FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: NEW RENAISSANCE MIDDLE SCHOOL

District Name: Broward

Principal: Janet Morales

SAC Chair: Tamika Allen

Superintendent: Robert Runcie

Date of School Board Approval: December 4, 2012

Last Modified on: 10/18/2012

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)
					2012 - School Grade - B . High Standards in Reading - 50% - Adjusted - 52% . High Standards in Mathematics - 53% - Adjusted - 55% . 3.5 or Higher in Writing - 84% - Adjusted - 88% . High Standards in Science - 36% . Reading Gains - 68% . Math Gains - 64% . Reading Gains for the lowest 25% - 66% . Mathematics Gains for the lowest 25% - 50% . Middle School Acceleration Participation Points - 18 . Middle School Acceleration Performance Points - 50 2011 – School Grade – A NRMS met 77% of AYP Criteria . High Standards in Reading 63% . High Standards in Mathemativs – 66%

Principal	Janet Morales	BA Elementary Education and Sociology MS Educational Leadership	4	12	. Learning Gains in Reading – 63% . Learning Gains in Math – 73% . Writing – 93% . Reading Lowest 25% - 66% . Mathematics Lowest 25% - 74% . Science – 39% 2010 – School Grade – A NRMS met 77% of AYP Criteria . High Standards in Reading 69% . High Standards in Mathematics – 63% . Learning Gains in Reading – 69% . Learning Gains in Mathematics – 67% . Writing – 97% . Reading Lowest 25% - 68% . Mathematics Lowest 25% - 61% . Science – 34% 2009 – School Grade – A NRMS met 79% of the AYP Criteria . High Standards in Reading 67% . High Standards in Mathematics – 63% . Learning Gains in Reading – 69% . Learning Gains in Math – 71% . Writing – 98% . Reading Lowest 25% - 78% . Math Lowest 25% - 69% . Science – 36%
Assis Principal	Ricardo Angus	BA Criminal Justice MS Secondary Education Certified in Educational Leadership	4	4	2012 - School Grade - B . High Standards in Reading - 50% - Adjusted - 52% . High Standards in Mathematics - 53% - Adjusted - 55% . 3.5 or Higher in Writing - 84% - Adjusted - 88% . High Standards in Science - 36% . Reading Gains - 68% . Math Gains - 64% . Reading Gains for the lowest 25% - 66% . Mathematics Gains for the lowest 25% - 50% . Middle School Acceleration Participation Points - 18 . Middle School Acceleration Performance Points - 50 2011 – School Grade – A NRMS met 77% of AYP Criteria . High Standards in Reading 63% . High Standards in Mathemativs – 66% . Learning Gains in Reading – 63% . Learning Gains in Math – 73% . Writing – 93% . Reading Lowest 25% - 66% . Mathematics Lowest 25% - 74% . Science – 39% 2010 – School Grade – A NRMS met 77% of AYP Criteria . High Standards in Reading 69% . High Standards in Mathematics – 63% . Learning Gains in Reading – 69% . Learning Gains in Mathematics – 67% . Writing – 97% . Reading Lowest 25% - 68% . Mathematics Lowest 25% - 61% . Science – 34% 2009 – School Grade – A NRMS met 79% of the AYP Criteria . High Standards in Reading 67% . High Standards in Mathematics – 63% . Learning Gains in Reading – 69% . Learning Gains in Math – 71% . Writing – 98% . Reading Lowest 25% - 78% . Math Lowest 25% - 69% . Science – 36%
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					Points - 50
Assis Principal	Julie Franciosi-Jackson	BA History Master of Education in Educational Leadership Certified in History 6-12, - Social Sciences 5-9, Educational Leadership K-12	5	5	2011 – School Grade – A NRMS met 77% of AYP Criteria . High Standards in Reading 63% . High Standards in Mathemativs – 66% . Learning Gains in Reading – 63% . Learning Gains in Math – 73% . Writing – 93% . Reading Lowest 25% - 66% . Mathematics Lowest 25% - 74% . Science – 39% 2010 – School Grade – A NRMS met 77% of AYP Criteria . High Standards in Reading 69% . High Standards in Mathematics – 63% . Learning Gains in Reading – 69% . Learning Gains in Mathematics – 67% . Writing – 97% . Reading Lowest 25% - 68% . Mathematics Lowest 25% - 61% . Science – 34% 2009 – School Grade – A NRMS met 79% of the AYP Criteria . High Standards in Reading 67% . High Standards in Mathematics – 63% . Learning Gains in Reading – 69% . Learning Gains in Math – 71% . Writing – 98% . Reading Lowest 25% - 78% . Math Lowest 25% - 69% . Science – 36%
Assis Principal	Jennifer O'Neal	BM - Music Education MS - Music Education Ed.S. - Educational Leadership	7	2	2012 - School Grade - B . High Standards in Reading - 50% - Adjusted - 52% . High Standards in Mathematics - 53% - Adjusted - 55% . 3.5 or Higher in Writing - 84% - Adjusted - 88% . High Standards in Science - 36% . Reading Gains - 68% . Math Gains - 64% . Reading Gains for the lowest 25% - 66% . Mathematics Gains for the lowest 25% - 50% . Middle School Acceleration Participation Points - 18 . Middle School Acceleration Performance Points - 50 2011 – School Grade – A NRMS met 77% of AYP Criteria . High Standards in Reading 63% . High Standards in Mathemativs – 66% . Learning Gains in Reading – 63% . Learning Gains in Math – 73% . Writing – 93% . Reading Lowest 25% - 66% . Mathematics Lowest 25% - 74% . Science – 39% 2010 – School Grade – A NRMS met 77% of AYP Criteria . High Standards in Reading 69% . High Standards in Mathematics – 63% . Learning Gains in Reading – 69% . Learning Gains in Mathematics – 67% . Writing – 97% . Reading Lowest 25% - 68% . Mathematics Lowest 25% - 61% . Science – 34% 2009 – School Grade – A NRMS met 79% of the AYP Criteria . High Standards in Reading 67% . High Standards in Mathematics – 63% . Learning Gains in Reading – 69% . Learning Gains in Math – 71% . Writing – 98% . Reading Lowest 25% - 78% . Math Lowest 25% - 69% . Science – 36%

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)
Mathematics	Tamika Allen	BA Mathematical Sciences MST in Mathematics Mathematics (6-12)	9	4	2012 – School Grade – B High Standards in Math – 55% Learning Gains in Math – 64% Math Gains in Lowest 25% – 50% Acceleration Performance in Algebra 1 – 100% 2011 – School Grade – A NRMS met 77% of AYP Criteria High Standards Math – 66% 2010–School Grade – A NRMS met 77% of AYP Criteria • High Standards Math – 66% • Learning Gains in Math – 73% • Math Lowest 25% - 74% •AYP Met with SWD 2009 – School Grade – A NRMS met 77% of the AYP was Criteria • High Standards Math – 63% • Learning Gains in Math – 67% • Math Lowest 25% - 61% 2008 – School Grade – A NRMS met 79% of the AYP Criteria • High Standards Math – 63% • Learning Gains in Math – 71% • Math Lowest 25% - 68%
Literacy in the Content Areas	Lori Turner	English (6-12) Gifted Endorsed; ESOL Endorsed; Master's Curriculum and Instruction; Masters in Educational Leadership	1	1	2012 Nova Middle School (A) 64% at level 3 or higher in reading 90% at 3.5 or higher in writing 66% learning gains in reading 63% lowest 25% learning gains in reading 2011 Nova Middle School (A) 76% at level 3 or higher in reading 96% at 3.5 or higher in writing 67% learning gains in reading 68% lowest 25% learning gains in reading Effective 2010 Nova Middle School (A) 75% at level 3 or higher in reading 97% at 3.5 or higher in writing 66% learning gains in reading 65% lowest 25% learning gains in reading Effective 2009 Nova Middle School (A) 76% at level 3 or higher in reading 99% at 3.5 or higher in writing 70% learning gains in reading 71% lowest 25% learning gains in reading Effective

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	New Educator's Support System (NESS)	Jennifer O'Neal	6-7-13	
2	Buddy System	Janet Morales	6-7-13	
3	Character Education	Julie Franciosi-Jackson	6-7-13	
4	Needs Assessment Surveys	Julie Franciosi-Jackson	6-7-13	

| 5 | Individual Teacher Recognition | Janet Morales | 6-7-13 | |
| 6 | Content Specific Professional Development to Enhance Effective Instructional Practices | Janet Morales | 6-7-13 | |

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
One Instructional Staff Member is currently teaching out-of-field	The staff member who is currently out-of-field will meet with their Department Chair on a weekly basis for lesson planning and curriculum concerns. The staff member will also participate in Department Collaboration Meetings and PLCs.

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
62	11.3%(7)	17.7%(11)	43.5%(27)	27.4%(17)	43.5%(27)	98.4%(61)	17.7%(11)	3.2%(2)	40.3%(25)

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
Barry Canada	Armando Rodriguez	Buddy System New to the school	Building Orientation, Lesson Planning and Collaboration, Informal Observations, and Post Conferences
Leela Harding	Jonell Aarons	Buddy System New to the school	Building Orientation, Lesson Planning and Collaboration, Informal Observations, and Post Conferences
Susan Kelly	Maryann Pellot	Buddy System New to the school	Building Orientation, Lesson Planning and Collaboration, Informal Observations, and Post Conferences
Marlin Robinson	Roxanna Smilovich	Buddy System New to the school	Building Orientation, Lesson Planning and Collaboration, Informal Observations, and Post Conferences
Nichole Patterson	Charlene Johnson	Buddy System New to the school	Building Orientation, Lesson Planning and Collaboration, Informal Observations, and Post Conferences
			Building Orientation, Global Observation,

Leela Harding	Elischeba Michel Vilamar	NESS Program	Competency Binder Development, Lesson Planning and Collaboration, Informal Observations, and Post Conferences
Ulonda Snell	Brandy Scott	NESS Program	Building Orientation, Global Observation, Competency Binder Development, Lesson Planning and Collaboration, Informal Observations, and Post Conferences
Lori Turner	Sandra Arroyo-Logan	NESS Program	Building Orientation, Global Observation, Competency Binder Development, Lesson Planning and Collaboration, Informal Observations, and Post Conferences
Ivette Teyra	Randolph Chancy	NESS Program	Building Orientation, Global Observation, Competency Binder Development, Lesson Planning and Collaboration, Informal Observations, and Post Conferences
Althea Smith	Jennifer Roveto	NESS Program	Building Orientation, Global Observation, Competency Binder Development, Lesson Planning and Collaboration, Informal Observations, and Post Conferences
Rabia Yousuf	Y. Torres	NESS Program	Building Orientation, Global Observation, Competency Binder Development, Lesson Planning and Collaboration, Informal Observations, and Post Conferences

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 New Renaissance Middle School were used to hire extra Support Staff such as a Curriculum Facilitator and a Math Coach. The Curriculum Facilitator will work closely with the ESE Specialist and Faculty in order to help meet the needs of Students with Disabilities to achieve learning gains throughout the school year. Title I Parental Involvement Funds are used to purchase student agenda books to use as a home school communication tool. They are also used to provide monthly trainings/meetings for parents including Family Writing Night, Literacy Night, Mathematics Night, Science Night, Florida Virtual Night, Technology nights as well as supporting materials for school's parents resource center.

Funds will be utilized for substitutes on a rotating basis so that staff members can attend professional development sessions on Content Area Lesson Study.

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

Title II Funds will be used for Professional Development. Substitutes will be provided for teachers.

Title III

N/A

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

FCAT Saturday Camps and Extended Learning Opportunities

Violence Prevention Programs

New Renaissance Middle School participates in the District-Wide Bullying Program. Anti-Bullying Students boxes are placed throughout the school where students can write a report about bullying taking place or a bullying situation. Faculty and staff members have been trained on how to identify and report bullying incidents.

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.

The members of the team are:
Principal - Janet Morales
Assistant Principals - Ricardo Angus, Julie Franciosi-Jackson and Jennifer O'Neal
ESE Specialist - Deborah Rose
ESOL Contact - Christine Coschignano
Guidance Counselors - Susan Kelly - Guidance Director, Angella Andrade and Christine Coschignano
Math Coach - Tamika Allen
Literacy Coach - Lori Turner
School Psychologist - Elizabeth Otto - Kulzer
School Social Worker - Kim Perry
Speech Pathologist – Tony Moussignac
as well as teachers and parents.

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

The MTSS Leadership Team meets every second and fourth Thursday of the month. Each meeting will last all day as needed

to accommodate the schedules of teachers and parents. Students are scheduled during teacher planning time. The first portion of the meeting is designed to review suspensions and identify reoccurring patterns of behavior and attendance. Teachers bring their concerns and documentation of Tier I or II interventions that they are currently using with the student. The grade level guidance counselor will be assigned as the case manager for identified students.
The roles assigned are: Time Keeper and Recorder.

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

The MTSS leadership team will work in partnership with the SAC team to develop and implement the SIP. The SAC team will address RtI issues, suspension, and attendance rates at each meeting. The SAC agenda will also reflect the aforementioned items for each meeting. Eligible SAC members will be invited to join the MTSS/RtI team. Tier 1 data will be routinely inspected in the areas of reading, math, writing, science and behavior. Data are used to make decisions about modifications needed to the core curriculum and behavior management strategies for all students. These same data are also used to screen for at-risk students who may be in need of Tier 2 or Tier 3 interventions.

MTSS Implementation

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

Reading is measured by using the FAIR assessments/Struggling Readers Charts, BAT, FCAT and the DAR as well as any other methods that the teachers utilize to help the student. Mathematics is measured with end of chapter tests and standardized test such as the BAT, FCAT scores results as well as any other methods that the teachers utilize to help the student. Writing is measured through monthly writing prompts, writing portfolios and standardized test results. Discipline referrals, Data Warehouse, BASIS, and School Reports menus are used to continually progress monitor Tier 1 data.
Tiers 2 & 3 data sources are the Intervention Records and progress monitoring graphs generated for individual students based upon their assessments in each discipline.

Describe the plan to train staff on MTSS.

The MTSS Leadership Team will meet on August 30, 2012 to devise training for teachers and staff on policies and procedure. The Guidance Director will be responsible for presenting the training, which will be held in the first two weeks of October and will include administrative staff in addition to the entire faculty. Topics included in the training will include an overview of the process, definitions and examples of Tier 1, 2, and 3 interventions, and an overview of required documentation. Resources necessary to help teachers implement interventions in their classrooms will be included in training handouts. The faculty will be refreshed in February at grade level meetings on the process.
In addition, BASIS training will be held throughout the school year. The emphasis for these trainings will be comparisons of standardized test data and analysis of high-risk indicators.

Describe the plan to support MTSS.

Monthly meeting will be held by grade level with the grade level administrator and the grade level guidance counselor to monitor Tier I interventions by grade level. Teams will also meet on a regular basis to monitor the progress of their assigned students. Administration, guidance, curriculum coaches, and ESE support personnel will be available to collaborate with individual teams.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The school based Literacy Leadership Team consists of:
Principal - Janet Morales
Assistant Principals - Ricardo Angus, Julie Franciosi-Jackson,and Jennifer O'Neal
ESE Specialist - Deborah Rose
ESOL Contact - Christine Coschignano
Gifted Department Head - Rosalia Manriquez
Guidance Director - Susan Kelly
Language Arts Department Head - Barry Canada
Literacy Coach - Lori Turner

Mathematics Coach/Department Head - Tamika Allen
Media Specialist - Eileen Elicker
Reading Department Head - Rabia Yousof
Science Department Head - Ullonda Snell
Social Studies Department Head - Cynthia Bartlett
Unified Arts Department Head - Diana Cabot
Language Arts Teacher - Eppie Astudillo
Math Teachers - Marcia Chaney and Althea Smith
Reading Teachers - Sherry Randazzo and Joan Lenard
Science Teachers - Marlin Robinson and Ivette Teyra

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

The Literacy Leadership Team guided by the principal and reading coach will meet twice a month to plan, discuss, and implement Literacy initiatives. Each department head will conduct a Professional Learning Community (PLC) on Literacy Across the Curriculum to the members of their department on ways to integrate literacy into the curriculum.

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

The major initiatives of the Literacy Leadership Team will consist of incorporating Reading, Writing, Listening, Speaking, and Viewing literacy components in all subject areas. The focus, goals, and initiatives of the LLT are based on blending the Common Core State Standards (CCSS) and Next Generation Sunshine State Standards (NGSS) across the curriculum, as well as, student and teacher data. The members of the LLT will provide PLC's for members in their department on a weekly basis to develop and model the use of effective literacy in their respective content areas. BAT I/BAT II data will be used to analyze the effectiveness of instruction and redesign instruction and resources to meet student learning and intervention needs. The principal, assistant principals, and literacy coach will monitor and support the implementation of the Comprehensive Intervention Reading Programs and scientifically based reading instruction and strategies with fidelity.

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.

All teachers will be involved in PLC's geared towards infusing literacy across the curriculum. Teachers will maintain writing/literacy folders, which will house students' proficiency in the specific CCSS/NGSSS components. A School-Wide Reading Instructional Focus Calendar targeting the FCAT 2.0 benchmarks blended with CCSS will be created for all reading and content area teachers to allow for the blended incorporation of targeted NGSSS/CCSS into their subject area curriculum. Through bi-weekly staff development training, the Literacy and Math Coach will guide teachers in the process of creating performance tasks and incorporating strategies into their content areas which will be designed to assist teachers in understanding the instructional demands associated with CCSS. Selected teaching strategies, as well as student owned reading strategies for each targeted benchmark, will be reviewed and modeled for teachers in order to assist with literacy implementation across the curriculum. Additionally, all reading and content area teachers participate in a school wide novel thematic novel study during the first 30 minutes of first period known as the Students Using College/Career Enhanced Study Skills (S.U.C.C.E.S.S.) block. Students are exposed to weekly tier 1 and tier 2 vocabulary words that are revisited through various academic courses. This teacher facilitated student centered program provides students with a thought-provoking essential question that forces them to evaluate as they develop their critical thinking skills. Students practice reading, writing, listening, and speaking skills through a variety of content area activities.

*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:	To increase the percent of students achieving proficiency (FCAT Level 3) in reading by 7%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (288)	34%

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have limited vocabulary base and strategies for understanding new vocabulary and relationships between words in a text.	To address the deficit in vocabulary, teachers will -infuse academic tier II vocabulary building activities into content area lessons -close reading -differentiated instruction	Administration Literacy Coach Department Chairs	Classroom Walkthroughs Interactive Student Word Walls Student Vocabulary Notebooks	BAT I BAT II FAIR Mini-BAT Teacher made assessments
2	Students lack knowledge of effective reading strategies needed in order to respond to higher order thinking questions across the content areas.	All content area teachers will -ask higher order questions -close reading -small group instruction -collaborative learning	Administration Literacy Coach Department Chairs	Classroom Walkthroughs Student Portfolios Staff Development Lesson Plans	BAT I BAT II FAIR Mini-BATs Teacher made assessments
3	Students lack exposure to complex literary texts that build critical thinking skills and comprehension.	All content area teachers will -participate in SUCCESS novel study -close reading -differentiated instruction -inquiry-based learning	Administration Literacy Coach Department Chairs	Classroom Walkthroughs, Student Portfolios, Staff Development, and Lesson Plans	BAT I BAT II Mini-BATs FAIR School-Wide Initiative Assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	By June 2013, 50% of students participating in the FAA will score a level 4, 5, or 6 on the FAA reading assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
47% (8)	50%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Expected level of performance include individual student ability levels.	Continuous, ongoing small group and individual assistance with skills in need of improvement.	Administration, Literacy Coach, Reading Department Head, and ESE Specialist	Teacher observations, student work samples.	Ongoing classroom evaluations, practice FAA assessments.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The number of students achieving above proficiency (FCAT Levels 4 and 5 in reading will increase by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
23% (247)	28%

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 apply critical thinking skills to comprehend informational text.	Teachers will infuse higher order thinking questions in content areas using WEBB's cognitive domains; aligned with Common Core Standards which focus on and synthesizing and evaluating informational text critically.	Administration, Literacy Coach, and Department Chairs	Classroom Walkthrough, Student Portfolios, Staff Development, and Lesson Plans	BAT I BAT II FCAT 2.0 Teacher made alternative assessments
2	Students need to be exposed to more project based learning to add rigor to curriculum.	Teachers will attend Professional Learning Communities (PLCs) on Differentiated instruction and CCSS to infuse reading and writing skills into the classroom.	Administration, Literacy Coach, and Department Chairs	Staff Development and Lesson Plans	Staff Development Follow-Up (student samples)
3	Students lack exposure to authentic literature that builds critical thinking skills and comprehension.	Teachers in the content areas will read aloud content, conduct shared readings, and think-aloud modeling activities to assist students in gaining access to higher complex text.	Administration Literacy Coach, and Department Chairs	Classroom Walkthroughs, Student Portfolios, and Lesson Plans	BAT I, BAT II, Mini BATs, and 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:	By June 2013, 28% of students participating in the FAA will score a level 7 or above on the FAA reading assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:

24% (4)	28% (8)

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	Barriers to the 2013 expected level of performance include individual student ability levels.	Barriers to the 2013 expected level of performance include individual student ability levels.	Administration, Literacy Coach, Reading Department Head, and the ESE Specialist	Classroom Walkthroughs, Teacher observations, and student work samples	Ongoing classroom evaluations, practice FAA assessments.

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The number of students making learning gains in reading will increase by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
69% (713)	74%

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	Reading teachers need to analyze and use FAIR data results to drive reading instruction based on student needs.	Teachers will utilize the FCIM model using FAIR results to determine reading interventions in small group instruction based on student needs.	Administration, Literacy Coach, and Department Chairs	Classroom Walkthroughs, Staff Development, and Lesson Plans	Staff Development Follow-Up (Student Samples)
2	Teachers lack knowledge in the proper utilization of data to drive instruction based on student needs.	Teachers will attend Professional Learning Communities (PLCs) on Differentiated Instruction, the effective use of data to drive instruction and the Common Core State Standards (CCSS).	Administration, Literacy Coach, and Department Chairs	Staff Development and Lesson Plans	Staff Development Follow-Up (Student Samples)

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:	By June 2013, 40% of the students participating in the FAA will make learning gains on the 2013 FAA reading assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
78%(12)	82%

	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	By January 2013, 40% of the students participating in the FAA will make learning gains on the 2013 FAA reading assessment.	Continuous, ongoing small group and individual assistance with skills in need of improvement.	Administration, Literacy Coach, Reading Department Head, and ESE Specialist	Classroom Walkthroughs, Teacher observations, and student work samples	Ongoing classroom evaluations and practice FAA assessments

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The percent of students in the Lowest 25% making learning gains in Reading is 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
69% (190)	74%

	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 reading motivation. They do not read independently nor spend enough time reading at home or in school.	Students in all subject areas will visit classroom libraries and media center to select books of choice to read. Students will participate in book clubs, incentive and technology programs such as FCAT Explorer, Destination Success, and FOCUS.	Administration, Literacy Coach, and Department Chairs	Classroom Walkthrough, Student Portfolios, Staff Development, and Lesson Plans	BAT I, BAT II, Media Circulation and Reading Logs
2	Students lack decoding and fluency skills when reading of the text.	Teachers will utilize FAIR data and implement the REWARDS program and FAIR fluency drills to practice fluency and decoding of text.	Administration, Literacy Coach, and Department Chairs	Classroom Walkthrough, Student Portfolios, Staff Development, and Lesson Plans	BAT I, BAT II Mini-BATs, and FAIR
3	Students lack exposure to authentic literature that builds critical thinking skills and comprehension	All content area teachers will incorporate Students Using College Enhanced Study Skills (SUCCESS) strategies within their curriculum to help students practice effective reading skills.	Administration, Literacy Coach, and Department Chairs	Classroom Walkthrough, Student Portfolios, Staff Development, and Lesson Plans	BAT I, BAT II Mini-BATs, FAIR, and School-wide Initiative assessments

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 # 5A :	In six years New Renaissance Middle will reduce their achievement gap in reading by 50% through addressing the deficiencies of students as measured on BAT Tests, FCAT 2.0, and FAIR via the continued incorporation of small

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

	55%	59%	63%	67%	71%	

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:	The number of students in each AYP subgroup will increase their FCAT proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: N/A Black: 52% (410) Hispanic: 48% (93) Asian: N/A American Indian: N/A	White: N/A Black: 57% Hispanic: 53% Asian: N/A American Indian: 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	Students/Teachers need additional support to practice and deliver reading skills and instruction.	Students will attend a "Model Classroom" where additional support and instruction will be given to practice and utilize effective reading strategies by the ESE Support Facilitator and Literacy Coach.	Administration, Literacy Coach, and Department Chairs	Classroom Walkthrough, Student Portfolios Lesson plans Literacy Classroom	BAT I, BAT II, and FAIR
2	Students lack decoding, fluency, vocabulary, and comprehension skills.	PW Impact activities that focus on word study, before, during, and after reading activities, graphic organizers, note-taking strategies, teach multisyllabic words using REWARDS, PW Impact, FAIR passages with fluency practice.	Administration, Literacy Coach, and Department Chairs	Classroom Walkthroughs, Student Interactive Word Walls, Student Vocabulary Notebook, and Student Portfolios	BAT I, BAT II, Mini-BATs, and FAIR
3	Reading teachers need to analyze and use FAIR data results to drive reading instruction based on student needs.	Teachers will utilize the FCIM model using FAIR results to determine reading intervention in small group instruction based on need. Teachers can use the scaffolded templates, QAR, Lexiled Passages, Fluency Drills, and Spelling/Phonics lessons.	Administration, Literacy Coach, and Department Chairs	Classroom Walkthroughs and Lesson Plans	BAT I, BAT II Mini-BATs, and FAIR passages

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:	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	N/A	N/A	N/A	N/A	N/A

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:	The number of students in the SWD subgroup will increase proficiency in reading by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
81% (96)	84% (100)

		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 knowledge of effective reading strategies needed in order to respond to higher order thinking questions across the content areas.	Students will generate graphic organizers such as VENN Diagrams & T-Charts, use strategies such as QAR, SQ3R, and be involved in activities such as Think/pair share, think-aloud teacher modeling, and small group instruction.	Administration, Literacy Coach, and Department Chairs	Classroom Walkthrough, Student Portfolios, Staff Development, and lesson plans	BAT I and BAT II, FCAT 2013
2	Students lack decoding, fluency, vocabulary, and comprehension skills.	Students will be involved in activities that focus on word study, before, during, and after reading activities, graphic organizers, note-taking strategies, teach multisyllabic words using REWARDS, PWImpact, FAIR passages with fluency practice.	Administration, Literacy Coach, and Department Chairs	Classroom Walkthrough, Student Portfolios, Staff Development, and lesson plans	BAT I and BAT II, FCAT 2013
3	Students/teachers need additional support to practice reading skills.	Students will attend Model Classroom and a Learning Strategies Class where additional skills,support and instruction will be given to practice and utilize effective reading strategies by the , classroom teacher, support facilitator and Literacy Coach.	Administration, Literacy Coach, and Department Chairs	Classroom Walkthrough, Student Portfolios, Staff Development, and lesson plans	BAT I, BAT and FCAT 2013

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

5E. Economically Disadvantaged students not making	

	satisfactory progress in reading. Reading Goal #5E:	The number of students in the economically disadvantage subgroup will increase proficiency in reading by 3%
	2012 Current Level of Performance:	2013 Expected Level of Performance:
	55% (441)	58%(444)

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 apply critical thinking skills to comprehend informational text.	Teachers will infuse higher order thinking questions in content areas using WEBB's cognitive domains; which focus on text features, text structures, and synthesizing and evaluating information critically.	Administration, Literacy Coach, and Department Chairs.	Classroom Walkthrough, Student Portfolios, Staff Development, and lesson plans	BAT I, BAT II, In-House Assessments, and FCAT 2013
2	Reading teachers need to analyze and use FAIR data results to drive reading instruction based on students' needs.	Teachers will utilize the FCIM model using FAIR results to determine reading intervention in small group instruction based on need. Teachers can use the scaffolded templates, QAR, Lexiled Passages, Fluency Drills, and Spelling/Phonics lessons.	Administration, Literacy Coach, and Department Chairs.	Classroom Walkthrough, Student Portfolios, Staff Development, and lesson plans	BAT I, BAT II, In-House Assessments, and FCAT 2013
3	Teachers lack knowledge of motivating reluctant students.	Teachers will share best practices in student motivation during PLCS and teachers will participate in school wide incentive programs. Additionally teachers will use FCAT Explore, Odyssey, and FOCUS program to help engage students using technology.	Administration, Literacy Coach, and Department Chairs.	Classroom Walkthrough, Student Portfolios, Staff Development, and lesson plans	BAT I, BAT II, In-House Assessments, and FCAT 2013

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Reading Collaborative Planning	6-8	Reading Department Chair	Reading Department	Weekly August - May	Meeting minutes, lesson plans, classroom visits, and student portfolios	Administration and Reading Department Chair
Implementing						

the CCSS Literacy Standards in the Content Areas	6-8	Reading Department Chair	Reading Department	Weekly August - May	Meeting minutes, lesson plans, classroom visits, and student portfolios	Administration, Literacy Coach, and Reading Department Chair

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Scholastic Magazines	Content Area Text/Resources	SAC	$500.00
			Subtotal: $500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
FAIR Toolkit	Document Cameras	General	$500.00
			Subtotal: $500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Literacy in the Content Areas	Binders/Folders/Copy Paper/Chart Paper	Title I Funds	$500.00
			Subtotal: $500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Grand Total: $1,500.00			

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	In grades 6-8, 26% (11) of students achieved proficiency on the 2012 listening/speaking portion of the CELLA. In grades 6-8, 31% of students will achieve proficiency on the 2013 listening/speaking portion of the CELLA, an increase of 5% from the previous year.

2012 Current Percent of Students Proficient in listening/speaking:
26% (11)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students possess basic interpersonal communication skills,	Teachers will use FAIR results to determine reading intervention in	Administration and ESOL Contact	-Data collection for teachers by ESOL contact	FAIR DAR Fluency drills

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	(BICS) but lack the necessary cognitive academic language proficiency (CALPS) skills required to be deemed proficient in listening and speaking	small group instruction based on need. Teachers can use the scaffolding, templates, DAR, Lexile Passages, Fluency Drills, and Spelling/Phonics lessons to increase students CALPS		-Classroom walk-throughs -ELL Committee Meeting Pull-out	Teacher made assessments IPT-Oral
2	Students lack the necessary language skills to comprehend academic informational and literary text and orally communicate information.	Teachers will differentiate instruction based on student learning style and informal and formal assessments. Collaborative groups in which ELL students are required to present orally.	Administration ESOL Contact Literacy Coach	-Classroom walk-throughs -Data collection by ESOL contact -ELL Committee Meeting	Informal speeches Peer sharing Teacher made assessments IPT-Oral

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:	In grades 6-8, 16% (7) of students achieved proficiency on the 2012 reading portion of the CELLA. In grades 6-8, 21% of students will achieve proficiency on the 2013 reading portion of the CELLA, an increase of 5% from the previous year.
2012 Current Percent of Students Proficient in reading:	
16% (7)	

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 the sufficient cognitive academic language proficiency (CALPS) skills, required to be deemed proficient in in reading.	Teachers will use FAIR results to determine reading intervention in small group instruction based on need. Teachers can use graphic organizers, preferred seating, dictionaries in students native language, repetition, and paired reading, shared reading, and summarizing to aide students in improving comprehension and fluency.	Administrator ESOL contact Literacy Coach	Classroom walk-throughs Data collection by ESOL contact ELL committee meeting	BAT FAIR Teacher made assessment
2	Students lack the sufficient cognitive academic language proficiency (CALPS) skills, required to effectively understand and use academic and domain specific vocabulary.	Teachers will incorporate vocabulary strategies such as FRAYER Model and VIS Charts to enhance students grasp of vocabulary. Students will use dictionaries in their native languages	Administrator ESOL Contact Literacy Coach	Classroom walk-throughs Data collection by ESOL contact	Homework, informal assessments, teacher made assessments. FAIR

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing.	In grades 6-8, 7% (3) of students achieved proficiency on the 2012 writing portion of the CELLA. In grades 6-8,

CELLA Goal #3:	12% of students will achieve proficiency on the 2013 reading portion of the CELLA, an increase of 5% from the previous year.

2012 Current Percent of Students Proficient in writing:

7% (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 lack the sufficient Cognitive Academic Language Proficiency Skills (CALPS), required to be proficient in writing.	Differentiated instruction Writing Pull-outs Tutorials	Language Arts Dept Chair Literacy Coach ESOL contact Administration	Classroom Walk-throughs Departmental Collaboration	Weekly writing assessments Monthly writing assessments BAT II FCAT Writes 2013
2	Students' language barrier impedes the writing development.	ESOL Matrix Differentiated Instruction 6-Traits Based Writing Instruction	Administration Literacy Coach Administration ESOL Contact	Classroom Walk-Throughs	Weekly writing assessments Monthly writing assessments BAT II FCAT Writes 2013

CELLA Budget:

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

End of CELLA Goals

Middle School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	In grades 6-8, 27% (294) of students achieved proficiency Level 3 on the 2012 administration of the FCAT 2.0 Mathematics Test, a decrease from 28% (379) in 2011. In grades 6-8, 30% (321) of the students will achieve proficiency Level 3 in Mathematics on the 2013 FCAT 2.0 Mathematics Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (294)	30% (321)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need a quality-paced curriculum to cover all mathematics benchmarks in adequate time.	Mathematics teachers will deliver a curriculum following the school-based instructional focus calendar aligned with the District pacing guide to teach NGSSS in daily instruction.	Administration and Mathematics Coach	Administration and Mathematics Coach will use curriculum calendars to monitor effective implementation and pacing through Classroom Walkthroughs and observations.	Classroom walkthrough and observation logs will be analyzed to determine effectiveness of implementation of curriculum calendars.
2	Students may not discern mathematics skills applicable in a real-world context.	Mathematics teachers will infuse literacy activities into lessons to provide real-world mathematics experiences by using additional real-world problems and situations.	Administration, Literacy Coach, and Mathematics Coach	Administration and Instructional Coaches will perform informal walkthroughs and observations along with student portfolios to monitor the effective applications of literacy activities.	Effectiveness will be determined through in-house common assessments and other common projects and activities.
3	Students may not be engaged in student-centered instruction to reinforce mathematics skills and benchmarks	Mathematics teachers will receive training in strategies to engage students in student-centered instruction to reinforce mathematics skills and benchmarks.	Administration and Mathematics Coach	Administration and Mathematics Coach will perform informal walkthroughs and regularly review student portfolios.	Effectiveness will be determined through in-house assessment data and individual student portfolio performance.

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:	By June 2013 students scoring at Levels, 4, 5, and 6 on the Florida Alternate Assessment will increase by 6%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
64% (11)	70% (12)

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	In grades 6-8, 25% (271) of students mastered proficiency Levels 4 and 5 on the 2012 administration of the FCAT 2.0 Mathematics Test. In grades 6-8, 28% (300) of the students will master proficiency Levels 4 and 5 in Mathematics on the 2013 FCAT 2.0 Mathematics Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (271)	28% (300)

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	Teachers may not incorporate reflective writing practices in daily instruction.	Mathematics teachers will incorporate reflective writing practices in daily lessons to activate note-taking skills and engage in reflective summaries throughout the lesson.	Administration and Instructional Coaches	Mathematics teachers will be engaged in ongoing use of reflective writing practices in professional development. Samples of student work of applying reflective writing practices in student portfolio and mathematics journals will be reviewed regularly	Effectiveness will be determined through in-house common assessments and other common projects and assignments.
2	Teachers may not emphasize vocabulary development.	Mathematics teachers will infuse vocabulary activities with reading comprehension and relate these terms with real-world concepts	Administration and Instructional Coaches	Samples of student work will be reviewed regularly in student portfolios along with Mathematics Word Walls.	Effectiveness will be determined through in-house common assessments and other common assignments.
3	Students may not recognize real-world connections in mathematics.	Mathematics teachers will make real-world connections and increase the depth and complexity of mathematics concepts and skills.	Administration and Instructional Coaches	Samples of student work will be reviewed regularly on student portfolios and mathematics journals.	Effectiveness will be determined through in-house common assessments, BAT I, & BAT II data.

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:	By June 2013 students scoring at or above Achievement Level 7 in mathematics on the Florida Alternate Assessment will increase by 6%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
6% (1)	12% (2)

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

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

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

<div align="center">No Data Submitted</div>

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	In grades 6-8, 65% (659) of students made learning gains in Mathematics on the 2012 administration of the FCAT 2.0 Mathematics Test. In grades 6-8, 72% (735) of the students will make learning gains in Mathematics on the 2013 FCAT 2.0 Mathematics Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
65% (659)	72% (735)

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are not assessed regularly on daily instruction prior to the end of class.	Mathematics teachers will assess students daily on mastery of mathematics concepts at the closing of each lesson.	Administration and Mathematics Coach	Administration and Mathematics Coach will perform informal walkthroughs and observations. Student portfolios will also be reviewed regularly.	Effectiveness will be determined through in-house assessment data and individual student portfolio performance.
2	Students may lack practice of mathematics benchmarks in other content areas.	All Content Area teachers will infuse the mathematics benchmarks through the Fundamental Fridays Mathematics school-wide program.	Administration and Mathematics Coach	Administration and Mathematics Coach will focus their attention to the frequency of student-centered instruction of the mathematics benchmarks during the Fundamental Fridays Mathematics program during classroom visits.	Classroom Walkthroughs and mathematics benchmark in-house common assessments, BAT I, and BAT II will determine the effectiveness of mathematics benchmark practice.
3	Teachers may not collect and use data to drive instruction.	Mathematics teachers will follow the FCIM (PDCA) to analyze data from FCAT 2012 and ongoing in-house common assessments to determine when and how to remediate and enrich students.	Administration and Mathematics Coach	Teachers will submit data from in-house common assessments along with action plans to remediate, reteach, and enrich.	Regularly scheduled data debriefings will determine the effectiveness of the PDCA process.

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:	By June 2013 the percent of students making learning gains in mathematics on the Florida Alternate Assessment will increase by 9%.

2012 Current Level of Performance:	2013 Expected Level of Performance:
66% (11)	75% (12)

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	In grades 6-8, 52% (138) of students in Lowest 25% made learning gains in Mathematics on the 2012 administration of the FCAT 2.0 Mathematics Test. In grades 6-8, 57% (150) of the students in Lowest 25% will make learning gains in Mathematics on the 2013 FCAT 2.0 Mathematics Test.

2012 Current Level of Performance:	2013 Expected Level of Performance:
52% (138)	57% (150)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1					
2	Student may lack instruction based on individual needs.	Mathematics teachers will differentiate instruction by providing a variety of activities including hands-on manipulatives and interactive resources through whole class, small group, and individualized instruction to meet the needs of the students within the classroom.	Administration, Mathematics Coach, and Literacy Coach	Administration and Instructional Coaches will note levels of student engagement during classroom observations and Walkthroughs.	Classroom Walkthroughs and mathematics assessments data will determine the effectiveness of differentiated instruction.
3	Students may lack the essential components of active note-taking and vocabulary strategies.	Mathematics teachers will emphasize note-taking strategies and active vocabulary use.	Administration, Mathematics Coach, and Literacy Coach	Administration and Instructional Coaches will perform informal walkthroughs and observations as well as review student portfolios and math journals.	Effectiveness will be determined through in-house common assessments and other common assignments.
4	Students may not understand individual FCAT 2.0 data and personal weaknesses and strengths.	Mathematics teachers will conduct student data chats after each assessment.	Administration and Mathematics Coach	Administration and Mathematics Coach will periodically review student portfolios for data chat logs.	Student performance on in-house common assessments, BAT I, and BAT II will determine if student data chats

						are effective.

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Middle School Mathematics Goal #
	5A : In six years, New Renaissance Middle will reduce their achievement gap in Mathematics by 50% through addressing the deficiencies of students as measured on BAT Tests, FCAT 2.0, and in-house common assessments through the continued

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	58%	62%	66%	69%	73%	

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:	FILL IN

2012 Current Level of Performance:	2013 Expected Level of Performance:
White: N/A Black: 50% (393) Hispanic: 43% (83) Asian: N/A American Indian: N/A	White: N/A Black: 55% (431) Hispanic: 47% (92) Asian: N/A American Indian: 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	Black and Hispanic students may not make real-world cultural connections in math.	Mathematics teachers will make real-world cultural connections on assessments and in problem solving.	Administration and Instructional Coaches	Samples of student work will be reviewed regularly in student portfolios and mathematics journals.	Effectiveness will be determined through in-house common assessments, and BAT I & BAT II data.
2	Non-proficient students may not receive enough support in grade-level mathematics benchmarks.	Students who are identified as non-proficient, Levels 1 & 2, will receive additional Mathematics support through extended learning opportunities.	Administration and Mathematics Coach	Student portfolios will be reviewed to determine individual student mathematical progress.	Effectiveness will be determined through in-house common assessments, and comparisons between BAT 1 and BAT 2 data
3	Students are not assessed regularly on daily instruction prior to the end of class.	Mathematics teachers will assess students daily on mastery of mathematics concepts at the closing of each lesson using open-ended assessments.	Administration and Mathematics Coach	Administration and Mathematics Coach will perform informal walkthroughs and observations and review student portfolios and mathematics journals regularly.	Effectiveness will be determined through in-house assessment data and individual student portfolios.

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

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

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:	SWD subgroups will increase FCAT proficiency by 8%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
77% (92)	85% (101)

	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	SWD need curricula instruction according to specific learning needs and abilities.	Tier 1: Determine instructional needs by reviewing Benchmark Diagnostic Assessment, TOMA 2 and 2011 FCAT Math scores for all SWD. Plan Differentiated Instruction using research-based interventions.	Administration, Mathematics Department Chair, ESE Curriculum Support, ESE Department Chair, Math Coach, Classroom Math Teachers	Student progress will be assessed using a Benchmark Diagnostic Assessment and in-house common assessments.	Student portfolios will be reviewed regularly to monitor student progress.
2	SWD may need a more specified curriculum based on NGSSS.	Tier 2: Plan supplement instruction for students not responding to core instruction.	Administration,Mathematics Department Chair, ESE Curriculum Support, ESE Department Chair, Math Coach	Student progress will be assessed using in-house common assessments and performance in student portfolios.	Student portfolios will be reviewed regularly to monitor student progress.
3	SWD may need a more specified curriculum based on NGSSS along with additional assistance.	Tier 3: Plan targeted intervention for students not responding to core and supplemental instruction using problem-solving resources. Interventions will be matched to individual student needs and provided in addition to core.	RtI Team and Case Manager	Student progress will be assessed using in-house common assessments and performance in student portfolios.	Student portfolios will be reviewed regularly to monitor student progress.
4	Teachers struggle differentiating classroom instruction to meets the needs of students.	Math teachers will attend weekly professional learning communities to learn and share best	Mathematics Department Chair, Math Coach, ESE Specialist, ESE Department Chair, ESE Support Staff, Administrator	Lesson Plans, Student Samples, and Classroom Walkthroughs will be regularly reviewed.	BAT I & BAT II data along with FCAT 2.0 2012 individual student data and student

		practices and differentiating instruction.			portfolios.
5	Student IEP goals may not be written to match the mathematics needs of the SWD according to the NGSSS.	Mathematics teachers and ESE curriculum support staff will meet regularly to review mathematics assessments and plan mathematics goals that will best address the needs of each student.	Administration, Mathematics Coach, ESE Specialist, ESE Curriculum Support	Monthly meetings and IEP meetings	BAT I and BAT II FCAT 2.0 2012 IEP Progress Reports
6	SWD may need additional math instruction and time to meet the criteria of their mathematics IEP goals	ESE Curriculum will provide mathematics push-in instruction at least once per week focusing on IEP mathematics goals and individualized areas in need of improvement determined by student performance.	Administration, Mathematics Coach, ESE Specialist, ESE Curriculum Support	Student Samples from portfolios, individual mathematics assessments, IEP meetings	BAT I and BAT II FCAT 2.0 2012 IEP Progress Reports

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	Economically Disadvantaged subgroup will increase FCAT proficiency by 5%
2012 Current Level of Performance:	2013 Expected Level of Performance:
51% (404)	56% (447)

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 not identify the mathematics skills needed in real-world context.	Mathematics teachers will infuse technology activities into lessons to provide visuals and hands-on learning.	Administration, Mathematics Coach, and Micro-Technician	Administration and Mathematics Coach will perform informal walkthroughs and observations to monitor the effective use of technology.	Effectiveness will be determined through in-house common assessments and other common projects and assignments.
2	Students may lack instruction based on individual needs.	Mathematics teachers will differentiate instruction by providing a variety of activities including hands-on manipulatives and interactive resources through whole class, small group, and individualized instruction to meet the needs of the students within the classroom.	Administration and Mathematics Coach	Administration and Mathematics Coach will note the level of student engagement during classroom observations and Walkthroughs.	Classroom Walkthroughs and mathematics assessments will determine the effectiveness of differentiated instruction
3	Students may not make real-world connections or experiences in math.	Mathematics teachers will make real-world connections and experiences on assessments and in problem solving tasks.	Administration, Instructional Coaches, and Guidance Counselors	Samples of student work will be reviewed regularly on student portfolios and mathematics journals.	Effectiveness will be determined through in-house common assessments, and BAT I &BAT II data.

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:	In grades 7-8, 29% (22) of students in Algebra 1 scored a Level 3 on the 2012 Algebra 1 End-Of-Course Assessment. In grades 7-8, 100% (76) of students in Algebra 1 will score at least a Level 3 on the 2013 Algebra 1 End-Of-Course Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (22)	100% (76)

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 not discern Algebra skills applicable in a real-world context.	Algebra teachers will infuse literacy activities into lessons to provide real-world mathematics experiences by using additional real-world problems and situations.	Principal, Assistant Principal, Mathematics Coach, and Literacy Coach	Administration and Instructional Coaches will perform informal walkthroughs and observations along with student portfolios to monitor the effective applications of literacy activities.	Effectiveness will be determined through in-house common assessments and other common projects and activities.
2	Students may not be engaged in student-centered instruction to reinforce mathematics skills and benchmarks.	Mathematics teachers will receive training in strategies to engage students in student-centered instruction to reinforce mathematics skills and benchmarks.	Principal, Assistant Principal, and Mathematics Coach	Administration and Mathematics Coach will perform informal walkthroughs and regularly review student portfolios.	Effectiveness will be determined through in-house assessment data and individual student portfolio performance.

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:	In grades 7-8, 71% (54) of students in Algebra 1 scored a Level 4 or 5 on the 2012 Algebra 1 End-Of-Course Assessment. In grades 7-8, 100% (76) of students in Algebra 1 will score at least a Level 3 on the 2013 Algebra 1 End-Of-Course Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
71% (54)	100% (76)

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	Algebra teachers may not accentuate vocabulary development.	Algebra teachers will infuse vocabulary activities with reading comprehension and relate	Principal, Assistant Principal, Mathematics Coach, and	Samples of student work will be reviewed regularly in student portfolios along with Mathematics	Effectiveness will be determined through in-house common

		these terms to real-world concepts.	Literacy Coach	Word Walls.	assessments and other common assignments.
2	Students may not recognize real-world connections in mathematics.	Algebra teachers will make real-world connections and increase the depth and complexity of mathematics concepts and skills.	Principal, Assistant Principal, and Mathematics Coach	Samples of student work will be reviewed regularly on student portfolios and mathematics journals.	Effectiveness will be determined through in-house common assessments and District Algebra Assessments.

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Algebra Goal # 3A :

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

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. Algebra Goal #3B:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
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
No Data Submitted				

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

3C. English Language Learners (ELL) not making satisfactory progress in Algebra. Algebra Goal #3C:	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
No Data Submitted				

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra. Algebra Goal #3D:	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
No Data Submitted				

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

3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:	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
No Data Submitted				

End of Algebra EOC Goals

Geometry End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:	In 8th grade, 0% (0) of students in Geometry Honors scored a Level 3 on the 2012 Geometry End-Of-Course Assessment. In 8th grade, 100% (12) of students in Geometry Honors will score at least a Level 3 on the 2013 Geometry End-Of-Course Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0	100% (12)

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>Students may not discern Geometry skills applicable in a real-world context.</td><td>Geometry teacher will infuse literacy activities into lessons to provide real-world mathematics experiences by using additional real-world problems and situations.</td><td>Principal, Assistant Principal, Mathematics Coach</td><td>Administration and Instructional Coaches will perform informal walkthroughs and observations along with student portfolios to monitor the effective applications of literacy activities.</td><td>Effectiveness will be determined through in-house assessments and other projects and activities.</td></tr>
<tr><td>2</td><td>Students may not be engaged in student-centered instruction to reinforce mathematics skills and benchmarks.</td><td>Geometry teacher will receive District training in strategies to engage students in student-centered instruction to reinforce mathematics skills and benchmarks.</td><td>Principal, Assistant Principal, and Mathematics Coach</td><td>Administration and Mathematics Coach will perform informal walkthroughs and regularly review student portfolios.</td><td>Effectiveness will be determined through in-house assessment data and individual student portfolio performance.</td></tr>
</table>

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

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	In 8th grade, 100% (12) of students in Geometry Honors scored a Level 4 or 5 on the 2012 Geometry End-Of-Course Assessment. In 8th grade, 100% (12) of students in Geometry Honors will score a Level 4 or 5 on the 2013 Geometry End-Of-Course Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (12)	100% (12)

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>Geometry teacher may not accentuate vocabulary development.</td><td>Geometry teacher will infuse vocabulary activities with reading comprehension and relate these terms to real-world concepts.</td><td>Principal, Assistant Principal, Mathematics Coach</td><td>Samples of student work will be reviewed regularly in student portfolios along with Mathematics Word Walls.</td><td>Effectiveness will be determined through in-house assessments and other projects.</td></tr>
<tr><td>2</td><td>Students may not recognize real-world connections in mathematics.</td><td>Geometry teacher will make real-world connections and increase the depth and complexity of mathematics concepts</td><td>Principal, Assistant Principal, and Mathematics Coach</td><td>Samples of student work will be reviewed regularly on student portfolios and mathematics journals.</td><td>Effectiveness will be determined through in-house assessments and District Geometry Assessments.</td></tr>
</table>

		and skills.			

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Geometry Goal # 3A :

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

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:	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
No Data Submitted				

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

3C. English Language Learners (ELL) not making satisfactory progress in Geometry. Geometry Goal #3C:	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
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry. Geometry Goal #3D:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

<table>
<tr><td colspan="5" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td colspan="5" align="center">No Data Submitted</td></tr>
</table>

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3E. Economically Disadvantaged students not making satisfactory progress in Geometry. Geometry Goal #3E:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

<table>
<tr><td colspan="5" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td colspan="5" align="center">No Data Submitted</td></tr>
</table>

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
					Meeting minutes,	

Mathematics Collaborative Planning	6-8	Mathematics Coach	Mathematics Department	Weekly August-May	lesson plans, classroom visits, and student portfolios	Administration and Mathematics Coach
Implementing The CCSS Standards of Mathematical Practice	6-8	Mathematics Coach	Mathematics Department	Weekly September-May	Meeting minutes, lesson plans, classroom visits, and student portfolios	Administration and Mathematics Coach
Implementing the CCSS Literacy Standards of Content	6-8	Literacy Coach and Mathematics Coach	Mathematics Department	Weekly August – April	Meeting minutes, lesson plans, classroom visits, and student portfolios	Administration, Literacy Coach, and Mathematics Coach

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Real-world Mathematics Connections	Scholastic Math magazines	General Budget	$500.00
Reading in Mathematics	CCSS novels for classroom libraries	General Budget	$500.00
		Subtotal: $1,000.00	
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Calculators	200 four-function calculators for Economically Disadvantaged students for FCAT 2.0 and Algebra 1 practice daily	Title I – General Budget	$1,000.00
		Subtotal: $1,000.00	
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Implementing the Mathematics Common Core State Standards	Common Core State Standards of Mathematical Practice and Content	Title II	$300.00
		Subtotal: $300.00	
Other			
Strategy	Description of Resources	Funding Source	Available Amount
FCAT 2.0 and Algebra 1 Extended Learning Opportunities	NGSSS resources for targeted AYP subgroups	General Budget	$4,000.00
Student Resources	Portfolios/Pencils/Chart Paper	General Budget	$500.00
		Subtotal: $4,500.00	
		Grand Total: $6,800.00	

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	Increase the number of students achieving proficiency in science by 7%.
2012 Current Level of Performance:	2013 Expected Level of Performance:

	28% (107)	35%

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr>
<th></th>
<th>Anticipated Barrier</th>
<th>Strategy</th>
<th>Person or Position Responsible for Monitoring</th>
<th>Process Used to Determine Effectiveness of Strategy</th>
<th>Evaluation Tool</th>
</tr>
<tr>
<td>1</td>
<td>Students not being effectively instructed in science benchmarks.</td>
<td>All science teachers will follow their In-House Curriculum Guide to directly instruct students using the Sunshine State Standards. In addition, science teachers will incorporate lab activities, manipulatives, and technology that best meet the instructional needs of their students.</td>
<td>Administration and Science Department Chair</td>
<td>Science Department Chair will monitor student mastery of science benchmarks using science mini assessment and BAT data.

Administration will conduct Classroom Walkthroughs to ensure implementation.</td>
<td>Science Mini Assessment Tests

In-house common assessments

2012 BAT 1 and BAT 2

2013 Science FCAT</td>
</tr>
<tr>
<td>2</td>
<td>Students not receiving instruction based on their individual needs.</td>
<td>All science teachers will implement differentiated instruction to accommodate their students' learning styles and re-mediate, maintain, and enrich student understanding of science benchmarks.</td>
<td>Administration and Science Department Chair</td>
<td>Science Department Chair will monitor student mastery of science benchmarks using science mini assessment and BAT data.

Administration will conduct Classroom Walkthroughs to ensure implementation.</td>
<td>Science Mini Assessment Tests

In-house common assessments

2012 BAT 1 and BAT 2

2013 Science FCAT</td>
</tr>
<tr>
<td>3</td>
<td>Students not receiving instruction in the use of effective vocabulary strategies</td>
<td>All students will be directly instructed in science vocabulary using effective vocabulary strategies</td>
<td>Administration and Science Department Chair</td>
<td>Science Department Chair will monitor student mastery of science benchmarks using science mini assessment and BAT data.

Science Department Chair will monitor student mastery of science vocabulary using science vocabulary tests.

Administration will conduct Classroom Walkthroughs to ensure implementation.</td>
<td>Science Mini Assessment Tests

In-house common assessments

2012 BAT 1 and BAT 2

2013 Science FCAT</td>
</tr>
</table>

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	By June 2013, Students scoring at Levels 4, 5, and 6 in Science portion of the Florida Alternate Assessment will increase their proficiency by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
83% (5)	85% (7)

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	Barriers to the 2013 expected level of performance include individual student ability levels.	Continuous, ongoing small group and individual assistance with skills in need of improvement	Administration and the ESE Department Chair	Teacher observations, student work samples.	Ongoing classroom evaluations, practice FAA assessments.

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	Increase the number of students achieving proficiency in science by 6%
2012 Current Level of Performance:	2013 Expected Level of Performance:
8% (30)	14%

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 not receiving rigorous instruction in science benchmarks.	All science teachers will incorporate higher-order questioning in their everyday instruction.	Administration and Science Department Chair	Science Department Chair will monitor student mastery of science benchmarks using mini assessment and BAT data. Administration will conduct Classroom Walkthroughs to ensure implementation.	Science Mini Assessment Tests Common In-House Assessments 2012 Science Benchmark Assessment Tests 2013 Science FCAT Rubrics
2	Students not participating in scientific research.	All students will be required to participate in scientific research through a class scientific research project and/or science fair project.	Administration and Science Department Chair	Science Department Chair will monitor student mastery of science benchmarks using mini assessment and BAT data. Administration will conduct Classroom Walkthroughs to ensure implementation.	Science Mini Assessment Tests Common In-House Assessments 2012 Science Benchmark Assessment Tests 2013 Science FCAT Rubrics
	Students not being exposed to current scientific research and real-world application of science.	All science teachers will incorporate biweekly scientific journal reading pertaining to the topic	Administration and Science Department Chair	Science Department Chair will monitor student mastery of science benchmarks using mini assessment	Science Mini Assessment Tests Common In-

				and BAT data. Administration will conduct Classroom Walkthroughs to ensure implementation.	House Assessments
3		being covered according the their Curriculum Pacing Guide.			2012 Science Benchmark Assessment Tests 2013 Science FCAT Rubrics

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	By June 2013, Students scoring at or above Achievement Level 7 in the Science portion of the Florida Alternate Assessment will increase their proficiency by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
84% (1)	86% (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	Barriers to the 2013 expected level of performance include individual student ability levels.	Continuous, ongoing small group and individual assistance with skills in need of improvement	Administration and ESE Department Chair	Classroom Walkthroughs, Teacher observations, student work samples.	Ongoing classroom evaluations, practice FAA assessments.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Implementing the CCSS Literacy Standards	6-8	Literacy Coach	Science Department	Weekly August - May	Meeting minutes, lesson plans, classroom visits, and student portfolios	Administration, Literacy Coach, and Science Department Chair
Science Collaborative Planning	6-8	Science Department Chair	Science Department	Weekly August-May	Meeting minutes, lesson plans, classroom visits, and student portfolios	Administration and Science Department Chair

Science Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
Scientific Journal Reading	Scientific Journals	General Budget	$300.00
			Subtotal: $300.00

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Gizmos	Gizmos Virtual Labs	Title I	$2,000.00
			Subtotal: $2,000.00

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
	Consumable Lab Materials	SAC	$500.00
			Subtotal: $500.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $2,800.00

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:	Students will increase their writing proficiency by 4%
2012 Current Level of Performance:	2013 Expected Level of Performance:
84% (329)	88% (354)

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 the ability to generate adequate supporting details drawn from text along with additional sources (other content area reading) in which to effectively support their topic or main idea of their writing piece.	Students will learn to effectively use literary devices (eg: figurative language) in order to apply precise, related to the topic, and effective supporting details to add to their writing pieces in order to support their topic sufficiently.	L. Arts Teachers, L. Arts Department Head, and Administrators	Students' Writing Samples, Student Conferencing, and Students' notebooks which includes a Writer's Notebook Section	Students' Writing Portfolios including all genres of writing evaluated by both formative and summative assessments graded department-wide using the state's FCAT rubric.
2	Students lack the skill (s) to implement varied essay writing techniques in order to create an individual writing style or voice.	Students will revisit their writing pieces in order to utilizing the writing process and address all components of an essay including an	L. Arts Teachers, L. Arts Department Head, and Administration	Students' Writing Samples, Student Conferencing, and Students' notebooks which includes a Writer's Notebook	Students' Writing Portfolios including all genres of writing evaluated by the state's FCAT

				Section	rubric.
3	Students lack the grade level appropriate academic vocabulary knowledge in which to apply varied word choice to their writing. Students also lack varied sentence structure formation to add sophisticated sentences to their writing.	Students will learn to utilize academic vocabulary choices drawn from Language Arts text and additional outside reading sources. Students will learn to implement varied sentence structure through in-class teacher modeling mini-lessons and grammar practice through reading-writing connections. Grammar will not be taught in isolation.	L. Arts Teachers, L. Arts Department Head, and Administrators	Classroom Walkthroughs, Word Walls, Student Conferencing, Student Writing Samples and Students' notebooks which includes a Vocabulary Builder and a Grammar Connection Section.	Writing Portfolios which includes all genres of writing evaluated by the state's FCAT rubric.

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:	By June 2013, Students scoring at a level or higher in the writing portion of the Florida Alternate Assessment will increase their proficiency by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
83% (5)	85% (7)

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	Barriers to the 2013 expected level of performance include individual student ability levels.	Continuous, ongoing small group and individual assistance with skills in need of improvement.	Administration and ESE Department Chair.	Teacher observations, student work samples.	Ongoing classroom evaluations, practice FAA assessments.

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
Language Arts Collaborative Planning	6-8	Language Arts Department Chair	Language Arts Department	Weekly August- May	Meeting minutes, lesson plans, classroom visits, and student portfolios	Administration and Language Arts Department Chair
Implementing the CCSS Literacy Standards	6-8	Literacy Coach and Language Arts Department Chair	Language Arts Department	Weekly August-May	Meeting minutes, lesson plans, classroom visits, and student portfolios	Administration and Language Arts Department Chair

Writing Budget:

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

End of Writing Goals

Civics End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Civics. Civics Goal #1:	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	N/A	N/A	N/A	N/A	N/A

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 Attendance Goal #1:	The attendance goal at New Renaissance Middle School is to increase the level of attendance from 95% to 97% in the 2012-2013 school year.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
95% (1350)	97% (1082)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
147 (1350)	90 (1082)
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
9(1350)	5 (1082)

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	School schedule conflicts with parents' schedule leading students to wake up on their own and get themselves to school.	First period teachers will contact Guidance Counselor after the fifth unexcused absence or tardy. Guidance Counselor will meet with student and contact parent	Teachers and Guidance Counselors	Guidance Counselors and first period teachers will monitor attendance records of these students	Attendance Records
2	Some students are not eligible for school bus and if it rains they are unable to walk causing them to be tardy	First Period teachers will contact Guidance Counselor after the 5th unexcused absence or tardy. Guidance Counselor will meet with student and contact parent. Guidance Counselor will contact social worker to help with transportation needs.	Teachers and Guidance Counselors	Guidance Counselors and first period teachers will monitor attendance records of these students.	Attendance Records
3	Students and parents do not feel accountable for student's not attending school.	First period teachers will contact Guidance counselor after the 5th unexcused absence or tardy. Guidance Counselor will meet with student and contact parent. Student and parent will sign attendance contract with social worker after 10th excused or unexcused	Teachers Guidance Counselors, and School Social Worker	Guidance Counselors and fist period teachers will monitor attendance records of these students.	Attendance Records

		absence and/or tardy.			

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
Title I Parent Training Night utilizing the School's Social Work website	6-8	Assistant Principals and Guidance Counselors	6-8 Teachers	Data Reports on attendance will be pulled every two weeks during the school year with the assistance of the School Social Worker.	Pinnacle Attendance Monitoring and Data Warehouse Reports	Assistant Principals, Guidance Counselors, and Social Worker
Attendance Policy	6-8	Assistant Principals and Guidance Counselors	6-8 Teachers	Data Reports on attendance will be pulled every two weeks during the school year with the assistance of the School Social Worker.	Pinnacle Attendance Monitoring and Data Warehouse Reports	Assistant Principals, Guidance Counselors, and Social Worker

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:	To reduce the number of student suspensions by 5%.
2012 Total Number of In—School Suspensions	2013 Expected Number of In-School Suspensions
482 (1302)	(1080)
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
272 (1302)	(1080)
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
235 (1302)	(1080)
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
167 (1302)	(1080)

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 implementation of the school-wide discipline plan	Provide teachers with discipline data and training during pre-plannning week	Assistant Principals, Guidance Counselors, and Behavior Support Teacher	Classroom Walkthroughs	DWH Reports
2	Student lack of motivation	End of the quarter student incentives for students who have not been suspended	Assistant Principals, Guidance Counselors, and Behavior Support Teacher	Data Reports	Data Reports

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
CHAMPS	6-8	Diana Cabot	Faculty and Staff	On-going	Discipline Reports	Principal, Assistant Principals, and Guidance

						Counselors
Zero Tolerance/Bullying Training at the Leadership Summit	6-8	Administration	Faculty and Staff	On-going	Bullying Reports/BMS System	Principal, Assistant Principals, and Guidance Counselors
Classroom Management	6-8	Administration and Guidance	School-Wide	Quarterly	Reports from Data Warehouse	Administration and Guidance Counselor

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Positive Behavior Incentives	Student Incentives	School Accountability Funds	$3,000.00
			Subtotal: $3,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $3,000.00

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	To increase parental involvement by 15 percent.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
60%(1350) of parents participated in school activities	75% (1182) of parents will participate in school activities
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	Parents with Limited English skills (ESOL) not knowing that translators are available.	School will provide translators and will indicate on flyers that translators will be available for Spanish and Creole Speakers during Parent Involvement Activities	Title One Coordinator and Administrators	Comparison of Parent Involvement from 2011-2012 to 2012-2013 during Family Nights. Parents will be asked to indicate if translator is needed when signing in.	Sign-In Sheets
2	Parents work Schedule	Provide activities during different times - morning, afterschool, and evenings.	Administrators Department Chairs and Curriculum Coaches	Comparison of Parent Involvement from 2011-2012 to 2012-2013 during Family Nights and SAC Meetings.	Sign- In Sheets
3	Limited Schedule for Parent/Teacher Conferences	Increase the number of days teachers are given to schedule teacher/parent conferences. Two days per week which would allow four conferences per week will be scheduled during the current year.	Administrators and Team Leaders	Comparison of Parent Involvement through Team/Parent/Teacher Conferences.	Sign - In Sheets
4	Parents may not have the resources at home to help their child. Working parents may not be able to attend school activities during the day.	Literacy Family Night Mathematics Family Night GEM Family Night Florida Virtual Family Night Writing Family Night Science Family Night	Administration Curriculum Coaches Department Chairs	Comparison of Parent Involvement from 2011-2012 to 2012-2013 during Family Nights	Sign-In Sheets will be used to determine percentage of parents attending.

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
Effective Teacher/Parent Communication	6-8	Guidance Counselors and Administrators	School-Wide for all Instructional Staff	During Team Staff Development in September. Teams will discuss strategies and their plan of action to implement to increase teacher/parent communication during team meetings bi-weekly.	Discussion of strategies implemented and review of parent conferences will take place during quarterly team data chats with administrators	Team Leaders and Administrators.
Parent Volunteer Training – Provide staff with information of how to establish a partnership with parent volunteers	6-8	Parent Volunteer Training – Provide staff with information of how to establish a partnership with parent volunteers	School-Wide for all Instructional Staff	Training done during School-Wide Staff Development in October.	Volunteer Coordinator will follow up with Team Leaders during Team Leader Meeting in November.	Administrator and Volunteer Coordinator.

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Annual Parent Seminar	Registration-Annual Parent Seminar	Title I Parental Involvement	$200.00
Individual Student Agendas	Parents will be trained during the Annual Title One Meeting on how to use the Agendas as a communication tool between school and home as well as resources in the agenda to help their child at home.	Title I Parental Involvement	$4,800.00
Refreshments for Parent Trainings	Refreshments for Family Nights	Title I Parental Involvement	$1,500.00
			Subtotal: $6,500.00
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: $6,500.00

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:				
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	N/A	N/A	N/A	N/A	N/A

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

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

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

STEM Budget:

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. CTE CTE Goal #1:					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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	Scholastic Magazines	Content Area Text/Resources	SAC	$500.00
Mathematics	Real-world Mathematics Connections	Scholastic Math magazines	General Budget	$500.00
Mathematics	Reading in Mathematics	CCSS novels for classroom libraries	General Budget	$500.00
Science	Scientific Journal Reading	Scientific Journals	General Budget	$300.00
Suspension	Positive Behavior Incentives	Student Incentives	School Accountability Funds	$3,000.00
Parent Involvement	Annual Parent Seminar	Registration-Annual Parent Seminar	Title I Parental Involvement	$200.00
Parent Involvement	Individual Student Agendas	Parents will be trained during the Annual Title One Meeting on how to use the Agendas as a communication tool between school and home as well as resources in the agenda to help their child at home.	Title I Parental Involvement	$4,800.00
Parent Involvement	Refreshments for Parent Trainings	Refreshments for Family Nights	Title I Parental Involvement	$1,500.00
				Subtotal: $11,300.00

Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	FAIR Toolkit	Document Cameras	General	$500.00
Mathematics	Calculators	200 four-function calculators for Economically Disadvantaged students for FCAT 2.0 and Algebra 1 practice daily	Title I – General Budget	$1,000.00
Science	Gizmos	Gizmos Virtual Labs	Title I	$2,000.00
				Subtotal: $3,500.00

Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Literacy in the Content Areas	Binders/Folders/Copy Paper/Chart Paper	Title I Funds	$500.00
Mathematics	Implementing the Mathematics Common Core State Standards	Common Core State Standards of Mathematical Practice and Content	Title II	$300.00
Science		Consumable Lab Materials	SAC	$500.00
				Subtotal: $1,300.00

Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	FCAT 2.0 and Algebra 1 Extended Learning Opportunities	NGSSS resources for targeted AYP subgroups	General Budget	$4,000.00
Mathematics	Student Resources	Portfolios/Pencils/Chart Paper	General Budget	$500.00
				Subtotal: $4,500.00
				Grand Total: $20,600.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

◌ Priority	◌ Focus	◌ Prevent	◌ NA

Are you a reward school: ◌ Yes ◉ No

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

No Attachment (Uploaded on 9/10/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✔ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Instructional Materials	$4,000.00
Student Incentives	$6,000.00

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

The School Advisory Council (SAC) provides leadership in monitoring the School Improvement Plan (SIP) on a continuous basis. FCAT Data will be disaggregated and analyzed to determine SIP goals in addition to providing adequate staff development training/strategies to increase student achievement. Results will be reviewed and shared by all stakeholders. This council consists of the Principal, Teachers, Non-Instructional Staff, Community Leaders, and Business Partners. The Council meets on a monthly basis to monitor the SIP and to discuss how certain funds should be spent. Meetings are publicized through the Parent Link, E-mail, the School Marquee, and through flyers that are sent home with the students. Meetings are also publicized on the school's website and through monthly newsletters.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Broward School District
NEW RENAISSANCE MIDDLE SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	63%	66%	93%	39%	261	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	63%	73%			136	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	66% (YES)	74% (YES)			140	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					537	
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
NEW RENAISSANCE MIDDLE SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	69%	63%	97%	34%	263	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	69%	67%			136	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	68% (YES)	61% (YES)			129	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					528	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested