

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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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

School Name: RAMBLEWOOD MIDDLE SCHOOL

District Name: Broward

Principal: Mrs. Tina Recchi

SAC Chair: Ms. Janice Kohler

Superintendent: Mr. Robert Runcie

Date of School Board Approval: 12/4/12

Last Modified on: 10/19/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
					Ramblewood Middle 2011-12- School Grade: A Reading: 66.75% made learning gains in reading , 68.42% of the lowest quartile made gains Math: 71.84% made learning gains in math, 59.40% of the lowest quartile made learning gains. 2010-11- School Grade: A AYP NO- 74% proficient Reading: 68% made learning gains in reading , 72% of the lowest quartile made gains Math: 77% made learning gains in math, 63% of the lowest quartile made learning gains. 2009-2010-

Principal	Mrs. Tina Recchi	<p>Master's Degree from Florida Atlantic University.</p> <p>Ed Leadership Gifted K - 12 Language Arts 6 - 12 ESOL Elementary Ed</p>	6	17	<p>School Grade: A AYP NO- 90% proficient Reading: 67% made learning gains in reading , 63% of the lowest quartile made gains Math: 77% made learning gains in math, 63% of the lowest quartile made learning gains.</p> <p>2008-2009- School Grade: A AYP NO- 90% proficient Reading: 70% made learning gains in reading , 68% of the lowest quartile made gains Math: 70% made learning gains in math, HIGHLY QUALIFIED INSTRUCTIONAL COACHES List your school's highly qualified 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 performance (Percentage data for Proficiency, Learning Gains, Lowest 25%), and Adequate Yearly Progress (AYP). 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. 66% of the lowest quartile made learning gains.</p>
Assis Principal	Mr. Jeffrey Wenhold	<p>BS- Elementary Education, Wagner College MS- Educational Leadership, Nova Southeastern University.</p>	4	9	<p>Ramblewood Middle</p> <p>2011-12- School Grade: A Reading: 66.75% made learning gains in reading , 68.42% of the lowest quartile made gains Math: 71.84% made learning gains in math, 59.40% of the lowest quartile made learning gains.</p> <p>2010-11- School Grade: A AYP NO- 74% proficient Reading: 68% made learning gains in reading , 72% of the lowest quartile made gains Math: 77% made learning gains in math, 63% of the lowest quartile made learning gains.</p> <p>2009-2010- School Grade: A AYP NO- 90% proficient Reading: 67% made learning gains in reading , 63% of the lowest quartile made gains Math: 77% made learning gains in math, 63% of the lowest quartile made learning gains.</p> <p>Silver Lakes Middle 2008-2009 School Grade: C AYP NO- 74% proficient Reading: 63% made learning gains in reading , 71% of the lowest quartile made gains Math: 67% made learning gains in math, 76% of the lowest quartile made learning gains.</p>
Assis Principal	Dr. Howard Jones	<p>Masters and Doctoral Degree from Nova Southeastern University ESE Certification: K-12</p>	1	1	<p>Ramblewood Middle School</p> <p>2011-12- School Grade: A Reading: 66.75% made learning gains in reading , 68.42% of the lowest quartile made gains Math: 71.84% made learning gains in math, 59.40% of the lowest quartile made learning gains.</p> <p>Watkins Elementary School</p>

		Educational Leadership Certification			2010-2011 Grade-C AYP-NO 79% Proficient Reading: 63% made learning gains in reading , 69% of the lowest quartile made gains Math: 45% made learning gains in math, 58% of the lowest quartile made learning gains.
Assis Principal	Mrs. Kathleen Neville	ESE (K-12) Elem. Ed. (1-6) Ed. Leadership (K-12) Middle Grades Math (5-9) ESOL Endorsed Middle Grades Endorsed	5	1	Ramblewood Middle 2011-12- School Grade: A Reading: 66.75% made learning gains in reading , 68.42% of the lowest quartile made gains Math: 71.84% made learning gains in math, 59.40% of the lowest quartile made learning gains. 2010-11- School Grade: A AYP NO- 74% proficient Reading: 68% made learning gains in reading , 72% of the lowest quartile made gains Math: 77% made learning gains in math, 63% of the lowest quartile made learning gains. 2009-2010- School Grade: A AYP NO- 90% proficient Reading: 67% made learning gains in reading , 63% of the lowest quartile made gains Math: 77% made learning gains in math, 63% of the lowest quartile made learning gains. 2008-2009- School Grade: A AYP NO- 90% proficient Reading: 70% made learning gains in reading , 68% of the lowest quartile made gains Math: 70% made learning gains in math, 66% of the lowest quartile made learning gains.

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)
Curriculum Specialist	Sophia Haynes	Master of Public Administration from Florida Atlantic University Bachelor of Science in Communication from University of Miami Certifications in Educational Leadership/(All Levels), English/(Grades 5-9), Social Science/(Grades 5-9 and 6-12)	7	1	Ramblewood Middle 2011-12- School Grade: A Reading: 66.75% made learning gains in reading , 68.42% of the lowest quartile made gains Math: 71.84% made learning gains in math, 59.40% of the lowest quartile made learning. 2010-11- Ramblewood Middle School Grade: A AYP NO- 74% proficient Reading: 68% made learning gains in reading , 72% of the lowest quartile made gains Math: 77% made learning gains in math, 63% of the lowest quartile made learning gains. Subject Areas that are focused on: Writing,Math,Science

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	Ramblewood Middle provides support to all teachers new to the District through the New Educator Support System (NESS). Teachers in NESS are paired with experienced on site colleague who provides guidance in areas of classroom management, lesson planning, school operational issues etc. New educators also attend monthly meetings on site to discuss progress, voice concerns and participate in developmental trainings.		June 6, 2013	
2	Professional Learning Communities (PLC), weekly collaborative meetings, held at department level/grade level. Teachers are able to share best practices with each other to enhance their effectiveness as professionals and thereby impact and improve student achievement.	Department Heads	June 6, 2013	
3	Opportunities to attend workshops and conferences, major portion of SAC funds used to provide professional development trainings for teachers.	Administration	June 6, 2013	
4	PGP Development utilizing data	Administration	June 6, 2013	
5	Frequently recognizing staff achievement and accomplishments through the Innovation Teams	Administration	Ongoing	

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
N/A	N/A

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
72	1.4%(1)	15.3%(11)	36.1%(26)	50.0%(36)	30.6%(22)	100.0%(72)	15.3%(11)	6.9%(5)	87.5%(63)

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. Sophia Haynes Ms. Celeste Eddy	Ms. Ellen Davis Dr. Wanda Nieves	Teachers work closely together on same team and have a good rapport	Ness will meet five times within the school year to discuss common barriers to first year teachers which directly impact student learning. In addition, the NESS coaches will meet one on one with the NESS mentees on a weekly basis as well as do

monthly classroom observations to identify areas in need of improvement.

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 Ramblewood 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 academic parent nights which 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. Extended learning opportunities are supported with district Title I funds.

Title I, Part C- Migrant

Funds for Migrant students provide education and support services. These services include: multicultural instruction, remedial and compensatory instruction, bilingual and multicultural instruction.

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 additional coaching support.

Title III

ELL students receive reading and developmental language arts instruction by a certified ESOL teacher. The Multicultural department provides ESOL instructional materials to be used with ELL students. Teachers and staff members are responsible for helping to identify ELL students and referring them to the ELL coordinator at Ramblewood Middle. Ramblewood will be hosting a parent night for ELL parents and their children. This will focus on learning strategies, camaraderie and also to learn about available community services. Ramblewood has also started the ELL Ambassador Program. This program will pair up a new ELL student to our school with an RMS "veteran student from the same country who speaks the same language.

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, and provide them with supplemental academic and counseling case management services as well as linkages to their school social worker while maintaining school as the student's stable environment.

Supplemental Academic Instruction (SAI)

SAI funds, if provided, will be used to provide a six-week FCAT Success Tutoring Academy to assist struggling students. Funds will also be used to provide additional before and after school tutoring for fragile students.

Violence Prevention Programs

Ramblewood Middle School implements the County 2012-2013 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 Youth Crime Watch, Peer Counseling/Conflict Mediation programs, guest speakers and student assemblies. Ramblewood Middle School builds a violence prevention culture utilizing researched strategies in effective classroom management, instruction in anger management, conflict resolution, bullying prevention, and the Broward County adopted character traits. Our Zone Tone campaign also instructs students on appropriate behavior, attitude and skills to succeed at school. Our mentor program also provides students with caring adults willing to listen and offer additional support. In addition to the classroom instruction, all teachers and staff members received training on the Anti-

Bully policy and CHAMPs training. In addition, Ramblewood's SAFE team meets every two weeks.

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Facilitator and Coordinator: Guidance Director Christina Zabko

Administrators:

Principal Tina Recchi, Assistant Principal Jeff Wenhold, Assistant Principal Kathy Neville, Assistant Principal Dr. Howard Jones

Guidance:

Guidance Director Christina Zabko, Guidance Counselor Alba Guadalupe, Guidance Counselor Terri Armbrister

ESE Specialist Pam Sherbinsky, Social Worker Kim Marr, Curriculum Specialist Sophia Haynes, Referring Classroom Teacher

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?

This team meets every Tuesday. The function of the team is to review behavioral or academic concerns of students who are not meeting with success within the regular classroom environment.

Case managers are determined by grade level. Each grade level guidance counselor and administrator work as a team to support Tier II and Tier III interventions as well as managing necessary documentation. Intervention records and progress monitoring graphs are generated for individual students. Each team member is responsible for a specific task related to the Collaborative Problem Solving Team (CPST) process. Teachers identify students in need and implement Tiers I & II with the assistance of support staff with the intent of measuring progress of the targeted student learning/behavior. Teachers submit completed intervention packet to the RtI Leadership Team for a Tier III review. Once sufficient data is collected, interventions are put in place to assist the student. The student is then monitored over a period of time. If the student is not meeting with success, then the RtI Leadership Team reviews interventions and data for further Tier III (intensive) interventions and/or psychological/psychosocial placement options are discussed.

Each administrator is assigned two departments. They are responsible for inspecting common assessments and BAT results as part of Tier I interventions.

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 works collaboratively with department chairs. The department chairs and their prospective

departments provide the core instruction using scientific validated curriculum which highlights self reflection on teacher competencies and effective instructional strategies.

RtI will be apart of the regular functions of weekly department PLC's. Teachers will bring their Tier I interventions in regards to best practices, classroom procedures, differentiated instructions and assistance for those students needing further interventions. In addition, at Ramblewood Middle we establish a school wide screening schedule for both reading and math. We monitor and document the rate of academic growth of our students. Moreover, we make adjustments in instructional techniques for all our students through differentiated instruction.

All aspects of the SIP align to student success. The leadership team monitors this process and reports to the School Advisory Council (SAC) to ensure fidelity of implementation.

MTSS Implementation

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

All teachers are provided excel spreadsheets with all student information including behavior and academic history. The data provided is retrieved and downloaded from data warehouse. A FileMaker database is used to track all RtI referrals. Data is collected and monitored as assigned to team members. Minutes are taken and reviewed weekly. Data warehouse is also used to retrieve relevant information for the RtI process. Implementing a plan requires the frequent monitoring of academic progress to evaluate the impact of the intervention(s). Valid and reliable measures can be used that are sensitive to short-term gains in student performance such as:

- Measures for Academic Skills

Curriculum-Based Measurement probes, e.g. timed assessments developed to measure phonemic awareness, oral reading fluency, math computation, writing, and spelling skills. In addition, FCAT results, Florida Assessments for Instruction in Reading (FAIR), Mini-BATs and District BATs are used for academic data.

- Measures for Classroom Academic and General Behaviors

Daily Behavior Report Cards. TERMS

- Direct Observation

An observer visits the classroom to observe the student's rates of on-task and academically engaged behaviors.

Describe the plan to train staff on MTSS.

Staff will be re-trained on the RtI process and data collection in the beginning of the year by the guidance department and support staff. Teachers will be able to identify students during the trainings and begin the RtI process with the Team. In addition, the teachers will be re-trained throughout the school year if needed. Moreover, the RtI Leadership Team meeting will be placed on our Professional Development Matrix for every Tuesday morning. The main focus of training will be positive intervention in the classroom as well as proper data collection. A training describing specific behavioral and academic interventions will be outlined with the teachers in the beginning of the school year.

Describe the plan to support MTSS.

As part of the Response to Intervention (RtI) process, Ramblewood Middle School will monitor Benchmark Assessments, Failing Lists, Suspensions and Monthly Assessments data each month. This monitoring will be vital in the prevention of obstacles to student success early in the school year. Specific interventions will be initiated as soon as a student demonstrates deficits in reading, mathematics or behavior. When a student is identified by the RTI team, the student will receive intensive tier 2 or tier 3 interventions through the RtI process and the data will be monitored. The Instruction and Intervention staff will provide staff development opportunities in the area of delivering and monitoring evidence-based interventions for struggling students.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Tina Recchi (Principal), Dr. Howard Jones (Assistant Principal), Sophia Haynes (Curriculum Specialist), Glasmine Jones (ESE), Debra Divich (Media Specialist), Lauren Amiel (Reading Chair), Sandra Solomon (Reading Teacher), LaShun Bain (Reading Teacher)

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

The Ramblewood Middle School Literacy Leadership Team meets monthly throughout the school year and more often, if needed. All members of the literacy team participate equally in sharing ideas and deciding on school wide activities to promote literacy. This includes friendly reading competitions through Accelerated Reader, district-side language arts fair, nation-wide spelling bee and literary character dress up day.

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

The goals of the RMS Literacy team for the 2012-2013 school year are to continue building a school-wide culture of literacy among students, faculty, and parents and to encourage and provide support for all content area teachers to use content area reading strategies in the classroom based on needs identified through reading data (BAT, FAIR, DAR, FORF.) Additionally, increasing teacher awareness of the need for students to work with complex texts is a must as we prepare for success with common core standards. Also, we will continue to focus on promoting parent participation in school events to help improve student attitudes toward learning; if parents are involved, students will work harder to succeed.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

N/A

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

Ensure that reading is infused in all content areas as well as all elective classes.

Promote reading throughout the school with weekly Focus on Literacy, writing simulations, book fairs, Accelerated Reader incentives, Celebrate Literacy Week and the RMS Book Club for students.

All teachers will follow the Reading Instructional Focus Calendar and implement the highlighted weekly focus, when and where appropriate in their content, that week.

Use the K-12 Reading Plan to ensure all students are appropriately placed in reading classes and the appropriate reading curriculum is taught.

The Curriculum Coach and Reading Department Head will provide on-going school-wide training emphasizing instructional strategies for reading and active teaching techniques used in both content-area classrooms as well as reading classes. The instructional strategies for reading will be based on the nine high yield strategies with a strong emphasis on the top three.

*High Schools Only

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

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

N/A

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

N/A

Postsecondary Transition

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

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

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal # 1a:	40% of Ramblewood Middle students will achieve proficiency (FCAT Level 3) in Reading as measured by the 2013 FCAT SSS Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (448)	40% (544)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are unable to read content area texts proficiently.	Academic content area teachers will incorporate research based reading strategies within their curriculum to support reading growth of all students while following their content specific IFC.	Administration Department Chairs	Classroom walk throughs, student work samples, PLC dept. discussions	Chapter tests, common assessments, BAT FAIR
2	Students have an average vocabulary, but need an above level oral and written vocabulary to improve reading comprehension achievement.	Academic content area teachers will include direct vocabulary instruction in their lessons including non-linguistic representations, multiple meaning words, morphological study, and student friendly definitions.	Administration Department Chairs	Classroom walk throughs, student work samples, PLC dept. discussions	Chapter tests, common assessments, BAT FAIR
3	Students lack strong critical thinking skills.	Academic content area teachers will include close readings of complex text with appropriate scaffolding for students and imbed high level questioning in class and group discussions and assessments.	Administration Department Chairs	Classroom walk throughs, student work samples, teacher observation of student participation in class discussions	Chapter tests, common assessments, BAT FAIR
4	Low level 3 students or students achieving proficiency for the first time often drop below proficiency on subsequent tests.	All students will participate in the Accelerated Reader program to ensure additional reading practice outside of the school day.	Administration Department Chairs	Student/teacher AR conferences, AR point tracking	AR Quiz Data, BAT 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:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	79% (15) of students taking the Florida Alternate Assessment will score a 4, 5 or 6.
2012 Current Level of Performance:	2013 Expected Level of Performance:
38% (5)	79% (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	Students with significant cognitive disabilities have great difficulty learning in non-preferred learning styles	The teacher will present instruction using multi-sensory modalities	SVE Teacher	Comparison of grades achieved after being taught in different modalities	Teacher made assessments, classwork, Unique Learning System monthly evaluations
2	Very limited background knowledge on subject matter.	Small group, skill specific, repetition, pretests to assess prior knowledge	SVE Teacher	Comparison of pre and posttest achievement	Teacher made assessments, classwork, Unique Learning System monthly pre and posttest evaluations
3	Limited retention of new knowledge	Give students opportunities and tools for continuous repetition and practice	SVE Teacher	Tests of all new information and continuous assessments of information already learned to check for retention	Teacher made assessments, classwork, Unique Learning System monthly pre and posttest evaluations
4	Lack of appropriate behavior in academic settings	Classroom behavior plan	SVE Teacher	Behavior monitoring in their daily agendas	collaboration between teacher and parents regarding behavioral gains
5	Student ability levels are significantly below grade level	Access Point driven curriculum adjusted to students learning level (participatory, supported and independent)	SVE Teacher	FAA (Florida Alternative Assessment) practice test	FAA (Florida Alternative Assessment) test results

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	44% of Ramblewood Middle students will score a Level 4 or 5 in Reading as measured by the 2013 FCAT SSS Reading Test
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (449)	44% (598)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1	Students are unable to utilize resources to research a topic and take appropriate notes without plagiarizing.	Academic content area teachers will utilize the FINDS research model in conjunction with the media specialist to teach students to perform academic research.	Administration Department Chairs	Student work samples, PLC dept. discussions	Student research projects, common assessments, BAT FAIR
2	Students lack strong critical thinking skills.	Academic content area teachers will include close readings of complex text and imbed high level questioning in class and group discussions and assessments, as well as teaching students to develop their own high level questions.	Administration Department Chairs	Classroom walk throughs, student work samples, teacher observations of student group discussions, PLC dept. discussions	Classroom walk throughs, student work samples, teacher observations of student group discussions, PLC dept. discussions
3	Students do not read frequently enough outside of school.	All students will participate in the Accelerated Reader program to ensure additional reading practice outside of the school day and given extra incentives for reading.	Administration Department Chairs	Student/teacher AR conferences, AR point tracking	AR Quiz Data, BAT 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:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	22% (4) of students taking the Florida Alternate Assessment will score a 7.
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (4)	22% (4)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students with significant cognitive disabilities have great difficulty learning in non-preferred learning styles	The teacher will present instruction using multi-sensory modalities	SVE Teacher	Comparison of grades achieved after being taught in different modalities	Teacher made assessments, classwork, Unique Learning System monthly evaluations
2	Very limited background knowledge on subject matter.	Small group, skill specific, repetition, pretests to assess prior knowledge	SVE Teacher	Comparison of pre and posttest achievement	Teacher made assessments, classwork, Unique Learning System monthly pre and posttest evaluations
3	Limited retention of new knowledge	Give students opportunities and tools for continuous repetition and practice	SVE Teacher	Tests of all new information and continuous assessments of information already learned to check for retention	Teacher made assessments, classwork, Unique Learning System monthly pre and posttest evaluations
4	Lack of appropriate behavior in academic settings	Classroom behavior plan	SVE Teacher	Behavior monitoring in their daily agendas	collaboration between teacher and parents

					regarding behavioral gains
5	Student ability levels are significantly below grade level	Access Point driven curriculum adjusted to students learning level (participatory, supported and independent)	SVE Teacher	FAA (Florida Alternative Assessment) practice test	FAA (Florida Alternative Assessment) test results

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	72% of Ramblewood Middle students will make learning gains in reading as measured by the 2013 FCAT SSS Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
67% (937)	72% (979)

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 an understanding of how all school reading activities contribute to academic growth.	Administration, guidance and teachers will have data chats with students, directly teaching them how to understand all available reading scores (BAT, FAIR, FCAT), and brainstorming ideas to increase their achievement.	Administration Department Chairs	Student goal charts, classroom discussions, PLC dept. discussions	Chapter tests, common assessments, BAT FAIR
2	Historically, FCAT data has shown that students have a weakness in the Informational Text and Research Process category of the Sunshine State Standards.	Academic content area teachers will incorporate research based reading strategies in their classrooms with a strong focus on note taking, summarizing, and evaluation of sources to improve student ability to extract valid and accurate information from text.	Administration Department Chairs	Classroom walk throughs, student work samples, department discussions	Chapter tests, common assessments, BAT FAIR
3	Students lack a strong oral and written vocabulary.	Reading teachers will meet regularly with content area teachers to assist teachers in directly teaching content and academic vocabulary and morphology to students.	Administration Department Chairs	Classroom walkthroughs, classroom discussions, department discussions	Weekly tests, quarterly cumulative tests to measure retention

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:	50% (9) of students taking the Florida Alternate Assessment will make learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:

56% (6)	50% (9)
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students with significant cognitive disabilities have great difficulty learning in non-preferred learning styles	The teacher will present instruction using multi-sensory modalities	SVE Teacher	Comparison of grades achieved after being taught in different modalities	Teacher made assessments, classwork, Unique Learning System monthly evaluations
2	Very limited background knowledge on subject matter.	Small group, skill specific, repetition, pretests to assess prior knowledge	SVE Teacher	Comparison of pre and posttest achievement	Teacher made assessments, classwork, Unique Learning System monthly pre and posttest evaluations
3	Limited retention of new knowledge	Give students opportunities and tools for continuous repetition and practice	SVE Teacher	Tests of all new information and continuous assessments of information already learned to check for retention	Teacher made assessments, classwork, Unique Learning System monthly pre and posttest evaluations
4	Lack of appropriate behavior in academic settings	Classroom behavior plan	SVE Teacher	Behavior monitoring in their daily agendas	collaboration between teacher and parents regarding behavioral gains
5	Student ability levels are significantly below grade level	Access Point driven curriculum adjusted to students learning level (participatory, supported and independent)	SVE Teacher	FAA (Florida Alternative Assessment) practice test	FAA (Florida Alternative Assessment) test results

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:	74% of Ramblewood Middle students in the lowest quartile will make learning gains in reading as measured by the 2013 FCAT SSS Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
72% (263)	74% (252)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are not proficient in multisyllabic decoding and are not fluent readers.	Students needing to improve in these areas are placed into a two hour reading block in order to provide additional direct instruction in these areas using READ XL and	Administration Reading Coach Department Chairs	Classroom walkthroughs, student work samples, department discussions	Chapter tests, common assessments, BAT FAIR

		REWARDS programs.			
2	Students are unable to comprehend their content area text proficiently.	Academic content area teachers will incorporate guided reading strategies within their curriculum to support reading growth for all students while following their content specific IFC. Comprehension "fix-up" strategies will be modeled, discussed, and practiced regularly.	Administration Reading Coach Department Chairs	Classroom walk throughs, student work samples, PLC dept. discussions.	Chapter tests, common assessments, BAT FAIR
3	Students lack strong critical thinking skills.	Academic content area teachers will imbed high level questions into their curriculum during class discussions utilizing questions stems modeled from FCAT Specifications.	Administration Reading Coach Department Chairs	Classroom walkthroughs, student work samples, department discussions	Chapter tests, common assessments, BAT 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 # Ramblewood Middle School will reduce the reading achievement gap by 50% in the next six years.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	66%	69%	72%	75%	78%	

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:	60% (225) of our students in Black subgroup and 66% (263) of our students in Hispanic subgroup at Ramblewood Middle will, as measured by the 2013 FCAT SSS Reading Test, score at or above grade level in Reading
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black 51% (206) Hispanic 44% (186)	Black 60% (225) Hispanic 66% (263)

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 may require sheltered English language instruction and other ELL accommodations in academic classes to succeed while acquiring the new language	Students will be encouraged to use bilingual dictionaries and instructed in how to use them effectively. Students will be assigned a peer language buddy, when possible in classes.	ESOL Coordinator, Administration, Department Chairs	Classroom walkthroughs, student work samples, PLC department discussions and ESOL committee meeting discussions	Chapter tests, common assessments, BAT FAIR, CELLA, IPT
2	ELL Students come from various backgrounds and different skill levels. some have very little exposure to English. These students need more	Consistent opportunity to practice and develop fluency, and differentiated instruction to meet individual students' needs.	ESOL Coordinator, Administration, Department Chairs	PLC department discussions and ESOL committee meeting discussions	Chapter tests, common assessments, BAT FAIR, CELLA, IPT

	assistance and extended learning opportunities to be successful.				
3	Students are unable to comprehend text proficiently.	Content area teachers will incorporate research based reading strategies within their curriculum to support reading growth of all students while following their content specific IFC. Teachers will provide additional direct support to those students scoring at the lowest levels of FCAT as needed. Students scoring Level 1 or 2 on the FCAT will be enrolled in a Reading Class.	Administration Reading Coach Department Chairs	Classroom walk throughs, student work samples, PLC dept. discussions	Chapter tests, common assessments, BAT FAIR
4	Lack of a strong oral and written academic vocabulary inhibits students' comprehension	Academic content area teachers will include direct vocabulary instruction in their lessons including non-linguistic representations, student friendly definitions and multiple meaning words.	Administration Reading Coach Department Chairs	Classroom walk throughs, student work samples, PLC dept. discussions	Chapter tests, common assessments, BAT 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 subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	86% (13) of our students in ELL subgroup and Ramblewood Middle will, as measured by the 2013 FCAT SSS Reading Test, score at or above grade level in Reading
2012 Current Level of Performance:	2013 Expected Level of Performance:
81% (30)	29% (13)

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 may require sheltered English-language instruction, or other accommodation in academic classes to achieve proficiency.	Students will be encouraged to use bilingual dictionaries and instructed in how to use them effectively.	ESOL Coordinator, Classroom teachers	Continuous monitoring of student utilization of dictionaries during classroom assignments and testing. Continuous monitoring of academic success on classroom assignments and assessments.	FAIR, BAT, CELLA, FCAT scores.
2	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.	Consistent opportunity to practice and develop fluency, and differentiated instruction to meet students' individual needs.	ESOL Coordinator, Classroom teachers	Student writing and assignment portfolios will be maintained and monitored for language acquisition as well as reading proficiency.	BAT, Teacher observations
	ELL students may have a	ELL students will be given	ESOL Coordinator,	Teachers will meet with	Teacher

3	tenous 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.	opportunities to practice speaking during class. All teachers will utilize various strategies from the ESOL Matrix for classroom activities and instruction.	Classroom teachers	each student to discuss progress and goals.	observations of student writing and assignment portfolios.
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	43% (63) of Students with Disabilities at Ramblewood Middle will, as measured by the 2013 FCAT SSS Reading Test, score at or above grade level in Reading
2012 Current Level of Performance:	2013 Expected Level of Performance:
67% (97)	43% (63)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are unable to comprehend content area text books.	Content area teachers will incorporate research based reading strategies within their curriculum to support reading growth of all students while following their content specific IFC. Teachers will provide additional scaffolding, guided reading, and multisensory activities to support those students who are struggling with the reading process.	Administration, Department Chairs, ESE Specialist	Classroom walk throughs, student work samples, PLC dept. discussions, collaboration with ESE support personnel	Chapter tests, common assessments, BAT FAIR
2	Teachers may be unfamiliar with interpreting reading diagnostic tests and are uncertain how to provide support for indicated student weaknesses	Teachers will receive support in analyzing reading data and incorporating research based reading and support strategies into their lesson plans.	Administration, Department Chairs, ESE Specialist	Classroom walk throughs, student work samples, PLC dept. discussions, collaboration with ESE support personnel	Chapter tests, common assessments, BAT FAIR
3	Students lack strong academic background skills and behaviors.	Academic content area teachers will provide additional scaffolding when teaching literacy strategies to SWD at the lower end of the FCAT achievement levels. Teachers will adhere to individual IEP requirements. Inclusion students will receive support from ESE support facilitators.	Administration Department Chairs ESE Specialist	Classroom walk throughs, student work samples, PLC dept. discussions, collaboration with ESE support personnel	Chapter tests, common assessments, BAT 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 subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in reading.	65% (508) of students in our Economically Disadvantaged subgroup at Ramblewood Middle will, as measured by the
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Reading Goal #5E:	2013 FCAT SSS Reading Test, score at or above grade level in Reading
2012 Current Level of Performance:	2013 Expected Level of Performance:
47% (387)	65% (508)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students do not have access to academic support structures at home and parents don't attend school functions to support their children.	Reading teachers will call parents not present at open house to welcome them, provide a positive first impression, and create a comfort level with the school.	Administration Department Chairs	PLC department discussions, attendance data from parent nights and other parent functions	Teacher observations, parent survey data
2	Students lack adequate background knowledge which interferes with comprehension.	Academic content area teachers will include research based pre-reading strategies to access and build background knowledge in their content areas.	Administration Department Chairs	Classroom walk throughs, student work samples, PLC dept. discussions	Chapter tests, common assessments, BAT FAIR
3	Students lack access to personal choice reading material.	Reading teachers will allot time for students to visit the school media center regularly.	Department Chair, Media Specialist	Classroom walk throughs, AR tests and reading logs, PLC department discussions	AR tests, BAT, FAIR
4	Students scoring at the lower end of the FCAT achievement levels lack the knowledge and skills to achieve success.	Students requiring additional support in academics will be assigned an adult mentor, as available and encouraged to attend after school tutoring.	Administration Department Chairs Curriculum Specialist	Student work samples, pinnacle information, mentoring group discussions, student/mentee collaborations.	Chapter tests, common assessments, BAT FAIR

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
Supporting SWDs for academic success	6 - 8	ESE Specialist	School-wide	October Monthly Staff Development	Walkthroughs, teacher lesson plans, PLC feedback	Administration
PLC meetings curriculum focus	6 - 8 by department	Department Head	PLC	Weekly	PLC feedback	Administration
Supporting ELLS for academic success	6 - 8	ESOL Coordinator	School-wide	November Monthly Staff Development	Walkthroughs, teacher lesson plans, PLC feedback	Administration
Literacy strategies to prepare students for Common Core	6 - 8	Reading Department Head	School-wide	Quarterly - planning days and staff development days	Walkthroughs, PLC feedback	Administration

Standards and NGSSS						
Successful Parent/Teacher Communication and Conferencing	6 - 8	Guidance Department	School-wide	September Monthly Staff Development	PLC Discussions, Guidance counselors visit conferences to support teachers	Administration
Impact training	6 - 8	District Training	Reading teachers	When scheduled by district	Walkthroughs Teacher lesson plans	Administration Reading Department Head
Wilson Training	6 - 8	District Training	Reading teachers	When scheduled by district	Walkthroughs Teacher lesson plans	Administration Reading Department Head
Wilson Just Words Training	6 - 8	District Training	Reading teachers	When scheduled by district	Walkthroughs Teacher lesson plans	Administration Reading Department Head

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
FCAT Enrichment Camp	Teachers and Materials	Accountability	\$2,200.00
			Subtotal: \$2,200.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Accelerated REader	Annual Program Fee	Instructional Materials	\$6,854.99
			Subtotal: \$6,854.99
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Weekly Reading PLC	Professional Materials /books	Title I Professional Development	\$629.50
Impact and Wilson Training	Substitutes for teachers to attend trainings.	Title I Professional Development	\$1,500.00
			Subtotal: \$2,129.50
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$11,184.49

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	50% of the students will score proficient in the listening/speaking section of the CELLA in 2013
2012 Current Percent of Students Proficient in listening/speaking:	

38% of our students scored proficient in the listening/speaking section of the CELLA in 2012.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The amount of ELL students whose language classifications are levels A1 - B2.	<ol style="list-style-type: none"> 1. Conduct an ESOL parent night. 2. Conduct weekly small group counseling sessions. 3. Staff development on ESOL accommodations and strategies done through PLC meetings. 4. Set up an ELL ambassador program that pairs up a new ELL student to our school with an RMS "veteran" student from the same country. 	Administration ESOL Coordinator	Marzano's Strategies and Standards ESOL strategies	Classroom walkthroughs Observations

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

2. Students scoring proficient in reading.

CELLA Goal #2:

45% of our students will score proficient in the reading section of the CELLA in 2013

2012 Current Percent of Students Proficient in reading:

30% of our students scored proficient in the reading section of the CELLA in 2012.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The amount of ELL students whose language classifications are levels A1 - B2.	<ol style="list-style-type: none"> 1. Conducts an ESOL parent night. 2. Conduct weekly small group counseling sessions. 3. Staff development on ESOL accommodations and strategies done through PLC meetings. 4. Set up an ELL Ambassador Program that pairs up a new ELL student to our school with an RMS "veteran" student from the same country. 	Administration ESOL Coordinator	Marzano's Strategies and Standards ESOL strategies	Classroom walkthroughs Observations

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

3. Students scoring proficient in writing.

45% of our students will score proficient in the writing section of the CELLA in 2013.

CELLA Goal #3:

2012 Current Percent of Students Proficient in writing:

30% of our students scored proficient in the writing section of the CELLA in 2012.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The amount of ELL students whose language classifications are levels A1 - B2.	1. Conducts an ESOL parent night. 2. Conduct weekly small group counseling sessions. 3. Staff development on ESOL accommodations and strategies done through PLC meetings. 4. Set up an ELL ambassador program that pairs up a new ELL student to our school with an RMS "veteran" student from the same country.	Administration ESOL Coordinator	Marzano's Strategies and Standards ESOL strategies	Classroom walkthroughs iObservations

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
ESOL Parent Night	Provision of parent materials, serving light refreshments	Title I Parent Involvement Funds	\$250.00
			Subtotal: \$250.00
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: \$250.00

End of CELLA Goals

Middle School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	35% (482) Ramblewood Middle students will achieve proficiency (Level 3) on the 2013 mathematics FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (446)	35% (482)

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 of foundational knowledge of fractional operations, decimal operations, geometry and percents	Using warm-ups to review concepts of adding, subtracting, multiplying, dividing of fractions, decimals and percents	Department head	Quarterly Classroom Walk-Through with feedback to teachers Department Dialogue Assessments Diagnostic Pre and Post Tests Minutes from PLC	Standards Based teacher made common assessments District BATs IFC plans
2	Students lack of foundational knowledge and understanding of multiplication tables	Using warm-ups to review and study multiplication tables Ramblewood also helps their students to find outside tutoring for parents and students who want the help	Department Head	Quarterly Classroom Walk-Through with feedback to teachers Department Dialogue Assessments Diagnostic Pre and Post Tests Minutes from PLC	Standards Based teacher made common assessments District BATs IFC plans
3	Students need to improve reading skills so they can determine what order of operations are necessary to solve a problem and understanding importance of KEY words and content vocabulary	Teacher modeling of reading comprehension	District Personnel – Ed Knote	Quarterly Classroom Walk-Through with feedback to teachers Department Dialogue Assessments Diagnostic Pre and Post Tests Minutes from PLC	Standards Based teacher made common assessments District BATs IFC plans

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:	79% (15) of students taking the Florida Alternate Assessment will score a 4, 5 or 6.
2012 Current Level of Performance:	2013 Expected Level of Performance:

31% (4)			79% (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	Students with significant cognitive disabilities have great difficulty learning in non-preferred learning styles	The teacher will present instruction using multi-sensory modalities	SVE Teacher	Comparison of grades achieved after being taught in different modalities	Teacher made assessments, classwork, Unique Learning System monthly evaluations
2	Very limited background knowledge on subject matter.	Small group, skill specific, repetition, pretests to assess prior knowledge	SVE Teacher	Comparison of pre and posttest achievement	Teacher made assessments, classwork, Unique Learning System monthly pre and posttest evaluations
3	Limited retention of new knowledge	Give students opportunities and tools for continuous repetition and practice	SVE Teacher	Tests of all new information and continuous assessments of information already learned to check for retention	Teacher made assessments, classwork, Unique Learning System monthly pre and posttest evaluations
4	Lack of appropriate behavior in academic settings	Classroom behavior plan	SVE Teacher	Behavior monitoring in their daily agendas	collaboration between teacher and parents regarding behavioral gains
5	Student ability levels are significantly below grade level	Access Point driven curriculum adjusted to students learning level (participatory, supported and independent)	SVE Teacher	FAA (Florida Alternative Assessment) practice test	FAA (Florida Alternative Assessment) test results

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:	35% (482) of Ramblewood Middle students will achieve above proficiency (Levels 4 and 5) on the 2013 mathematics FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
34% (494)	35% (482)

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 of foundational knowledge of fractional operations, decimal operations, geometry, and percents.	Using warm-ups to review concepts of adding, subtracting, multiplying and dividing of fractions, decimals, and percents.	Department Head	Quarterly Classroom Walk-Through with feedback to teachers Department Dialogue Assessments Diagnostic Pre and Post Tests PLC discussions and	Standards Based teacher made common assessments District BATs IFC plans

				implementation of IFC plans Minutes from PLC	
2	Students lack of foundational knowledge of multiplication tables	Using warm-ups to review and study multiplication tables. Ramblewood also helps their students to find outside tutoring for parents and students who want the help	Department Head	Quarterly Classroom Walk-Through with feedback to teachers Department Dialogue Assessments Diagnostic Pre and Post Tests PLC discussions and implementation of IFC plans Minutes from PLC	Standards Based teacher made common assessments District BATs IFC plans
3	Students need to improve reading skills so they can determine what operations are necessary to solve a problem and understanding importance of KEY words and content vocabulary	Use of interactive word walls and teacher modeling of reading comprehension	District Personnel – Ed Knotte	Quarterly Classroom Walk-Through with feedback to teachers Department Dialogue Assessments Diagnostic Pre and Post Tests PLC discussions and implementation of IFC plans Minutes from PLC	Standards Based teacher made common assessments District BATs IFC plans

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	22% (15) of students taking the Florida Alternate Assessment will score a 7.
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (4)	22% (4)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students with significant cognitive disabilities have great difficulty learning in non-preferred learning styles	The teacher will present instruction using multi-sensory modalities	SVE Teacher	Comparison of grades achieved after being taught in different modalities	Teacher made assessments, classwork, Unique Learning System monthly evaluations
2	Very limited background knowledge on subject matter.	Small group, skill specific, repetition, pretests to assess prior knowledge	SVE Teacher	Comparison of pre and posttest achievement	Teacher made assessments, classwork, Unique Learning System monthly pre and posttest evaluations
	Limited retention of new knowledge	Give students opportunities and tools	SVE Teacher	Tests of all new information and	Teacher made assessments,

3		for continuous repetition and practice		continuous assessments of information already learned to check for retention	classwork, Unique Learning System monthly pre and posttest evaluations
4	Lack of appropriate behavior in academic settings	Classroom behavior plan	SVE Teacher	Behavior monitoring in their daily agendas	collaboration between teacher and parents regarding behavioral gains
5	Student ability levels are significantly below grade level	Access Point driven curriculum adjusted to students learning level (participatory, supported and independent)	SVE Teacher	FAA (Florida Alternative Assessment) practice test	FAA (Florida Alternative Assessment) test results

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:	75% (1033) of Ramblewood Middle students will make learning gains in Mathematics as measured by the 2013 FCA SSS Mathematics Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
72% (1007)	75% (1033)

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 of foundational knowledge of multiplication tables.	Using warm-ups to review and study multiplication tables	Department Head	Quarterly walk- through with feed back to teachers Department Dialogue Assessments Minutes from PLC	Standards Based teacher made common assessments District BATs IFC plans
2	Students lack of foundational knowledge of fractional operations, decimal operations, geometry, and percents.	Using warm-ups to review concepts of adding, subtracting, multiplying, dividing of fractions, decimals and percents Ramblewood also helps their students to find outside tutoring for parents and students who want the help	Department Head	Quarterly Classroom Walk-Through with feedback to teachers Department Dialogue Assessments Diagnostic Pre and Post Tests PLC discussions and implementation of IFC plans Minutes from PLC	Standards Based teacher made common assessments District BATs IFC plans
3	Students need to improve reading skills so they can determine what operations are necessary to solve a problem and understand the importance of KEY words and content vocabulary	Use of interactive word walls and teacher modeling of reading comprehension	District Personnel – Ed Knotte	Quarterly Classroom Walk-Through with feedback to teachers Department Dialogue Assessments Diagnostic Pre and Post Tests PLC discussions and implementation of IFC	Standards Based teacher made common assessments District BATs IFC plans

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:	50% (9) of students taking the Florida Alternate Assessment will make learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
65% (7)	50% (9)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students with significant cognitive disabilities have great difficulty learning in non-preferred learning styles	The teacher will present instruction using multi-sensory modalities	SVE Teacher	Comparison of grades achieved after being taught in different modalities	Teacher made assessments, classwork, Unique Learning System monthly evaluations
2	Very limited background knowledge on subject matter.	Small group, skill specific, repetition, pretests to assess prior knowledge	SVE Teacher	Comparison of pre and posttest achievement	Teacher made assessments, classwork, Unique Learning System monthly pre and posttest evaluations
3	Limited retention of new knowledge	Give students opportunities and tools for continuous repetition and practice	SVE Teacher	Tests of all new information and continuous assessments of information already learned to check for retention	Teacher made assessments, classwork, Unique Learning System monthly pre and posttest evaluations
4	Lack of appropriate behavior in academic settings	Classroom behavior plan	SVE Teacher	Behavior monitoring in their daily agendas	collaboration between teacher and parents regarding behavioral gains
5	Student ability levels are significantly below grade level	Access Point driven curriculum adjusted to students learning level (participatory, supported and independent)	SVE Teacher	FAA (Florida Alternative Assessment) practice test	FAA (Florida Alternative Assessment) test results

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:	60% (219) of Ramblewood Middle students in the lowest 25% will make learning gains in Mathematics as measured by the 2013 FCAT SSS Mathematics Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
59%(217)	60% (219)

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 grade specific math concepts	Using the Re-teaching and Skills Practice from the newly adopted "Go Math" series	Administration	Quarterly Classroom Walk-Through with teacher feedback Department Dialogue Assessments Diagnostic Pre and Post Tests 4. PLC discussions and implementation of IFC plans Minutes from PLC	Standards Based teacher made common assessments District BATs IFC plans
2	Students from this subgroup need to be in smaller classes (16).	Schedule in math content earlier in school day. Place in smallest classes available. Double dose of math with an experienced Math coach.	Administration, Department Head (Math Coach)	Review of student's schedule.	Review of student's schedule.
3	Students not taking ownership of learning when homework and class work given for reinforcement of lessons and continued growth in subject area is not completed consistently.	Content area teachers will request conferences for students that habitually do not complete assignments and are frequently involved in off task behavior in class. Students will be recommended for National Junoir Honors Tutoring (NJHS) or given an option of and onsite mentor. Teachers will develop goals with students snf engage in data chats	Department Head	Interim and end of quarter reports. Conference documentations. Teacher observations and minutes from PLC	Interim and end of quarter report cards, conference documentations. Teacher observations and PLC discussions.

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 # Ramblewood Middle School will reduce the math achievement gap by 50% in the next six years.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	66%	69%	72%	75%	78%	

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:	52% (224) of our students in the Black subgroup and 64% (287) of students in our Hispanic subgroup at Ramblewood Middle will, as measured by the 2013 FCAT SSS Mathematics Test, score at or above grade level in Mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:

Black- 48% (194) Hispanic-37% (156)

Black-52% (224) Hispanic-64% (287)

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 of foundational knowledge of fractional operations	Using warm-ups to review adding, subtracting, multiplying and dividing fractions.	Department Head	Classroom Walk-Through Department Dialogue Assessments Diagnostic Pre and Post Tests PLC discussions and implementation of IFC plans	Standards Based teacher made common assessments District BATs IFC plans
2	Students lack of foundational knowledge of multiplication tables	Using warm-ups to review and study multiplication tables Ramblewood also helps their students to find outside tutoring for parents and students who want the help	Department Head	Classroom Walk-Through Department Dialogue Assessments Diagnostic Pre and Post Tests PLC discussions and implementations of IFC plans	Standards Based teacher made common assessments District BATs IFC plans
3	Students need to improve reading skills so they can determine what operations are necessary to solve a problem and understanding importance of KEY words and content vocabulary	Implementation of Grade 6-12 plan.	Reading Coach and Department Head	Classroom Walk-Through Department Dialogue Assessments Diagnostic Pre and Post Tests PLC discussions and implementation of IFC plans	Standards Based teacher made common assessments District BATs IFC plans

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:	38% (17) of our students in the ELL subgroup at Ramblewood Middle will, as measured by the 2013 FCAT SSS Mathematics Test, score at or above grade level in Mathematics
2012 Current Level of Performance:	2013 Expected Level of Performance:
65% (24)	38% (17)

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	Student completing answer sheets with accuracy	Grade level assessments and activities that utilize FCAT format type answer grids and including the multiple choice and gridded response	Classroom Teacher, ESOL Coordinator, Department Chair	Create activities to build upon previous concepts and skills Grade level Data Chats Data Chat with student	Informal Assessments, Grade Level Assessments, BAT Teacher Observations

				Create activities centered around real-world application of concepts and skills	
2	Students inability to eliminate distracters	Integration of test taking strategies in lessons and activities	Classroom Teacher, ESOL Coordinator, Department Chair	Students work in pairs and solve problems that deal with error analysis	Informal Assessments, BAT Project Based Activities
3	Students lack of prior knowledge of basic number sense concepts	Integration of technology through Compass Learning and FCAT Explorer	Classroom Teacher, ESOL Coordinator, Department Chair	Analyze student data to determine strengths and weakness	Informal Assessments, BAT Project Based Activities

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	53% (77) of Students with Disabilities at Ramblewood Middle will, as measured by the 2012 FCAT SSS Mathematics Test, score at or above grade level in Mathematics
2012 Current Level of Performance:	2013 Expected Level of Performance:
69% (100)	53% (77)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time to communicate with the ESE Facilitator to accommodate math concepts within the content area	ESE Facilitator is assigned to provide accommodations in the general education classroom through inclusion model	Department Head	Classroom Walk-Through Department Dialogue Assessments Diagnostic Pre and Post Tests 4. PLC discussions and implementation of IFC plans	Standards Based teacher made common assessments District BATs IFC plans
2	Students lack of foundational knowledge of multiplication tables	Using warm-ups to review and study multiplication tables Ramblewood also helps their students to find outside tutoring for parents and students who want the help.	Department Head	Classroom Walk-Through Department Dialogue Assessments Diagnostic Pre and Post Tests PLC discussions and implementations of IFC plans	Standards Based teacher made common assessments District BATs IFC plans
3	Students need to improve reading skills so they can determine what operations are necessary to solve a problem and understanding importance of KEY words and content vocabulary	Implementation of Grade 6-12 plan.	Reading Coach and Department Head	Classroom Walk-Through Department Dialogue Assessments Diagnostic Pre and Post Tests PLC discussions and implementation of IFC plans	Standards Based teacher made common assessments District BATs IFC plans
	Students require additional support with academics	Provide additional scaffolding. Adhering to IEP. Provision of support from ESE teachers	Administration and ESE Specialist	Classroom Walk-Through Department Dialogue	Standards Based teacher made common assessments

4		through the "push in" model.		Assessments Diagnostic Pre and Post Tests PLC discussions and implementation of IFC plans	District BATs IFC plans
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	37% (304) of students in our Economically Disadvantaged subgroup at Ramblewood Middle will, as measured by the 2013 FCAT SSS Mathematics Test, score at or above grade level in Mathematics
2012 Current Level of Performance:	2013 Expected Level of Performance:
43% (350)	37% (304)

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 of foundational knowledge of fractional operations	Using warm-ups to review adding, subtracting, multiplying and dividing fractions.	Department Head	Classroom Walk-Through Department Dialogue Assessments Diagnostic Pre and Post Tests PLC discussions and implementation of IFC plans	Standards Based teacher made common assessments District BATs IFC plans
2	Students lack of foundational knowledge of multiplication tables	Using warm-ups to review and study multiplication tables	Department Head	Classroom Walk-Through Department Dialogue Assessments Diagnostic Pre and Post Tests PLC discussions and implementations of IFC plans	Standards Based teacher made common assessments District BATs IFC plans
3	Students need to improve reading skills so they can determine what operations are necessary to solve a problem and understanding importance of KEY words and content vocabulary	Implementation of Grade 6-12 plan.	Reading Coach and Department Head	Classroom Walk-Through Department Dialogue Assessments Diagnostic Pre and Post Tests PLC discussions and implementation of IFC plans	Standards Based teacher made common assessments District BATs IFC plans
4	Students scoring at the lower end of the FCAT achievement levels require additional support to achieve academic success	Students requiring additional support in academics will be assigned an adult mentor as available.	Administration and Curriculum Specialist	BAT data. Teacher assessment data PLC discussion of student success in class work and assessment	BAT Classroom Walk-through Teacher observations

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:	0% of Ramblewood Middle students will receive a level 3 on the 2013 algebra EOC
2012 Current Level of Performance:	2013 Expected Level of Performance:
1% (1)	0%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of parent education	Math parent night	Math Department Head Administration	Sign in sheets Workshop Evaluation Survey	sign in sheets Workshop Evaluation Survey

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

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	100% (118) of Ramblewood Middle students will receive a level 4 on the 2013 algebra EOC
2012 Current Level of Performance:	2013 Expected Level of Performance:
99% (71)	100% (118)

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 parent education	Math parent night	Math Department Head Administration	sign in sheets Workshop Evaluation Survey	sign in sheets Workshop Evaluation Survey

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 #					
	In the 2010-2011 school year 100% of Ramblewood students taking algebra scored at a 3 or higher on the end of year exam. Therefore, we expect that we will have the same achievement for the next 6 years.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	100%	100%	100%	100%	100%	

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. Algebra Goal #3B:	100% (15) of our students in the Black subgroup and 100% (29) of students in our Hispanic subgroup at Ramblewood Middle will, as measured by the 2013 Algebra EOC Test will make satisfactory progress.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% - Black 0% - Hispanic	100% (15) - Black 100% (20) - Hispanic

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 parent education	Math Parent Night	Math Department Head Administration	sign in sheets Workshop Evaluation Surveys	sign in sheets Workshop Evaluation Survey

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

3C. English Language Learners (ELL) not making satisfactory progress in Algebra. Algebra Goal #3C:	100% (1) of our English language learner students at Ramblewood Middle will, as measured by the 2013 Algebra EOC Test will make satisfactory progress.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	100% (1)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of parent education	Math parent night	Math department head Administration	sign in sheets Workshop Evaluation Surveys	sign in sheets Workshop Evaluation Survey

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra. Algebra Goal #3D:	100% (1) of our SWD students at Ramblewood Middle will, as measured by the 2013 Algebra EOC Test will make satisfactory progress.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0%	100% (1)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of parent education	Math Parent Night	Math Department Head Administration	sign in sheets Workshop Evaluation Surveys	sign in sheets Workshop Evaluation Survey

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

3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:	100% (45) of our Economically Disadvantaged students at Ramblewood Middle will, as measured by the 2013 Algebra EOC Test will make satisfactory progress.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0%	100% (45)

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 parent education	Math parent night	Math department head Administration	sign in sheets Workshop Evaluation Surveys	sign in sheets Workshop Evaluation Survey

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:	0% (0) of Ramblewood Middle School students will achieve a level 3 in the Geometry EOC for 2013
2012 Current Level of Performance:	2013 Expected Level of Performance:
0%	0%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of parent education	Math parent night	Math department head Administration	sign in sheets Workshop Evaluation Surveys	sign in sheets Workshop Evaluation Surveys

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

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	100% (41) of Ramblewood Middle School students will achieve a level 4 in the Geometry EOC for 2013
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (36)	100% (41)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of parent education	Math parent night	Math department head Administration	sign in sheets Workshop Evaluation Surveys	sign in sheets Workshop Evaluation Surveys

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 # In the 2010-2011 school year 100% of Ramblewood students taking geometry scored at a 3 or higher on the end of year exam. Therefore, we expect that we will have the same achievement for the next 6 years.				
Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	100%	100%	100%	100%	

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry. Geometry Goal # 3B:	100% (1) of our students in the Black subgroup and 100% (9) of students in our Hispanic subgroup at Ramblewood Middle will, as measured by the 2013 Algebra EOC Test will make satisfactory progress.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% - Black 0% - Hispanic	100% (1) - Black 100% (9) - Hispanic

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 parent education	Math parent night	Math department head Administration	sign in sheets Workshop Evaluation Surveys	sign in sheets Workshop Evaluation Surveys

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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of parent education	Math parent night	Math department head Administration	sign in sheets Workshop Evaluation Surveys	sign in sheets Workshop Evaluation Surveys

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry. Geometry Goal #3D:	100% (3) of our SWD students at Ramblewood Middle will, as measured by the 2013 Geometry EOC Test will make satisfactory progress.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0%	100% (3)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of parent education	Math parent night	Math department head Administration	sign in sheets Workshop Evaluation Surveys	sign in sheets Workshop Evaluation Surveys

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

3E. Economically Disadvantaged students not making satisfactory progress in Geometry. Geometry Goal #3E:	100% (9) of our Economically Disadvantaged students at Ramblewood Middle will, as measured by the 2013 Geometr EOC Test will make satisfactory progress.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0%	100% (9)

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 parent education	Math parent night	Math department head Administration	sign in sheets Workshop Evaluation Surveys	sign in sheets Workshop Evaluation Surveys

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
Infusing Common Core Math Standards into the Curriculum	6 - 8	District Training	All math teachers	When scheduled by district	Walkthroughs Teacher lesson plans	Math department head Administration
Best Practices in Math, Algebra and Geometry	6 - 8	Math department head	All math teachers	Weekly during PLC meetings	Walkthroughs PLC discussions Teacher lesson plans	Math department head Administration
GEM Training	6 - 8	District Training	Two (2) math teachers	When scheduled by district	Walkthroughs Teacher lesson plans	Math department head Administraion

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
Math Common Core State Standards	Substitutes Supplies to facilitate course	Title I Professional Development	\$1,300.00
Math Gem Training	Substitutes	Title I professional Development	\$300.00
Weekly Mathematics PLC	Professional materials/books	Title I professional Development	\$500.00
CRISS for Math	Substitutes	Title I Professional Development	\$1,200.00
			Subtotal: \$3,300.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount

No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Grand Total: \$3,300.00			

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:	39X% (217) of Ramblewood Middle school students will achieve proficiency (FCAT level 3) on the 2013 Science FCAT
2012 Current Level of Performance:	2013 Expected Level of Performance:
37% (191)	39% (217)

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	Availability of working and properly maintained technology on a regular basis	Technology specialist and technology team will provide support and assistance for the current technology available to teachers.	Administration	Teacher survey	Survey
2	Lack of necessary school-based supplies, in-service training, and/or staff development and technology	Solicit parents and community for donations in addition to donation from PTO	Department head	Standard based common assessment scores	Professional learning community discussion and evaluation of standard based Common Assessments given by grade level
3	Students need based on FCAT results for additional focus on Earth and Space, Life and Environment areas of the curriculum.	Our Instructional Focus Calendar will spotlight the implementation of more FCAT style Earth and Space , Life and Environment questions on content common assessments as well as utilizing more critical thinking in our classroom assignments, activities and labs related to this subject matter. We will integrate graph creation and interpretation in as many science content areas as possible.	Department head and Curriculum specialist	Standard based common assessment scores Classroom walkthroughs	Standard based common assessment scores. PLC discussions

		All students will participate in Science Fair which will act as enrichment and provide students with additional opportunities for exposure in all content areas of the subject.			
4	Lack of teacher training on common core science related curriculum.	<p>1. The department will have an in-house training on common core during a planning day and will encourage staff members to attend additional common core trainings in their specific subject area offered by the district.</p> <p>2. The science department will support the common core literacy shift by ensuring that Ramblewood's focus on literacy time includes 50% literature and 50% informational text.</p>	Department head and Curriculum specialist	<p>Standard based common assessment scores</p> <p>Classroom Walkthroughs</p>	Staff training records and sign in sheets
5	Lack of funds to provide enrichment such as in-school field trips, guest speakers, out of school field trips, project-based labs and extra curricular science competitions	<p>We will provide more learning opportunities by utilizing critical thinking in our classroom assignments, activities, and labs related to this subject matter.</p> <p>Project-based and technology rich lessons will act as enrichment by providing students with additional opportunities for exposure in all content areas, of concepts being taught so students can make a real world connection to what they are learning, and further providing a strong foundation for retention of concepts learned.</p>	Department head	<p>Standard based common assessment scores</p> <p>Classroom walkthroughs</p>	<p>Standard based common assessment scores.</p> <p>PLC discussions</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:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal # 1b:	60% (3) of students taking the Florida Alternate Assessment will score a 4, 5 or 6.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (3)	60% (3)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students with significant cognitive disabilities have great difficulty learning in non-preferred learning styles	The teacher will present instruction using multi-sensory modalities	SVE Teacher	Comparison of grades achieved after being taught in different modalities	Teacher made assessments, classwork, Unique Learning System monthly evaluations
2	Very limited background knowledge on subject matter.	Small group, skill specific, repetition, pretests to assess prior knowledge	SVE Teacher	Comparison of pre and posttest achievement	Teacher made assessments, classwork, Unique Learning System monthly pre and posttest evaluations
3	Limited retention of new knowledge	Give students opportunities and tools for continuous repetition and practice	SVE Teacher	Tests of all new information and continuous assessments of information already learned to check for retention	Teacher made assessments, classwork, Unique Learning System monthly pre and posttest evaluations
4	Lack of appropriate behavior in academic settings	Classroom behavior plan	SVE Teacher	Behavior monitoring in their daily agendas	collaboration between teacher and parents regarding behavioral gains
5	Student ability levels are significantly below grade level	Access Point driven curriculum adjusted to students learning level (participatory, supported and independent)	SVE Teacher	FAA (Florida Alternative Assessment) practice test	FAA (Florida Alternative Assessment) test results

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	12% (66) of Ramblewood Middle school students will achieve above proficiency (FCAT levels 4 and 5) on the 2013 Science FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
10% (50)	12% (66)

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	Heterogeneous grouping of students	Students will complete inquiry-based hands on labs utilizing science processing skills while being given choices to account for varying levels.	Department head	Teachers will evaluate student data from lab activities	Monthly common assessments and student work present in science portfolio
	Students need more enrichment activities to increase their level of performance	Inquiry based hands on labs using technology and probeware. Enrichment through	Department head	Teachers will evaluate student data from lab activities	Monthly common assessments and student work present in science portfolio

2		<p>guest speakers, in and out-house field trips</p> <p>Enriching interactivity with the teacher through the use of Interwrite tablets.</p>			
3	Lack of teacher training on common core science related curriculum.	<p>1. The department will have an in-house training on common core during a planning day and will encourage staff members to attend additional common core trainings in their specific subject area offered by the district.</p> <p>2. The science department will support the common core literacy shift by ensuring that Ramblewood's focus on literacy time includes 50% literature and 50% informational text.</p>	Department head and Curriculum specialist Standard	Common Assessment scores Classroom Walkthroughs	Staff training records and sign in sheets

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 science.</p> <p>Science Goal #2b:</p>	40% (2) of students taking the Florida Alternate Assessment will score a 7.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (3)	40% (2)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students with significant cognitive disabilities have great difficulty learning in non-preferred learning styles	The teacher will present instruction using multi-sensory modalities	SVE Teacher	Comparison of grades achieved after being taught in different modalities	Teacher made assessments, classwork, Unique Learning System monthly evaluations
2	Very limited background knowledge on subject matter.	Small group, skill specific, repetition, pretests to assess prior knowledge	SVE Teacher	Comparison of pre and posttest achievement	Teacher made assessments, classwork, Unique Learning System monthly pre and posttest evaluations
3	Limited retention of new knowledge	Give students opportunities and tools for continuous repetition and practice	SVE Teacher	Tests of all new information and continuous assessments of information already learned to check for retention	Teacher made assessments, classwork, Unique Learning System monthly pre and posttest evaluations
	Lack of appropriate	Classroom behavior	SVE Teacher	Behavior monitoring in	collaboration

4	behavior in academic settings	plan		their daily agendas	between teacher and parents regarding behavioral gains
5	Student ability levels are significantly below grade level	Access Point driven curriculum adjusted to students learning level (participatory, supported and independent)	SVE Teacher	FAA (Florida Alternative Assessment) practice test	FAA (Florida Alternative Assessment) test results

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
Begining and Advanced Gizmo Training	6 - 8	District Training	12 Science teachers	One all day training	Sign-in logs Classroom observations	Mr. Nance - Science department head Administration
Science in Technology	6 - 8	District Training - Desiree Sujoy	12 Science teachers	Teachers attend training during their planning period	Sign-in logs	Mr. Nance - Science department head
Inquiry in Science Training	6 - 8	District Training	12 Science teachers	One all day training	Classroom observations	Mr. Nance - Science department head Administration
Common Core Standards	6 - 8	District Training	12 Science teachers	one all day training	Classroom observations	Mr. Nance - Science department head Administration

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Begining and Advanced Gizmos Training	Substitutes	Title I Professional Development	\$1,800.00
Inquiry in science training 6-8	Substitutes Supplies to facilitate training	Title I Professional Development	\$1,900.00
Common Core Standards	Subtitutes	Title I Professional Development	\$1,800.00
			Subtotal: \$5,500.00
Other			

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$5,500.00

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:	85% (475) of Ramblewood Middle school students have achieved proficiency on the 2013 Writing FCAT
2012 Current Level of Performance:	2013 Expected Level of Performance:
80% (421)	85% (375)

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 research skills & knowledge of plagiarism	Work in cooperation with Media Specialist to introduce students to "good" resources, paraphrasing, plagiarism, etc. Turnitin.com.	Department head	Class discussions, writing samples, IFC	Writing Samples
2	Lack of Grammar / Usage skills & Resources	Teachers will incorporate Writing and Grammar text via mini-lessons 2-3 times weekly.	Department head	Grammar / Usage Tests & Writing Sample Evaluations; proofreading passages that contain targeted errors.	FCAT Scores; Portfolios.
3	Lack of time for individualized scoring, especially for FCAT Prompts (Beginning, Mid-Year, & End of Year)	Title I funds used for TDAs in scoring all 3 prompts so that they can be scored collaboratively. Use Six-Traits of good writing and stress the Writing Process, enabling our students to explore various modes of writing, avoiding the formulaic. We will also work to help students improve their level of elaboration by using specifics from lives or from their texts, depending on the writing task. We will also stress the revision process.	Department Head and Administration	FCAT Writing Scores BAT's IFC Writing Portfolios Turn it in.com	FCAT Scores BAT's Common Assessments
	Lack of Vocabulary Workshop Books /	Teach vocabulary using SpringBoard texts and	Department head	VIS Charts, Quizzes, Writing Samples	FCAT Scores BAT

4	Resources	strategies (i.e., word maps and interactive word walls).		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	60% (3) of students taking the Florida Alternate Assessment will score a 4 or higher.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (6)	60% (3)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students with significant cognitive disabilities have great difficulty learning in non-preferred learning styles	The teacher will present instruction using multi-sensory modalities	SVE Teacher	Comparison of grades achieved after being taught in different modalities	Teacher made assessments, classwork, Unique Learning System monthly evaluations
2	Very limited background knowledge on subject matter.	Small group, skill specific, repetition, pretests to assess prior knowledge	SVE Teacher	Comparison of pre and posttest achievement	Teacher made assessments, classwork, Unique Learning System monthly pre and posttest evaluations
3	Limited retention of new knowledge	Give students opportunities and tools for continuous repetition and practice	SVE Teacher	Tests of all new information and continuous assessments of information already learned to check for retention	Teacher made assessments, classwork, Unique Learning System monthly pre and posttest evaluations
4	Lack of appropriate behavior in academic settings	Classroom behavior plan	SVE Teacher	Behavior monitoring in their daily agendas	collaboration between teacher and parents regarding behavioral gains
5	Student ability levels are significantly below grade level	Access Point driven curriculum adjusted to students learning level (participatory, supported and independent)	SVE Teacher	FAA (Florida Alternative Assessment) practice test	FAA (Florida Alternative Assessment) test results

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
SpringBoard ELA Training (Advanced)	6 - 8	District Inservice	All language arts teachers who still need training	December 2012	All language arts teachers who still need training	All language arts teachers who still need training
SpringBoard ELA Training (Basic)	6 - 8	District Inservice	All language arts teachers who still need training	December 2012	Classroom walkthroughs and observations	Administration and department chair
Six Traits	6 - 8	District Inservice	All language arts teachers who still need training	December 2012	Classroom walkthroughs and observations	Administration and department chair
PLC -CCSS Literacy Instruction	6 - 8	Department Chair - Kevin Shurte	All language arts teachers	Friday mornings beginning August 2012 through May 2013	Weekly sign-in sheet/classroom walkthroughs and observations	Administration and department chair
School-Wide Writing Initiative	6 - 8	Debra Yost/Kevin Shurte	School-wide	Beginning August 2012 through May 2013	Classroom walkthroughs and observations	Administration and department chairs

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
Six Traits Training	Substitutes and supplies to facilitate training	Title I Professional Development Funds	\$1,125.00
Basic and Advanced SpringBoard Training	Substitutes	Title I Professional Development Funds	\$1,000.00
PLC -CCSS Literacy Instruction	Supplies to facilitate training	Title I Professional Development Funds	\$500.00
School-Wide Writing Initiative Training	Supplies to facilitate training	Title I Professional Development funds	\$250.00
			Subtotal: \$2,875.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$2,875.00

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
No Data Submitted						

Civics Budget:

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

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

End of Civics Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Attendance		By May 2013, The students will reduce their amount of absences in the 2012-2013 school year by .04% (62).			
Attendance Goal #1:					
2012 Current Attendance Rate:		2013 Expected Attendance Rate:			
95.2% (1466)		95.4% (1299)			
2012 Current Number of Students with Excessive Absences (10 or more)		2013 Expected Number of Students with Excessive Absences (10 or more)			
65		50			
2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
42		32			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Making parents aware of tardies.	Have teachers, guidance counselors, or administrators call home	Grade level admin.	Quarterly analysis of tardies.	Pinnacle attendance

		when students have reached three tardies.		
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Concentrate on increasing the amount of student attendance.	All grades and subjects	Ms. Sophia Haynes	Inovation Team	Inovation teams meet monthly	Administration will follow up with inovation team members	Dr. Howard Jones Ms. Sophia Haynes

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:	By May 2013, we will reduce the total number of suspensions, number of days students are suspended and number of students being suspended by 10% .
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions

830	747
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
327	294
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
159	143
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
109	98

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	Classroom Management Concerns	CHAMPS training (classroom management techniques)	Administration	Data chats with teachers on referral rates PLC discussion and implementation of classroom management best practices	Discipline management system
2	Deficit in compliance of school rules from students	Review suspension report on a weekly basis. Students will be identified during our RtI meetings. The team will also support teachers and students with strategies to improve behavior.	Administration/Guidance	Suspensions reviewed quarterly	Suspension Report
3	Instructional Strategy Concerns	Collaboration through Data Chats (Administration and Teachers) to identify learning gains, failure rates number of referrals and classroom interventions.	Administration	Quarterly Review of benchmark assessments results and failure rates	Teacher Grade Distribution, Benchmark Assessment Results, Referral Report.

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

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

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

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
<p>1. Parent Involvement</p> <p>Parent Involvement Goal #1:</p> <p><i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i></p>	<p>By June 2013, the percentage of parents participating in Ramblewood Middle schoolwide and Title I activities will increase by 5% (991).</p>
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
In 2012, 60% (915) of parents were involved through Open House, Conferences, Volunteering, Assemblies, Parent and Award nights.	In 2013, 65% (991) of parents were involved through Open House, Conferences, Volunteering, Assemblies, Parent and Award nights.
Problem-Solving Process to Increase Student Achievement	
	Person or Process Used to

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	1.1 Parent's participation in school activities is limited.	1.1 Teachers will utilize email, and phone calls to keep parents informed and connected to school community. Newsletters and other vital information will be posted on school website. Parent links will be sent to keep parents informed. Informational flyers and letters will be sent home via backpacks	1.1 Administration	1.1 Parent response on Title 1 and district annual survey. Teacher communication log.	1.1 Surveys and logs.
2	1.2 Some parents are not able to participate in parent nights because of lack of child care.	1.2 Implement four Title I Family Nights aligned to benchmark and content areas. Provide refreshments for the entire family at each family night. Provide child care for younger siblings.	1.2 Administration, Title 1 Liaison, and Department Chairs	Parent and student sign-in sheets.	1.2 Parent surveys. End of year SAC Review of Parent Involvement Plan

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

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

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

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Periodicals for parent resources	Parent Institute	Title 1 Parent Involvement Funds	\$210.00
Annual Parent Seminar	Registration Fees	Title 1 Parent Involvement Funds	\$200.00
Four parent academic nights with core content focus	Provision of parent materials, serving light refreshments, providing child care, salaries for workshop facilitators	Title 1 Parent Involvement Funds	\$5,529.00
			Subtotal: \$5,939.00
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: \$5,939.00

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM STEM Goal #1:		To integrate the educational standards and goals of the Science, Technology and Math Departments at Ramblewood by conducting 50% more collaborative planning sessions which will include teachers from RMS, feeder schools and district personnel.			
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 Funding	A monthly grant writing innovative team will meet to secure grants for funding training, supplies and program development.	Administration and Support Team	Sign in sheets Follow Up Assignments from PLCs Lesson Plans	2012 - 2013 FCAT Results Staff Survey
2	Lack of Technology	Fundraising activities aligned and run by PTO are being held to purchase and upgrade additional technology. To compensate for the lack of technology on campus, a calendar is used for staff to sign up for lab and laptop cart usage. This ensures that there is equal time given to those who request it.	Administration and Support Team	Staff survey on distribution and use of technology. Sign out sheets for labs and laptop carts. PTO Budget	Staff Survey Logs PTO Budget

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.

				Target Dates	
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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)	(e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Integrating STEM technology Gizmos Geogebra eCyber Mission	6 - 8 Math, Science and Technology	Curriculum Coach Department Heads Administration	Math, Science and Technology teachers	District assigned dates, weekly PLCs	Usage Reports and sign in sheets CIA forms	Curriculum Coach Department Heads Administration
Science in Common Core Training	6 - 8 Science	Cynthia Knupp - District personnel	Science Teachers - 6 - 8	October 26th	Lesson Plans	Curriculum Coach Science Department Head Administration
Gizmo Training	6 - 8 Science	Desiree Sujoy - Exporelearning.com trainer	Science and Match Teachers 6 - 8	October 17th	Lesson Plans Gizmo usage logs	Curriculum Coach Science Department Head Administration

STEM Budget:

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

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

1. CTE

CTE Goal #1:

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

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

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

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

CTE Budget:

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

End of CTE Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	FCAT Enrichment Camp	Teachers and Materials	Accountability	\$2,200.00
CELLA	ESOL Parent Night	Provision of parent materials, serving light refreshments	Title I Parent Involvement Funds	\$250.00
Parent Involvement	Periodicals for parent resources	Parent Institute	Title I Parent Involvement Funds	\$210.00
Parent Involvement	Annual Parent Seminar	Registration Fees	Title I Parent Involvement Funds	\$200.00
Parent Involvement	Four parent academic nights with core content focus	Provision of parent materials, serving light refreshments, providing child care, salaries for workshop facilitators	Title I Parent Involvement Funds	\$5,529.00
				Subtotal: \$8,389.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Accelerated REader	Annual Program Fee	Instructional Materials	\$6,854.99
				Subtotal: \$6,854.99
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Weekly Reading PLC	Professional Materials /books	Title I Professional Development	\$629.50
Reading	Impact and Wilson Training	Substitutes for teachers to attend trainings.	Title I Professional Development	\$1,500.00
Mathematics	Math Common Core State Standards	Substitutes Supplies to facilitate course	Title I Professional Development	\$1,300.00
Mathematics	Math Gem Training	Substitutes	Title I professional Development	\$300.00
Mathematics	Weekly Mathematics PLC	Professional materials/books	Title I professional Development	\$500.00
Mathematics	CRISS for Math	Substitutes	Title I Professional Development	\$1,200.00
Science	Begining and Advanced Gizmos Training	Substitutes	Title I Professional Development	\$1,800.00
Science	Inquiry in science training 6-8	Substitutes Supplies to facilitate training	Title I Professional Development	\$1,900.00
Science	Common Core Standards	Subtitutes	Title I Professional Development	\$1,800.00
Writing	Six Traits Training	Substitutes and supplies to facilitate training	Title I Professional Development Funds	\$1,125.00
Writing	Basic and Advanced SpringBoard Training	Substitues	Title I Professional Development Funds	\$1,000.00
Writing	PLC -CCSS Literacy Instruction	Supplies to facilitate training	Title I Professional Development Funds	\$500.00
Writing	School-Wide Writing Initiative Training	Supplies to facilitate training	Title I Professional Development funds	\$250.00
				Subtotal: \$13,804.50
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: \$29,048.49

Differentiated Accountability

School-level Differentiated Accountability Compliance

Priority

Focus

Prevent

NA

Are you a reward school: Yes No

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

No Attachment

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Student Incentives	\$1,000.00
Student Success Camp	\$6,000.00

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

The School Advisory Council (SAC) will facilitate the implementation of the School Improvement Plan (SIP). SAC will focus on supporting programs and activities that guide students towards meeting the goals established within the SIP. Activities will include monthly family night activities which will focus on limiting the barriers of achievement in all core content areas. SAC will also facilitate parent workshops to provide academic and behavior support to students in the classroom. Notifications of all SAC meetings are made through newsletters, the school's website, student take home flyers and the automated phone system. Additionally, SAC will continue to recruit parents to participate in monthly SAC meetings. SAC members participate in ongoing needs assessment, provide input into the school's Title I Parent Involvement Policy and Parent Compact, and monitor the implementation of the School Improvement Plan. SAC approves the use of Accountability 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 RAMBLEWOOD MIDDLE SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	73%	75%	94%	50%	292	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	68%	70%			138	3 ways to make gains: <ul style="list-style-type: none"> ● 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)	62% (YES)			134	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					564	
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 RAMBLEWOOD MIDDLE SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	75%	78%	92%	55%	300	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	67%	77%			144	3 ways to make gains: <ul style="list-style-type: none"> ● 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?	63% (YES)	63% (YES)			126	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					570	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested