Compass Odyssey based on weakness Create activities to build upon previous concepts and skills Grade Level Data Chats Data Chat with student Create activities centered around real-world application of concepts and skills	5B.2. Informal Assessments Mini Benchmark Assessments Compass Odyssey Progress Reports Grade Level Assessments

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:		In June 2013, 35% of SWD students will make proficiency in mathematics			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
29% at proficiency		35%			
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
	5C.1. Students lack of prior	5C.1. Daily Spiral Review	5C.1.	5C.1. Analyze student data	5C.1. Informal

1	knowledge of basic number sense concepts	Integration of technology – Compass Odyssey – Learning Paths Pull out with ESE Facilitator	Ms. Hogan, Department Chair/Coach ESE/ESOL Coordinators Mrs. Eggenberger, Assistant Principal for Math Ms. Aycock, Principal	determine strengths and weakness Set up Learning Paths through Compass Odyssey based on weakness Create activities to build upon previous concepts and skills Grade Level Data Chats Data Chat with student Create center activities	Assessments Mini Benchmark Assessments Project-Based Activities Compass Odyssey Progress Reports Grade Level Assessments
2	5C.3. Students inability to eliminate distracters	5C.3. Integration of Test Taking Strategies in lessons, activities, and activities Think-Aloud	5C.3. Ms. Hogan, Department Chair/Coach ESE/ESOL Coordinators Mrs. Eggenberger, Assistant Principal for Math Ms. Aycock, Principal	5C.3. Ticket-in and/or Ticket-out Reflections Multiple Choice Questions in Spiral Reviews Utilization of real-world word problems Students work in pairs and solve problems that deal with error analysis	5C.3. Mini Benchmark Assessments Informal Assessments Student Reflections Grade Level Assessments

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	In June 2013, 65% of students in FRL will meet proficiency in mathematics
2012 Current Level of Performance:	2013 Expected Level of Performance:
58% proficient	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	5D.2. Students inability to eliminate distracters	5D.2. Integration of Test Taking Strategies in lessons, activities, and activities Think-Aloud	5D.2. Classroom Teachers Ms. Hogan, Department Chair/Coach ESE/ESOL Coordinators Mrs. Eggenberger, Assistant Principal for Math Ms. Aycock, Principal	5D.2. Ticket-in and/or Ticket-out Reflections Multiple Choice Questions in Spiral Reviews Utilization of real-world word problems Students work in pairs and solve problems that deal with error analysis	5D.2. Mini Benchmark Assessments Informal Assessments Student Reflections Grade Level Assessments
	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.

2	Students lack of prior knowledge of basic number sense concepts	Daily Spiral Review Integration of technology – Compass Odyssey – Learning Paths	Classroom Teachers Ms. Hogan, Department Chair/Coach ESE/ESOL Coordinators Mrs. Eggenberger, Assistant Principal for Math Ms. Aycock, Principal	Analyze student data determine strengths and weakness Set up Learning Paths through Compass Odyssey based on weakness Create activities to build upon previous concepts and skills Grade Level Data Chats Data Chat with student Create center activities	Informal Assessments Mini Benchmark Assessments Project-Based Activities Compass Odyssey Progress Reports Grade Level Assessments
3	5D.3. Student completing answer sheets incorrectly	5D.3. Grade Level Assessments and activities that utilize FCAT format type answer grids including the multiple choice and gridded response	5D.3. Classroom Teachers Ms. Hogan, Department Chair/Coach ESE/ESOL Coordinators Mrs. Eggenberger, Assistant Principal for Math Ms. Aycock, Principal	5D.3. Analyze student data determine strengths and weakness Create activities to build upon previous concepts and skills Grade Level Data Chats Data Chat with student Create activities centered around real-world application of concepts and skills	5D.3. Informal Assessments Mini Benchmark Assessments Compass Odyssey Progress Reports Grade Level Assessments

End of Middle School Mathematics Goals

Algebra End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	It is expected that 100% of students score at or above proficiency in Algebra I.
2012 Current Level of Performance:	2013 Expected Level of Performance:
2012 Level 3 - 0% (0) Students from on campus	2013 Level 3 - 15% (3) Students from on campus - 8th grade 2013 Level 3 - 0% (0) Students from on campus - 7th grade

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Lack of consistency in determining student progress toward mastery of benchmarks. 2. Remediation is needed for benchmark not mastered in prior grades	1. Teacher will use web-based program and other supplemental material to monitor student progress and assess weaknesses. 2. Teacher will use spiraling assignments and after school tutoring that review prior grade	Teacher Math Department Head Assistant Principal	1. Data collection and sharing of results of common assessments 2. Use benchmark assessment data to monitor student progress	1. Data from web-based assessment & BAT2 2. Broward Assessment Test (BAT2)

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:	It is expected that 100% of students score at or above proficiency in Algebra I.
2012 Current Level of Performance:	2013 Expected Level of Performance:
2012 Level 4 & 5 - 100% (16) Students from on campus	2013 Level 4 & 5 - 85% (14) Students from on campus-8th Grade 2013 Level 4 & 5 - 100% (11) Students from on campus-7th Grade

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Lack of exposure to difficult test item and complex questions in chapter tests. 2. Remediation is needed for benchmarks not mastered prior grades.	1. Increased use of test item specs in the development of teacher-made assessments. 2. Teacher will use spiraling assignments and after school tutoring that review prior grade	Teacher Math Department Head	1. Data collection and student classroom assessments scores 2. Use benchmark assessment data to monitor student progress	1. BAT 2 & EOC 2. Broward Assessment Test (BAT2)

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

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

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. Algebra Goal #3B:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

No Data Submitted

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

3C. English Language Learners (ELL) not making satisfactory progress in Algebra. Algebra Goal #3C:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

End of Algebra EOC Goals

Geometry End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Geometry.

Geometry Goal #1:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.

Geometry Goal #2:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

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

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry. Geometry Goal #3B:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

3C. English Language Learners (ELL) not making satisfactory progress in Geometry. Geometry Goal #3C:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3E. Economically Disadvantaged students not making satisfactory progress in Geometry. Geometry Goal #3E:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

End of Geometry EOC Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Math Department Weekly						

Professional Learning Community with focus on Math Common Score State Standards, integration of technology, lesson study, horizontal and vertical teaming and book studies on Marzano Arts and Science of Teaching, Common Core, and Teaching with Poverty in Mind.	6th, 7th 8th	Ms. Hogan, Math Department Chair	6th, 7th, and 8th grade math teachers	Weekly beginning on August 29, 2012 through May 8, 2013.	Lesson study and sharing of "Best Practices." Classroom Walkthrough Lesson plans and student samples. Co-teaching where needed	Ms. Hogan, Math Department Head Mrs. Eggenberger, Assistant Principal for Math Ms. Aycock, Principal
Training in critical content for new teachers	6th, 7th, 8th	Ms. Hogan, Math Department Chair	6th, 7th, and 8th grade math teachers	August through May.	Classroom Walkthrough Lesson plans and student samples. Co-teaching where needed	Ms. Hogan, Math Department Head Mrs. Eggenberger, Assistant Principal for Math Ms. Aycock, Principal
Data Analysis, Common Core Roll-out, and curricular/IFC revision. Focus to improve instructional delivery in all subject areas.	6th, 7th, 8th	Ms. Hogan, Math Chair Ms. Aveni, Reading Coach/Department Chair Ms. Aycock, Principal	Department Heads and Instructional Leaders	August 6,7,8th	Classroom Walkthrough Lesson plans and student samples. Co-teaching where needed	Assistant Principals Department Chairs Ms. Aycock, Principal

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Data Analysis, Curriculum Review, Development of IFCs for Leadership Team	Salaries for presenters and participants	Title I Staff Development Funds	\$5,500.00
Math weekly Professional Learning Community	Professional books and materials	Title I Staff Development Funds	\$400.00
Math critical content and technology training	Substitutes for teachers	Title I Staff Development Funds	\$1,650.00
			Subtotal: \$7,550.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:		50% of 8th grade students will score Level 3 or higher on the 2013 FCAT Science test.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
39% of 8th grade students scored 3.0 or higher		50% of 8th grade students will score Level 3.0 or higher in FCAT 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	Our school has a high numbers of ELL students with varying levels of language proficiency.	<p>1.1. Teachers will differentiate instruction using Marzano's 9 high yield strategies and utilize technology where it's appropriate to enrich curriculum along with lab activities and manipulative.</p> <p>Increase Laboratory activities and interactive technologies for ELLs.</p> <p>Teachers will implement ESOL strategies with fidelity.</p> <p>Teachers will work in weekly PLCs and use planning days to create a horizontal plan by grade level</p>	<p>1.1. Mr. Espinosa, Department Chair</p> <p>Mrs. Acher, ESOL Coordinator</p> <p>Mrs. Guevara, ESOL Administrator</p> <p>Ms. Aycok, Principal</p> <p>Classroom Teachers</p>	<p>1.1. Administrator and Science Chair will review data and the grade level instructional focus calendar.</p>	<p>1.1. Data Analysis and IFC monitoring</p> <p>Data chats with students using BAT 1 & 2 data</p> <p>Mini-assessments and quizzes</p> <p>Student Lab Journals</p> <p>Student-created projects/artifacts that demonstrate Differentiated activities.</p>
2	1.2. Insufficient knowledge and acquisition of science vocabulary	<p>1.2. Teachers will create interactive word walls to reinforce new content vocabulary.</p> <p>Teachers will incorporate a variety of graphic organizers and strategies to increase vocabulary acquisition</p> <p>Science teachers will utilize context clues</p>	<p>1.2. Mr. Espinosa, Department Chair</p> <p>Ms. Ayock, Principal</p> <p>Ms. Aveni, Reading Coach</p> <p>Classroom Teachers</p>	<p>1.2 Administrator and Science Chair will review data and the grade level instructional focus calendar.</p>	<p>1.2. Data Analysis and IFC monitoring</p> <p>Data chats with students using BAT 1 & 2 data</p> <p>Mini Assessment results</p> <p>Vocabulary quizzes</p>

		strategies to teach vocabulary. Teachers will discuss progress and share common vocabulary assessments at weekly department learning communities			Student Lab Journals Student-created projects/artifacts that demonstrate Differentiated activities.
3	1.3. Students struggle with ability to read and comprehend more abstract science concepts.	1.3. Science teachers will support the reading instructional focus incorporating reading strategies through science. Teachers will facilitate bi-weekly labs to offer students a working knowledge of scientific principles through experiments and use of manipulatives. Increase Laboratory activities and include web-based simulations to increase comprehension of abstract concepts.	1.3. Mr. Espinosa, Department Chair Mr. Gonzalez, Assistant Principal for Science Mrs. Aycock, Principal Classroom Teachers	1.3. Laboratory investigations will allow teachers to evaluate student ability to apply learned scientific principles. Web-based simulation reports will guide and drive student progress. Teachers will use benchmark assessment tests to assess the student learning gains made along specified science strands and adjust instruction as needed.	1.3. Comparison of pre, mid and post assessments containing performance based labs.

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:	60% of students will meet proficiency on the Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50%	55%

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal # 2a:	15% of students will score level 4 or above on the 2013 Science FCAT
2012 Current Level of Performance:	2013 Expected Level of Performance:
10% at level 4 or above	15%

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	2.1. Lack of motivation for higher performing students to increase their knowledge base	<p>2.1. Maintaining a high degree of interest</p> <p>Increase Inquiry based labs and projects. Infuse projects that are rigorous, relevant and fun for students to collaborate on.</p> <p>Before and after school enrichment sessions will provide time to work on model building investigations that strengthen inquiry-based learning and provide hands-on collaborative learning to increase motivation.</p>	<p>2.1. Mr. Espinosa, Department Chair</p> <p>Ms. Dworzan, STEM Lead Teache</p> <p>Mr. Gonzalez, Assistant Principal for Science</p> <p>Ms. Aycock, Principal</p>	<p>Lab model construction</p> <p>Laboratory testing and data analysis</p> <p>Benchmark worksheets</p> <p>Digital Interactive activities and virtual laboratory simulations</p>	<p>Lab reports</p> <p>Evaluation and Analysis question sheets</p> <p>Strand tests</p>
2	2.2. Higher performing students need high interest opportunities and enrichment to improve abstract thinking and application of concepts.	<p>2.2. Implementation of our Aeronautical STEM Magnet program offers students additional science time in a daily 90-minute block to work with hands-on projects, create labs, and conduct shared inquiry on a variety of space and flight topics.</p> <p>Before and after school sessions along with Saturday school will afford laboratory time to investigate science benchmarks and strands and put the fascination of science back into the learning process.</p> <p>Guest speakers from engineering and aeronautical fields.</p> <p>Increase Inquiry based labs and projects along with web-based simulations.</p> <p>Maintain high attendance</p>	<p>Mr. Espinosa, Department Chair</p> <p>Ms. Dworzan, STEM Lead Teache</p> <p>Mr. Gonzalez, Assistant Principal for Science</p> <p>Ms. Aycock, Principal</p>	<p>2.2. Lab investigation data analysis</p> <p>Model building and testing</p> <p>Use of kinesthetic materials</p> <p>Digital Interactive activities and virtual laboratory simulations</p>	<p>2.2. Reports and presentations</p> <p>Lab Journals</p> <p>Strand tests</p>

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:

60% of students will meet proficiency on the Florida Alternate Assessment.

2012 Current Level of Performance:		2013 Expected Level of Performance:		
50%		55%		
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
Weekly Science Department PLC will focus on critical content in science, spiraling, creation of high-interest, STEM labs, Marzano Arts and Science of Teaching Model, and CCSS. Will include learning about Vernier Probeware.	6th, 7th, 8th	Mr. Espinosa, Science Department Chair	6th, 7th, 8th grade Science Teachers	August 29, 2012 through May 8, 2013	Classroom Walkthroughs will verify high standards and rigor are being implemented with consistency. PLC lesson studies and sharing of Best Practices. Samples of student lab reports Mini-assessments and ongoing data analysis	Mr. Espinosa, Science Department Chair Mr. Gonzalez, Assistant Principal for Science Ms. Aycock, Principal
Critical content and lab training for department members, especially new teachers	6th, 7th, 8th	Mr. Espinosa, Science Department Chair County Science Trainers	6th, 7th, 8th grade Science Teachers	Throughout the school year.	Classroom Walkthroughs will verify high standards and rigor are being implemented with consistency. PLC lesson studies and sharing of Best Practices. Samples of student lab reports Mini-assessments and ongoing data analysis	Mr. Espinosa, Science Department Chair Mr. Gonzalez, Assistant Principal for Science Ms. Aycock, Principal

Science Budget:

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
Science Department Professional Learning Community	Common Core books and science teaching materials	Title I Staff Development Fund	\$400.00
Critical content in science/technology	Substitutes for teachers	Title I Staff Development Fund	\$1,650.00
			Subtotal: \$2,050.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$2,050.00

End of Science Goals

Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	90% of all 8th grade students will score a 4.0 or higher on the 2013 FCAT writing test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
87% at 3.0 and above	95% at 3.0 and above

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1 Incoming 8th grade students traditionally show a marked drop in writing possibly due to summer down time.	1.1a All 8th grade students will participate in a review writing workshop focusing on the 6-traits of effective writing. 1.1b Teachers will support classroom instruction using warm-ups, B.E.E.P lessons, Springboard curriculum, Legacy writing program, and mini-lessons.	1.1. Mrs. Guevara, Assistant Principal for Language Arts 1.1b Mrs. Sherman, Department Chair	1.1 Teachers will assess student writing using the 6 traits rubric, and will identify students in need of additional assistance. 1-1b Teachers will meet with each student monthly to discuss progress and set goals.	1.1 September writing Benchmark Assessment Test 1.1b Monthly writing prompts Up-to-date writing samples to monitor student growth

	<p>1.2 Based on baseline data from the August diagnostic prompt, most 8th grade students are writing below expected proficiency levels. Data shows a deficiency in organization, elaboration of ideas, and conventions.</p>	<p>1.2a These students will be pre-identified based on baseline writing data, and writing clinics will be implemented on early release days. Using the pull-out model, students in need of remediation in writing will attend the intensive writing clinics for an extended period. Deficient skills will be determined and targeted based on writing prompt data and the writing instructional focus calendar will be revised.</p> <p>1.2b These students will also be targeted immediately to attend Saturday FCAT Academy, and FCAT writing camps taking place before/after school. Parents will be contacted by the end of September to inform them of their child's need for remediation, and to inform them about extended learning opportunities.</p> <p>1.2b These students will also be targeted immediately to attend Saturday FCAT Academy, and FCAT writing camps taking place before/after school. Parents will be contacted by the end of September to inform them of their child's need for remediation, and to inform them about extended learning opportunities.</p>	<p>1.2a Mrs. Sherman, Department Chair</p> <p>Mrs. Guevara, Assistant Principal for Language Arts</p> <p>1.2b Classroom teachers</p> <p>Mrs. Sherman, Department Chair</p> <p>1.2b Classroom teachers</p>	<p>1.2a Students will complete monthly timed writing prompts. The scoring committee comprised of the language arts teachers, administrators, and coaches will convene after each monthly administration to score essays using the 6-traits rubric as well as holistically using the FCAT writing rubric. Students will receive immediate feedback in writing. The data gathered from these prompts will be used to determine those students who are still in need of remediation and the process will be repeated. Students participating in writing clinics scores will be tracked and monitored by classroom teachers and the department head.</p> <p>1.2b A pre/post writing sample will be scored for all students attending extended learning opportunities. Attendance will be tracked and scores of students attending these programs will be monitored and evaluated for progress.</p> <p>Teachers will meet with each student monthly to discuss progress and set goals.</p>	<p>1.2a Monthly writing prompts scored using the 6-traits rubric and the FCAT writing rubric.</p> <p>1.2b Writing sample scored using the 6-traits rubric and the FCAT writing rubric.</p> <p>-Classroom assessments</p> <p>Springboard embedded assessments</p>
--	---	---	---	---	--

3	1.3 Student motivation to improve writing is lacking.	<p>1.3a Students who maintain a high level of performance by scoring a 5 or higher, and students who increase their monthly writing prompt scores by 1 level will be rewarded through various student recognition programs, such as Smarty Parties and PTSA Gift Cards.</p> <p>1.3b Students will use technology, including, but not limited to Legacy Writing, Compass Learning Odyssey writing activities, publishing software, Inspiration software, and multi-media projects in their language arts classrooms to increase motivation and improve media literacy skills.</p>	<p>1.3a Mrs. Sherman, Department Chair</p> <p>1.3b Classroom teachers</p> <p>Mrs. Sherman, Department Chair</p>	<p>1.3a Record of students participating in student recognition programs will be monitored.</p> <p>Teachers will meet with each student monthly to discuss progress and set goals.</p> <p>1.3b Student samples created using technology will be evaluated by classroom teachers.</p>	<p>1.3a Monthly writing prompt</p> <p>1.3b Technology based writing samples</p>
4	1.4 Many students lack sophistication in using standard conventions of writing such as grammar and usage rules.	1.4 Students will practice the conventions of writing daily. Teachers will employ various strategies to teach conventions such as warm-ups, mini-lessons requiring students to apply the skills immediately to their own writing, and providing models of quality writing pieces demonstrating correct use of conventions.	1.4 Mrs. Sherman, Department Chair	1.4 Teachers will conference one-on-one with students about their writing bi-weekly to monitor and guide student progress.	<p>1.4 Monthly writing prompts</p> <p>Classroom writing pieces</p> <p>Imbedded Assessments</p> <p>Student writing portfolios</p>

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:

<p>1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.</p> <p>Writing Goal #1b:</p>	<p>90% of students will score 4.0 and above on the 2013 Florida FCAT Writes.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>83.3%</p>	<p>90% of students will score 4.0 and above.</p>

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students already scoring a level 4, 5, or 6 lack sophistication in their writing.	All students will practice writing multiple genres, and use the entire writing process, with particular focus on	Mrs. Sherman, Department Chair Social Studies, Science and	Teachers will conference one-on-one with students about their writing bi-weekly to monitor and guide	Monthly writing prompts Classroom writing pieces

1	<p>revision to improve their writing. Teachers will model sophisticated writing techniques using high quality pieces of literature, modeling the writing process, completing shared writing pieces, group writing pieces, as well as individual pieces of multiple genres.</p> <p>Content areas will implement Common Core Standards for Writing through content, focusing on argument, narrative and explanatory writing.</p>	Unified Arts Department Chairs	student progress.	<p>Imbedded Assessments</p> <p>Student writing portfolios</p>
---	--	--------------------------------	-------------------	---

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
Legacy Writes Training for all Language Arts Teachers: Focus to Improve Student Writing	6th, 7th, 8th	Mrs. Sherman, Language Arts Department Chair	Language Arts Teachers	August 2012 to February 2013 Ongoing training and implementation	Data Tracking of monthly prompts to determine areas of improvement and needed remediation.	Mrs. Sherman, Language Arts Chair Mrs. Guevara, Assistant Principal for Language Arts Ms. Aycock, Principal
Language Arts Department conducts a weekly Professional Learning Community that focuses on the integration of the Common Core State Literacy Standards, Common Assessments in Writing, SpringBoard, and Marzano Arts and Science of Teaching Model	6th, 7th, 8th	Mrs. Sherman, Language Arts Department Chair	6th, 7th, 8th grade Language Arts Teachers	Wednesdays each week beginning on August 29, 2012 through May 8, 2013.	<p>Weekly collaboration sessions involving lesson study and sharing of "Best Practices."</p> <p>Lesson plans and student work samples</p> <p>Classroom Walkthroughs and observations to ensure fidelity of implementation.</p> <p>Common assessment of monthly writing prompts and data analysis to ensure students are progressing.</p>	Mrs. Sherman, Language Arts Department Chair Mrs. Guevara, Assistant Principal for Language Arts Ms. Aycock, Principal
Common Assessments in Writing with a focus on improving teacher efficacy in evaluating with high	7th and 8th	Mrs. Sherman, Language Arts Department Chair	7th and 8th Language Arts Teachers	Monthly: August 2012 through April 2013.	<p>Common assessment of monthly writing prompts and data analysis to ensure students are progressing.</p> <p>Data analysis and tracking of student progress.</p>	Mrs. Sherman, Language Arts Department Chair Mrs. Guevara, Assistant Principal for Language Arts

standards and consistency.					Creation of common assessments for reading	Ms. Aycock, Principal
SpringBoard training for new teachers to Language Arts Department	6th, 7th, 8th	Mrs. Sherman, Language Arts Department Chair	6th, 7th, 8th Language Arts Teachers	September and October 2012	Lesson plans and student work samples Classroom Walkthroughs and observations to ensure fidelity of implementation. Coaching and modeling as indicated by CWT data.	Mrs. Sherman, Language Arts Department Chair Mrs. Guevara, Assistant Principal for Language Arts Ms. Aycock, Principal
Legacy Writes Program Training for Language Arts Department. Focus to improve student writing.	6th, 7th, 8th	Mrs. Sherman, Language Arts Department Chair	6th, 7th, 8th Language Arts Teachers	September, October and November for formal training and follow-up.	Lesson plans and student work samples Classroom Walkthroughs and observations to ensure fidelity of implementation. Coaching and modeling as indicated by CWT data.	Mrs. Sherman, Language Arts Department Chair Mrs. Guevara, Assistant Principal for Language Arts Ms. Aycock, Principal

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
Monthly Workshops for Common Writing Assessments	Subs for teachers	Title I Staff Development Funds	\$3,300.00
SpringBoard Training	Subs for teachers	Title I Staff Development Funds	\$1,100.00
Weekly Language Arts Department Professional Community	Professional materials: Common Core books and Marzano books	Title I Staff Development Funds	\$400.00
Legacy Writes Program Training	Training modules and materials to implement new writing program	Title I Staff Development Funds	\$5,000.00
			Subtotal: \$9,800.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$9,800.00

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:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

2. Students scoring at or above Achievement Levels 4 and 5 in Civics. Civics Goal #2:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Civics Social Studies Training on					Follow-up will occur in weekly Social Studies Department PLCs through lesson study and sharing of "Best Practices."	Mrs. Eggenberger,

Integration and alignment of Common Core State Literacy Standards into the new Social Studies Civics Curriculum	7th Grade	Ms. Laroussi, Social Studies Department Chair	Social Studies Teachers	July 2012	Social Studies and Reading Departments will combine their PLCs once a month so social studies teachers and reading teachers can collaborate and align their curriculum to support the CCSS. Classroom Walkthroughs will verify fidelity to implementation of new Civics curriculum and integration of CCSS.	Assistant Principal for Social Studies Ms. Laroussi, Social Studies Department Chair Ms. Aycock, Principal
---	-----------	---	-------------------------	-----------	--	--

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
Civics Curriculum and IFC Development and Integration of Common Core State Literacy Standards.	Salaries for presenters and participants	Title I Staff Development Funds	\$1,750.00
			Subtotal: \$1,750.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,750.00

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:	For the 2012-2013 school year Apollo will increase daily attendance rates to 98%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
95%	98%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
162	120

2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
76	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	Absence of parental support	Encourage parental support of school initiatives and activities including but not limited to Title I Family Nights, SAC, and PTSA in order to engage them as stakeholders in their child's education. Include reminders about importance of school attendance in the school's monthly newsletter.	Grade level administrators Ms. Aycoc, Principal	Student attendance records and Sign-in Sheets for school activities.	Student attendance records
2	Truancy caused by family issues	Develop protocol for social workers and guidance counselors to contact all students who miss five or more days in a quarter. Process social worker referrals through the BASIS system to provide family and student support. Increase teacher awareness through training. Identify and refer to students guidance, school psychologist, and/or social workers.	Ms. Hernandez, Guidance Director Grade level administrators Ms. Aycoc, Principal Ms. Nadette Noel, School Social Worker	Records verifying parent contact Guidance and Social Worker referrals and outcomes. RTI referrals on BASIS	Student attendance records
3	Lack of student motivation to attend regularly	Establish an incentive program for attendance. Include attendance awards for each grade level in our end-of-year award ceremonies.	Ms. Hernandez, Guidance Director Grade level administrators Ms. Aycoc, Principal	Monitor number of students meeting criteria for awards	Student attendance records
4	Lack of student attendance due to bullying	Implement and adhere to the Zero Tolerance Policy implemented by Broward County. Educate students and staff on bullying issues. Facilitate Peer Counseling awareness campaigns. Facilitate mediation sessions.	Ms. Hernandez, Guidance Director Grade level administrators Ms. Smalley, Peer Counseling teacher Ms. Nusbaum, Lead Mediator	Monitor all bullying referrals and statements. Documentation for all mediation sessions and processed referrals. Staff participation and assessment completion of the anti-bullying policy Brainshark.	Student attendance records

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
BASIS and RtI Training	6th, 7th, 8th, All Subjects	Ms. Sara Pierce, Language Arts Teacher/PROPEL Candidate Ms. Berna Hernandez, Guidance Director	School-wide all grades, all subjects	August 2012 Pre-planning Follow-Up training in September for all staff October NESS workshop	Monitor RtI referrals and interventions on a weekly basis. Conduct weekly RtI meetings and take appropriate action as indicated by data.	Ms. Hernandez, Guidance Director Assistant Principals Ms. Aycock, Principal

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:	Decrease the number of suspensions by 25%.

2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
788	591
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
276	207
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
141	106
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
89	67

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of sufficient parental involvement	<p>Department PLCs will include training on how to motivate at-risk students and reduce conflict.</p> <p>Training sessions will include Best Practices on how to involve parents in meaningful ways to help their children succeed.</p>	<p>Assistant Principals</p> <p>Ms. Aycok, Principal</p>	<p>Quarterly monitoring of suspension rate</p>	<p>End of year suspension data report</p>
2	Lack of positive role models	<p>Expand school-wide mentoring program to include business partners, local community agencies, and the DIYM (Developing Intelligent Young Men) and LSE (Ladies of Style & Elegance) in-house programs for 8th grade at-risk males and females.</p>	<p>Ms. Hernandez, Guidance Director</p> <p>Ms. Pam Perkins, DIYM Coordinator</p> <p>Mr. Winston Symonette, DIYM Co-Coordinator</p> <p>Ms. Traci Aveni, LSE Coordinator</p> <p>Assistant Principals</p>	<p>Quarterly monitoring of suspension rate</p> <p>Weekly progress reports for DIYM participants</p>	<p>End of year suspension data report</p>
3	Lack of teacher training on the discipline matrix and school protocols	<p>School-wide professional development to review the BASIS system, RTI referral process, and the school discipline plan.</p> <p>Individualized teacher training for CHAMPS.</p> <p>Departmental review of the secondary discipline</p>	<p>Ms. Sara Pierce, Discipline Committee</p> <p>Administrative team</p> <p>Ms. Diana Nusbaum, Professional Development & NESS Coordinator</p>	<p>Teacher training sign-in sheets for school-wide and departmental trainings</p> <p>Final PGP and ESS reports for individual teachers</p>	<p>End of year suspension data report</p>

		matrix and a review of referable offenses.	Department Chairs		
4	Lack of community involvement	Continued partnership with Hispanic Unity to implement the Unity 4 Teens at-risk youth before and after care program School-based mentoring program to assist students in need of academic and behavioral support	Mr. Luis Espinosa, Unity 4 Teens Facilitator Mr. Julio Gonzalez, School activities administrator Ms. Diana Nusbaum, Mentoring Coordinator	Student sign-in sheets Case management folders Mentoring folders	End of year suspension data report
5	Lack of student participation in school protocols	Peer Counseling mediation program facilitated by students	Ms. Jill Smalley, Peer Counseling teacher	Mediation forms	End of year suspension data

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	By June 2013, 90% (1134) of parents will participate in the sixth grade school orientation and other school-related parent involvement activities.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
86% (912)	90% (1134)

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	Most of our families work late, have younger children at home, and need assistance with child-care.	Implement 5 Title I Family Nights aligned to benchmark and content areas beginning in October. Provide complimentary pizza and soda for the entire family at each family night. Peer Counselors will provide free child-care for younger children so parents can attend workshops with their middle school children.	Mrs. Nusbaum, Title I Coordinator Department Chairs	Parent and student sign-in sheets. Parent surveys.	End of year parent survey. SAC Review of Parent Involvement Policy
2	SEE PIP	SEE PIP	SEE PIP	SEE PIP	SEE PIP

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

Improving Parental Involvement: Strengthening the Home-School Connection	6th, 7th, 8th	Reading, Math, Science, Social Studies and Language Arts Department Chairs	Teachers in each of the respective departments	Once a month during our weekly academic department PLCs	Agendas, sign-ins, and surveys documenting attendance and satisfaction of parents at each of the department monthly family nights	Mrs. Nusbaum, Title I coordinator Ms. Aycock, Principal
Conducting Effective Parent Conferences	6th, 7th, 8th	Ms. Hernandez, Guidance Director	6th, 7th, and 8th grade teachers new to Apollo	September 2012 or October 2012 in NESS Professional Learning Community	Agenda, sign-in and materials developed to guide new teachers through the conference process.	Mrs. Nusbaum, NESS Liaison Ms. Hernandez, Guidance Director Ms. Aycock, Principal

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Annual Parent Seminar	Registration fee for two parents to attend	Title I Parent Involvement Funds	\$80.00
Family Reading/Literacy Night	Salaries for teacher presenters at parent workshops, refreshments, and child care	Title I Parent Involvement Funds	\$1,050.00
Family Math Night	Salaries for teacher presenters at parent workshops, refreshments, and child care	Title I Parent Involvement Funds	\$1,050.00
Family Science Night	Salaries for Parent Workshops, refreshments, and child care	Title I Parent Involvement Funds	\$1,537.00
Family Writing Night	Salaries for teacher presenters at parent workshop, refreshments, and child care	Title I Parent Involvement Funds	\$1,050.00
Family Health, Safety, Prevention Night	Salaries for teacher presenters at parent workshop, refreshments, and child care	Title I Parent Involvement Funds	\$950.00
Subtotal:			\$5,717.00
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:			\$5,717.00

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:

1. STEM	100% of interdisciplinary teaching teams at all grade
---------	---

STEM Goal # 1:		levels will participate in at least one subject-integrated STEM project in the 2012-2013 school year.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers needed more support to effectively implement interdisciplinary units that incorporate STEM cutting edge technologies.	<p>Provide training for teams to effectively use Edmodo in their classrooms.</p> <p>Provide additional access to STEM computer labs with assistance of STEM Lead teachers to help train both students and teachers.</p> <p>Expose teams to Vernier Probeware for use in creation of interdisciplinary projects, for example use of "geocatching" in social studies classes.</p>	<p>Mr. Espinosa, Science Department Chair.</p> <p>Mrs. Dworzan, STEM Lead Teacher</p> <p>Ms. Acher, STEM Magnet Coordinator</p> <p>Ms. Aycock, Principal</p>	<p>Student samples of work created using new technology.</p> <p>Classroom walkthroughs, coaching support and co-teaching where needed.</p>	<p>Teacher surveys that indicate comfort level and need for more tech training.</p> <p>Student technologies ST2L survey.</p>

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
STEM PLC will begin in October and be offered twice a month. Focus will be technology.	6th, 7th, 8th and open to all instructional staff.	Mr. Espinosa, Science Chair District Tech Facilitators STEM Lead Teachers	All Instructional Staff	October through May. 2 Thursdays a month.	<p>Student samples of projects created in PLCs.</p> <p>Lesson studies and collaboration among participants.</p> <p>Sharing of best STEM Tech practices.</p>	<p>Mr. Espinosa, Science Department Chair</p> <p>Ms. Acher, STEM Magnet Coordinator</p> <p>Mrs. Guevara, STEM Assistant Principal</p> <p>Ms. Aycock, Principal</p>

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:		100% (50) level 5 students will successfully participate in the LEEO-Microsoft Academy for industry certification program.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students will need varied levels of support to complete the program requirements	<ul style="list-style-type: none"> a. Teacher-created curriculum based on Microsoft skill sets b. Differentiated Instruction practices c. Vertical program development with McArthur High School to streamline skills 	<ul style="list-style-type: none"> Luis Espinosa-LEEO/STEM Lead Teacher Shawn Aycocock-Administrator Monique Acher-STEM Magnet Coordinator 	<ul style="list-style-type: none"> a. Program compliance binder b. Student portfolios c. Teacher-created curriculum and activities 	<ul style="list-style-type: none"> Microsoft Certification Teacher assessment
2	Students may not recognize the value of attaining certification	<ul style="list-style-type: none"> a. Citrix employee visits and student mentoring b. Real-world projects that are relevant to student interests c. Partnerships/buddy program with McArthur high school students 	<ul style="list-style-type: none"> Luis Espinosa-LEEO/STEM Lead Teacher Shawn Aycocock-Administrator 	<ul style="list-style-type: none"> a. Program compliance binder b. Mentoring binders c. Teacher-created curriculum and activities 	<ul style="list-style-type: none"> Microsoft Certification Teacher assessment Student/mentor surveys

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
Implementing the Components of the LEEO Program through weekly curriculum design workshops.	6th	Todd LaPace, Principal Shawn Aycocck, Principal Dr. Eugene Jones, Broward College	6th grade/LEEO Elective	Weekly August 2012 to June 2013	Program compliance binder Lesson Study	Ms. Aycocck, Principal

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
Parent Involvement	Annual Parent Seminar	Registration fee for two parents to attend	Title I Parent Involvement Funds	\$80.00
Parent Involvement	Family Reading/Literacy Night	Salaries for teacher presenters at parent workshops, refreshments, and child care	Title I Parent Involvement Funds	\$1,050.00
Parent Involvement	Family Math Night	Salaries for teacher presenters at parent workshops, refreshments, and child care	Title I Parent Involvement Funds	\$1,050.00
Parent Involvement	Family Science Night	Salaries for Parent Workshops, refreshments, and child care	Title I Parent Involvement Funds	\$1,537.00
Parent Involvement	Family Writing Night	Salaries for teacher presenters at parent workshop, refreshments, and child care	Title I Parent Involvement Funds	\$1,050.00
Parent Involvement	Family Health, Safety, Prevention Night	Salaries for teacher presenters at parent workshop, refreshments, and child care	Title I Parent Involvement Funds	\$950.00
				Subtotal: \$5,717.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	July 2012 Summer Training of Reading Department in roll-out and implementation of Common Core Literacy Standards through reading	Salaries and stipends for presenters and participants	Title I Staff Development Funds	\$3,000.00
Reading	Consultant to provide training in new Reading Plus on-line program	Consultant fees for training and follow-up	Title I Staff Development Funds	\$1,800.00
Reading	Social Studies: Integrating and Aligning Common Core State Literacy Standards into Social Studies Curriculum	Salaries and stipends for presenter and participants	Title I Staff Development Funds	\$1,300.00
Reading	Reading Department Professional Learning Community Book Study sessions	CCSS books and materials. Marzano Arts and Science of Teaching books and materials	Title I Staff Development Funds	\$400.00
Reading	Reading, Language Arts, and Social Studies: Integration and Alignment of Common Core State Literacy Standards across contents.	Substitutes for teachers	Title I Staff Development Funds	\$2,066.00
Mathematics	Data Analysis, Curriculum Review, Development of IFCs for Leadership Team	Salaries for presenters and participants	Title I Staff Development Funds	\$5,500.00
Mathematics	Math weekly Professional Learning Community	Professional books and materials	Title I Staff Development Funds	\$400.00

Mathematics	Math critical content and technology training	Substitutes for teachers	Title I Staff Development Funds	\$1,650.00
Science	Science Department Professional Learning Community	Common Core books and science teaching materials	Title I Staff Development Fund	\$400.00
Science	Critical content in science/technology	Substitutes for teachers	Title I Staff Development Fund	\$1,650.00
Writing	Monthly Workshops for Common Writing Assessments	Subs for teachers	Title I Staff Development Funds	\$3,300.00
Writing	SpringBoard Training	Subs for teachers	Title I Staff Development Funds	\$1,100.00
Writing	Weekly Language Arts Department Professional Community	Professional materials: Common Core books and Marzano books	Title I Staff Development Funds	\$400.00
Writing	Legacy Writes Program Training	Training modules and materials to implement new writing program	Title I Staff Development Funds	\$5,000.00
Civics	Civics Curriculum and IFC Development and Integration of Common Core State Literacy Standards.	Salaries for presenters and participants	Title I Staff Development Funds	\$1,750.00
				Subtotal: \$29,716.00
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: \$35,433.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent	<input type="checkbox"/> 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 9/11/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Describe projected use of SAC funds	Amount
No data submitted	

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

The School Advisory Council (SAC) will continually monitor the implementation of the School Improvement Plan (SIP) and modify as

necessary based on BAT results to ensure maximum student learning outcomes. SAC will evaluate student data throughout the year and recommend adjustment of instructional strategies and implementation of programs as needed. Data Analysis/interpretation, CCSS, and other staff development activities/training will be provided. SAC will also develop proposals for School Recognition Funds.

AYP DATA

Adequate Yearly Progress (AYP) Trend Data 2011-2012
 Adequate Yearly Progress (AYP) Trend Data 2010-2011
 Adequate Yearly Progress (AYP) Trend Data 2009-2010

SCHOOL GRADE DATA

No Data Found

Broward School District APOLLO MIDDLE SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	66%	71%	90%	47%	274	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%	74%			139	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?	72% (YES)	74% (YES)			146	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					559	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Broward School District APOLLO MIDDLE SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	64%	69%	96%	32%	261	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	70%	77%			147	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	67% (YES)	71% (YES)			138	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					546	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested