FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: MATER ACADEMY LAKES MIDDLE SCHOOL

District Name: Dade

Principal: Francisco Jimenez/ Robert Blanch

SAC Chair: George Groezinger

Superintendent: Alberto Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/26/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Mr. Francisco Jimenez	BS in Biology and MS in Educational Leadership from Barry University	3	12	From 2006-2010 was at Doral Academy (7020) This is Mr. Jimenez third year at Mater Lakes Academy (6033) '12 '11 '10 '09 '08 School Grade A B A A A High Standards Rdg. 64% 68% 61% 45% 51% High Standards Math 66% 70% 91% 88% 83% Lrng Gains-Rdg. 65% 63% 63% 54% 56% Lrng Gains-Math 71% 62% 84% 85% 84 % Gains-Rdg-25% 61% 67% 57% 51% 54 % Gains-Math-25% 64% 65% 82% 87% 78%
		BS-Social Studies, Florida International University; MS-Supervision,			From 2007-2012 Mr. Rovirosa has been at Mater Lakes Academy (6033) '12 '11 '10 '09 '08 School Grade A B A B C High Standards Rdg. 64% 68% 46% 57%

Assis Principal	Mr. Rene Rovirosa	Florida International University, Educational Leadership Certificate- State of Florida	7	11	59% High Standards Math 66% 70% 79% 62% 64% Lrng Gains-Rdg. 65% 63% 59% 64% 63% Lrng Gains-Math 71% 62% 75% 74% 73% Gains-Rdg-25% 61% 67% 67% 75% 68% Gains-Math-25% 64% 59% 77% 70% 65%
Assis Principal	Mr. George Groezinger	BS in Chemistry, Wheaton College; MS in Educational Leadership, American College of Education	7	1	From 2007-2012 Mr. Groezinger has been at Mater Lakes Academy (6033) '12 '11 '10 '09 '08 School Grade A B A B C High Standards Rdg. 64% 68% 46% 57% 59% High Standards Math 66% 70% 79% 62% 64% Lrng Gains-Rdg. 65% 63% 59% 64% 63% Lrng Gains-Math 71% 62% 75% 74% 73% Gains-Rdg-25% 61% 67% 67% 75% 68% Gains-Math-25% 64% 59% 77% 70% 65%

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	Matthew Bieule	Mathematics 6-12	5	1	From 2007-2012 Mr. Bieule has been at Mater Lakes Academy (6033) '12 '11 '10 '09 '08 School Grade A B A B C High Standards Rdg. 64% 68% 46% 57% 59% High Standards Math 66% 70% 79% 62% 64% Lrng Gains-Rdg. 65% 63% 59% 64% 63% Lrng Gains-Math 71% 62% 75% 74% 73% Gains-Rdg-25% 61% 67% 67% 75% 68% Gains-Math-25% 64% 59% 77% 70% 65%

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Mentoring of new teachers with veteran teachers.	Principal, Vice Principal	9/04/12, 10/02/12, 11/06/12, 12/04/12, 01/08/13, 02/05/13, 03/05/13, 04/02/13, 05/07/13	
2	2. New Teacher/Principal chat sessions	Principal, Vice Principal	9/04/12, 10/02/12, 11/06/12, 12/04/12, 01/08/13, 02/05/13, 03/05/13, 04/02/13, 05/07/13	
3	3. Placement of New Teachers in Departments with horizontal and vertical teaming instructional strategies	Principal, Vice Principal	9/04/12, 10/02/12, 11/06/12, 12/04/12, 01/08/13, 02/05/13, 03/05/13, 04/02/13, 05/07/13	

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
3	1. Teachers are encouraged to take college courses or professional development to satisfy the requirements. 2. Teacher contracts have been modified to reflect the need for appropriate certification. 3. Professional Development will be offered at the school site to accomplish certification needs.

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
24	12.5%(3)	54.2%(13)	29.2%(7)	4.2%(1)	8.3%(2)	87.5%(21)	8.3%(2)	0.0%(0)	25.0%(6)

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
Matthew Bieule	Kelsey Garcia	Both are Math teachers	Sharing Best Practices, weekly professional learning community, release time for observation, coaching and planning.
Arlene Morales	Joanne Felipe	Both are Middle School Math Teachers	Sharing Best Practices, weekly professional learning community, release time for observation, coaching and planning.
Krystal Garcia	Leilani Gonzalez	Both are M/J Language Arts Teachers	Sharing Best Practices, weekly professional learning community, release time for observation, coaching and planning.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities such as pull-out tutoring. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan, the school improvement process and the life of the school.

Title I, Part C- Migrant

The school provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (before-school and/or after-school, and summer school) by the Title I, Part C, Migrant Education Program.

Title I, Part D

N/A

Title II

N/A

Title III

N/A

Title X- Homeless

Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.
Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

N/A

Nutrition Programs

Nutrition Programs
1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
2) Nutrition education, as per state statute, is taught through physical education.
3) The School Food Service Program, school breakfast, school lunch follows the Healthy Food and Beverage Guidelines as adopted by the District.

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

By promoting virtual classes and business and career classes students will have a better understanding and appreciation of the postsecondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities.

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.

RtI is an extension of the school's Leadership Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well being, and prevention of student failure through early intervention.
RtI leadership is vital, therefore, in building our team we have considered the following:

• Administrator(s) who will ensure commitment and allocate resources;
• Teacher(s) and Coaches will extend and report on meeting the goals of the leadership team at grade level, subject area, and intervention group, problem solving
• Team members who will meet to review consensus, infrastructure, and implementation of building level.
With these paramaters in mind, out leadership team consists of:
Principal
Vice Principal
Assistant Principal
Test Chair
EESAC Chair
Guidance Counselors
Department Heads
Teachers
Coaches

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 following steps will be considered by the school's Leadership Team to address how we can utilize the MTSS/RtI process to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring.

The Leadership Team will:
1. Use the Tier 1 Problem Solving process to set Tier 1 goals, monitor academic and behavior data evaluating progress at least three times per year by addressing the following important questions:

• What will all students learn? (curriculum based on standards)
• What progress is expected in each core area?
• How will we determine if students have made expected levels of progress towards proficiency? (common assessments)
• How will we respond when grades, subject areas, or class of, or individual students have not learned? (Response to Intervention problem solving process and monitoring progress of interventions)
• How will we respond when students have learned or already know? (enrichment opportunities).
2. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
3. Use the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
4. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving

process after each OPM.
5. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.
6. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.
7. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.
8. Assist with monitoring and responding to the needs of subgroups within the expectations for meeting Annual Measurable Objectives

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?

1. The Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis.
2. The Leadership Team will monitor the fidelity of the delivery of instruction and interventions.
3. The Leadership Team will provide levels of support and interventions to students based on data.
4. The Leadership Team provides analysis of data during faculty meetings so departments can then have their monthly data chats.

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.

- FAIR Assessments
- CELLA Assessment
- Baseline Assessments
- Pre and Post Tests
- Interim Assessments
- FCAT Scores
- EOC Scores
- Teacher Formative and Summative Assessments
- Student Portfolios
- IEP's
- Suspension Rates
- Attendance Rates

2. Data is analyzed and disaggregated first by the MTSS/RtI leadership team, interventions are planned, responses to interventions that are in place are analyzed and input is sought on future instructional practices by the EESAC committee, faculty, and all other stakeholders.

Describe the plan to train staff on MTSS.

The district professional development and support will include:
1. training for all administrators in the MTSS/RtI problem solving at Tiers 1, 2, and 3 (SST), using the Tier 1 Problem Solving Worksheet, Tier 2 Problem Solving Worksheet, and Tier 3 Problem Solving Worksheet and Intervention Plan
2. providing support for school staff to understand basic MTSS/RtI principles and procedures; and
3. providing a network of ongoing support for MTSS/RtI organized through feeder patterns.

Describe the plan to support MTSS.

The MTSS Leadership Team is an extension of the school's Leadership Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional wellbeing, and prevention of student failure through early intervention.
1. MTSS leadership is vital, therefore, in building our team we have considered the following:
• Administrators will ensure commitment and allocate resources
• Teachers will extend and report on meeting the goals of the leadership team at grade level, subject area, and intervention group levels.
• Team members will meet to review consensus, infrastructure, and implementation of MTSS
2. The school's Leadership Team will include additional personnel as resources to the team, based on specific problems or concerns as warranted, such as:
• School reading, math, science, and behavior specialists
• Special education personnel

- School guidance counselor
- School psychologist
- School social worker
- Member of advisory group
Community stakeholders

Literacy Leadership Team (LLT)

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

A key factor to an individual school's success is the building leadership. The principal sets the tone as the school's instructional leader, reinforcing the positive and convincing the students, parents and teachers that all children can learn and improve academically. In essence, the school principal has the potential to have a great impact on student learning through his or her support of teachers and coaches. In order for principals to become instructional leaders, it is imperative that they understand the literacy challenges of the populations of students whom they serve.
The principal selects team members for the Reading Leadership Team (RLT) based on a cross section of the faculty and administrative team that represents highly qualified professionals who are interested in serving to improve literacy instruction across the curriculum. The team will meet monthly throughout the school year. The LLT maintains a connection to the school's Response to Intervention process by using the MTSS/RtI problem solving approach to ensure that a multi-tiered system of reading support is present and effective.

The Literacy Leadership Team includes:

Mr. Francisco Jimenez - Principal
Mr. Rene Rovirosa – Vice Principal
Mr. George Groezinger- Assistant Principal and EESAC Chair
Mr. Matthew Bieule – Test Chair
Ms. Jessica Falcon – Social Studies Department Head
Ms. Nored Nunez – Science Department Head
Mr. Roy Franco – Math Department Head
Ms. Zee Aleman – Interim Language Arts Department Head
Ms. Suzanne Reif– Language Arts Teacher
Ms. Alive Martinez – Activities Director
Ms. America Manzano – Language Arts Teacher
Ms. Sherry Lifeset – Language Arts Teacher
Ms. Alexandra Leszczynsky – Language Arts Teacher

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

1. The Literacy Team will meet monthly to analyze and disaggregate data.
2. The role of the LLT is to work on constantly reviewing and modifying our literacy efforts for the school year based on areas of needed improvement.
3. The LLT will train faculty and staff on the school's literacy initiatives through professional development and departmental meetings
4. There will be at least one member of the LLT to attend all EESAC meetings to report the LLT efforts to all stakeholders.

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

• Use data constantly available to LLT and teachers to evaluate ALL students and find ways to constantly improve their literacy.
• All teachers will promote reading and writing skills in their classrooms.
• All teachers will set up word walls in their classrooms to enhance the print-rich environment for the students for each subject area.
The LLT will coordinate with department chairs to ensure reading and writing strategies are employed in instruction in all classrooms.

Public School Choice

Supplemental Educational Services (SES) Notification
View uploaded file (Uploaded on 10/12/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

N/A

*Grades 6-12 Only

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.

At Mater Lakes Academy, all teachers are teachers of reading. This responsibility of teaching reading has always been a major focus at our school. Professional Development has been held and more are sessions are planned to assist teachers in becoming teachers of reading. Teachers are CRISS trained or in the process of becoming CRISS trained. In addition, the establishment of a literacy leadership team will help facilitate many professional developments that cover a gamut of reading areas- from benchmark unwrapping to clustering. In addition, content area teachers participate in all the Reading workshops which provide them with strategies to infuse within the content curriculum.
The Literacy Leadership Team will be responsible for monitoring that reading strategies are taught across the curriculum and in every classroom.

*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

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:	The results of the 2012 FCAT 2.0 Reading Test indicate that 33% of students achieved level three proficiency. Our goal for the 2012-2013 school year is to increase level 3 student proficiency by 3 percentage points to 36 %
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (192)	36% (207)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT reading test was recording Category 4, Informational Text and Research Process. Students are not given enough opportunities to read and analyze informational text	Students should practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions. Teachers should emphasize instruction that helps students build stronger arguments to support their answers. Students should explore shades of meaning to better identify nuances. Both students and teachers should examine rubrics and the appropriate benchmarks to ensure a complete understanding of the skills being assessed. More practice should be provided with methods of development and understanding the term supporting details in performance tasks. Useful instructional strategies include: • reciprocal teaching; • opinion proofs; • question-and-answer relationships; • note-taking skills; • summarization skills; • questioning the author; and encouraging students to read from a wide variety of texts. In addition, pull out tutoring will take place for those students who	Literacy Leadership Team and MTSS/RTI Leadership Team	Bi-weekly ongoing classroom formative assessments focusing on students' knowledge of Informational Text and Research Process will be given. In addition, District Interim Assessments will be used and data will be disaggregated by a team of administration and teachers with the goal of identifying areas where students need additional support. The MTSS team and administrators will analyze assessment data and implement plans for early interventions among targeted students. Instruction will be adjusted as needed based on the results of the assessment data.	Formative: Mini assessments, Baseline Assessments, Interim Assessments and Springboard Assessments and FAIR assessments. Summative: 2013 FCAT 2.0 Reading

		are not mastering the material by the end of the first nine weeks.			

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

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

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The results of the 2012 FCAT 2.0 Reading Test indicate that 31% of students achieved levels 4 and 5 proficiency. Our goal for the 2012-2013 school year is to increase levels 4 and 5 student proficiency by1 percentage point to 32%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (177)	32% (184)

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT reading test was recording Category 4, Informational Text and Research Process. Students are not given enough opportunities to read and analyze informational text	Provide a variety of instructional strategies which include reciprocal teaching, note-taking skills, and encouraging students to read from a wide variety of texts. Also strategies include the use of the depth of knowledge higher order questioning chart.	Literacy Leadership Team and MTSS/RTI Leadership Team	Bi-weekly ongoing classroom assessments/observations focusing on students' ability to complete assignments as teachers become a facilitator guiding students to become independent learners. Rubrics will be developed to assess student learning. . The MTSS team and administrators will analyze assessment data and implement plans for early interventions among targeted students. Instruction will be adjusted as needed based	Formative: Mini assessments, Baseline Assessments, Interim Assessments and Springboard Assessments and FAIR assessments. Summative: 2013 FCAT 2.0 Reading

	on the results of the assessment 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 reading. Reading Goal #2b:	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 group:

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The results of the 2012 FCAT 2.0 Reading Test indicate that 65% of students made learning gains. Our goal for the 2012-2013 school year is to increase student achieving learning gains by 5 percentage points to 70%
2012 Current Level of Performance:	2013 Expected Level of Performance:
65% (341)	70% (368)

<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></td><td></td><td></td><td></td><td></td></tr>
<tr><td>2</td><td>The area which showed minimal growth and would require students to maintain or improve performance as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 4, Informational Text and Research Process.</td><td>Implementation of Springboard Reading Strategies to teach the Informational Text and Research Process.
In addition, pull out tutoring will take place for those students who are not mastering the material by the end of the first nine weeks. This tutoring will take place twice a week and will employ Reading Plus.</td><td>Literacy Leadership Team and MTSS/RTI Leadership Team</td><td>Bi weekly assessments by teachers will target students' abilities to Synthesize, Analyze, Evaluate Information, and Determine the Validity and Reliability of Information within/across texts. In addition Interim Assessments data will be disaggregated to determine the effectiveness of instruction. . The MTSS team and administrators will analyze assessment</td><td>Formative: Mini assessments, Baseline Assessments, Interim Assessments and Springboard assessments, FAIR assessments and Reading Plus assessments.

Summative: 2013 FCAT 2.0 Reading</td></tr>
</table>

	data and implement plans for early interventions among targeted students. Instruction will be adjusted as needed based on the results of the assessment 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:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The results of the 2012 FCAT 2.0 Reading Test indicate that 61% of students made learning gains. Our goal for the 2012-2013 school year is to increase student achieving learning gains by 5 percentage points to 66%
2012 Current Level of Performance:	2013 Expected Level of Performance:
61% (81)	66% (87)

<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
	As noted on the administration of the 2012 FCAT Reading Test, the number of students in the lowest 25% making learning gains was 61%. The area which showed minimal growth and would require students to maintain or improve performance as noted on the 2012 administration of the FCAT Reading Test was Reporting Category	Implementation of Springboard Reading Strategies to teach the Informational Text and Research Process. Students should practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions. Teachers should emphasize instruction that helps students build	Literacy Leadership Team and MTSS/RTI Leadership Team	Bi weekly ongoing classroom formative assessments given by teachers will target students' abilities to Synthesize, Analyze, Evaluate Information, and Determine the Validity and Reliability of Information within/across texts. In addition Interim Assessments data will be disaggregated to	Formative: Mini assessments, Baseline Assessments, Interim Assessments and Springboard assessments, FAIR assessments and Reading Plus assessments. Summative: 2013 FCAT 2.0 Reading

| 1 | 4, Informational Text and Research Process. | stronger arguments to support their answers. Students should explore shades of meaning to better identify nuances. Both students and teachers should examine rubrics and the appropriate benchmarks to ensure a complete understanding of the skills being assessed. More practice should be provided with methods of development and understanding the term supporting details in performance tasks. Useful instructional strategies include: • reciprocal teaching; • opinion proofs; • question-and-answer relationships; • note-taking skills; • summarization skills; • questioning the author; and encouraging students to read from a wide variety of texts. In addition, pull out tutoring will take place for those students who are not mastering the material by the end of the first nine weeks. This intervention will take place twice a week and employ Reading Plus. | | determine the effectiveness of instruction. . The MTSS team and administrators will analyze assessment data and implement plans for early interventions among targeted students. Instruction will be adjusted as needed based on the results of the assessment data. | |

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 # Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%. 5A :			
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	65%	68%	72%	75%	78%	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: Black: Hispanic: Asian: American Indian:	White: Black: Hispanic: Asian: American Indian:
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:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	Results of the 2012 FCAT Reading 2.0 indicate that 30% of our ELL's were proficient. Our goal for the 2013 FCAT Reading 2.0 is to increase this by 25 percentage points to 57%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (9)	57% (18)

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 vocabulary skills and reading comprehension skills which enable them to master FCAT 2.0 Reading at grade level.	Students will benefit from a variety of activities working with sets of words that are semantically related. Students also need more practice with prefixes, suffixes, root words, synonyms, and antonyms. Teachers should emphasize strategies for deriving word meanings and word relationships from context, as well as provide additional instruction on word meanings. Students should practice using context clues to distinguish the correct meaning of words that have multiple meanings. Teachers should emphasize placing questions in context by rereading to review what preceded and what followed the passage, paragraph, or sentence in question. Students should be able to distinguish literal from figurative interpretations. Useful instructional strategies include: • vocabulary word maps; • word walls; • personal dictionaries; • instruction in different levels of content-specific words (shades of meaning);	MTSS/RtI Team and Administration	Bi weekly ongoing classroom formative assessments given by teachers will target students' abilities to understand vocabulary and reading comprehension within/across texts. In addition Interim Assessments data will be disaggregated to determine the effectiveness of instruction. . The MTSS team and administrators will analyze assessment data and implement plans for early interventions among targeted students. Instruction will be adjusted as needed based on the results of the assessment data.	Formative: Mini assessments, Baseline Assessments, Interim Assessments and Springboard assessments, FAIR assessments and Reading Plus assessments. Summative: 2013 FCAT 2.0 Reading

| | | • reading from a wide variety of texts;
• instruction in differences in meaning due to context; and
• engaging in affix or root word activities. | | | |

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	Results of the 2012 FCAT 2.0 Reading Test indicate that 10% of our students with disabilities made satisfactory progress. Our goal for the 2012-2013 school year is to increase students with disabilities making satisfactory progress in reading by 38 percentage points to 48%
2012 Current Level of Performance:	2013 Expected Level of Performance:
10% (1)	48% (5)

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 vocabulary skills and reading comprehension skills which enable them to master FCAT 2.0 Reading at grade level.	Students will benefit from a variety of activities working with sets of words that are semantically related. Students also need more practice with prefixes, suffixes, root words, synonyms, and antonyms. Teachers should emphasize strategies for deriving word meanings and word relationships from context, as well as provide additional instruction on word meanings. Students should practice using context clues to distinguish the correct meaning of words that have multiple meanings. Teachers should emphasize placing questions in context by rereading to review what preceded and what followed the passage, paragraph, or sentence in question. Students should be able to distinguish literal from figurative interpretations. Useful instructional strategies include: • vocabulary word maps; • word walls; • personal dictionaries; • instruction in different levels of content-specific words (shades of meaning); • reading from a wide variety of texts;	MTSS/RtI Team and Administration	Bi weekly ongoing classroom formative assessments given by teachers will target students' abilities to understand vocabulary and reading comprehension within/across texts. In addition Interim Assessments data will be disaggregated to determine the effectiveness of instruction. . The MTSS team and administrators will analyze assessment data and implement plans for early interventions among targeted students. Instruction will be adjusted as needed based on the results of the assessment data.	Formative: Mini assessments, Baseline Assessments, Interim Assessments and Springboard assessments, FAIR assessments and Reading Plus assessments. Summative: 2013 FCAT 2.0 Reading

		• instruction in differences in meaning due to context; and • engaging in affix or root word activities.			

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	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				

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
Implementation of Horizontal Teaming to improve collaborations relating to instructional strategies and feedback	6-8	Literacy Leadership Team	School-wide	8/14/12, 9/4/12, 10/2/12, 11/6/12, 12/4/12, 1/8/13, 2/5/13, 3/5/13, 4/2/13, 5/7/13	Formative: Mini assessments, Baseline and Interim Assessments, Springboard and Reading Plus Assessments, FAIR assessments Summative: FCAT 2013 Reading 2.0	Literacy Leadership Team and Administration
Implementation of Vertical Teaming to improve collaborations relating to instructional strategies and feedback	6-8	Literacy Leadership Team	School-wide	8/14/12, 9/4/12, 10/2/12, 11/6/12, 12/4/12, 1/8/13, 2/5/13, 3/5/13, 4/2/13, 5/7/13	Formative: Mini assessments, Baseline and Interim Assessments, Springboard and Reading Plus Assessments, FAIR assessments Summative: FCAT 2013 Reading 2.0	Literacy Leadership Team and Administration
Implementation of Springboard Reading Strategies	6-8	Literacy Leadership Team	School-wide	Pre-planning Aug 13-17, 2012	Formative: Mini assessments, Baseline and Interim Assessments, Springboard and Reading Plus Assessments, FAIR assessments Summative: FCAT 2013 Reading 2.0	Literacy Leadership Team and Administration

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Springboard Reading Strategies	Springboard Reading Strategies	EESAC Funds	$3,150.00
Springboard Reading Strategies	Springboard Reading Strategies	School Based Budget	$7,793.00
Pull-out Interventions	Paraprofessionals	Title I Funds	$49,600.00
			Subtotal: $60,543.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Computer Literacy	Computers	RTT Funds	$42,000.00
			Subtotal: $42,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Horizontal and Vertical Teaming	Seminars	Title I Funds	$5,000.00
			Subtotal: $5,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $107,543.00

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:	Results of the 2012 Spring CELLA assessment indicate that 48 % of our ESOL students scored proficient in listening/speaking. Our goal is to increase this proficiency to 52% for the 2013 CELLA.

2012 Current Percent of Students Proficient in listening/speaking:

48% (15)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack the vocabulary and the grammar skills that allow them to display proficiency in Listening/Speaking.	Students will be given targeted instruction in the meaning of familiar base words and affixes (prefixes and suffixes) to determine meanings of unfamiliar complex words. In addition Reading Plus will be	Vice-Principal	Mini-assessments, formative assessments and FAIR assessments will be administered consistently throughout the school year, the results will be analyzed by the MTSS team and the administration to	Formative: mini-assessments, FAIR assessments, Interim Assessments, Reading Plus assessments

		employed twice a week.		determine the most effective instructional strategies needed to address student weaknesses.	Summative: 2013 CELLA
2					

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:	During the 2012 administration of the CELLA assessment 22 % of our students displayed proficiency in Reading. Our goal is to increase this proficiency to 3% for the 2013 CELLA.
2012 Current Percent of Students Proficient in reading:	
22% (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 vocabulary skills and skills in determining the main idea and essential message in grade level texts.	Students will be given instruction in determining the main idea or essential message in grade-level text through inferring, paraphrasing, summarizing, and identifying relevant details. In addition, students will be given instruction in grade-level and ESOL level appropriate vocabulary. . In addition Reading Plus will be employed twice a week.	Vice-Principal	Mini-assessments, formative assessments and FAIR assessments will be administered consistently throughout the school year, the results will be analyzed by the MTSS team and the administration to determine the most effective instructional strategies needed to address student weaknesses.	Formative: mini-assessments, FAIR assessments, Interim Assessments, Reading Plus assessments Summative: 2013 CELLA FCAT 2.0 Reading

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	During the 2012 administration of the CELLA assessment 16 % of our students displayed proficiency in Writing. Our goal for the 2013 CELLA is to increase proficiency by 10 percentage points to 26%.
2012 Current Percent of Students Proficient in writing:	
16% (5)	
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 lack prewriting skills such as generating ideas from multiple sources (e.g.,	Students will be given targeted instruction in developing and maintaining a writer's	Vice-Principal	Mini-assessments, formative assessments and FAIR assessments will be administered	Formative: mini-assessments, FAIR assessments,

| 1 | text, brainstorming, graphic organizer, drawing, writer's notebook, group discussion, printed material) as well as drafting skills such as using a prewriting plan to develop the main idea with supporting details that describe or provide facts and/or opinions. | notebook/folder to:
• include table of content,
• list possible topics,
• and first drafts.
Determine purpose and audience as to:
• communicate,
• write a compare & contrast/or a cause & effect paragraph,
• write a problem solution paragraph,
• inform,
• entertain
• and persuade.
Use organizational strategies to make a plan for writing such as:
• telling or sharing personal stories or memories out loud,
• graphic organizers
• linear organizers
• a timeline,
• storyboards,
• drawing simple pictures,
• KWL chart,
• logs,
• and answering essential questions.
In addition Reading Plus will be employed twice a week. | | consistently throughout the school year, the results will be analyzed by the MTSS team and the administration to determine the most effective instructional strategies needed to address student weaknesses. | Interim Assessments

Summative: 2013 CELLA
FCAT 2013 Writing |

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:	The results of the 2012 FCAT Mathematics test indicate that 35 % of students achieved level three proficiency. Our goal for the 2012-2013 school year is to increase level 3 student proficiency by 2 percentage points to 37 %.
2012 Current Level of Performance:	2013 Expected Level of Performance:
35% (202)	37% (213)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the administration of the FCAT Mathematics Test was Reporting Category # 3: Geometry and Spatial Sense.	Incorporate a school-wide manipulative program using the National Library of Virtual Manipulatives to ensure students are given increased instruction with hands on activities to reinforce Geometry and Spatial Sense.	MTSS/RtI Team and Administration	Review bi-weekly formative assessment data reports to ensure progress is being made and adjust instruction as needed.	Formative: Bi-weekly assessments, FCAT Explorer data reports and District Interim data reports and Student authentic work. Summative: 2013 FCAT Mathematics 2.0

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

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	The results of the 2012 FCAT Mathematics Test indicate that 31% of students achieved levels 4 and 5 proficiency. Our goal for the 2012-2013 school year is to increase levels 4 and 5 student proficiency by 1 percentage point to 32%
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (181)	32% (184)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The Level 4 and 5 students showed an area of deficiency in Reporting Category # 3: Geometry and Spatial Sense.	We will develop departmental grade level and/or course-alike learning teams to facilitate the implementation of the listed best practice instructional strategies. Infuse the Step-It-Up Problem Solving Protocol into daily instruction to equip students with strategies to solve real-world application based problems. Use the Pacing Guide aligned Topic Assessments and the FLDOE Florida Achieves! Focus Resources to progress monitor students' mastery of targeted grade level objectives and essential content. Students will be given additional instruction in finding the perimeters and areas of composite two-dimensional figures, including non-rectangular figures (such as semicircles), the use of various tools (on-line and off-line manipulatives) will aid the variety of learning styles. We will provide visual stimulus to develop students' spatial sense. In addition, students will be provided with opportunities to investigate geometric properties. Students will be given opportunities to investigate strategies to determine the surface area and volume of selected prisms, pyramids, and cylinders and solve problems involving scale factors, using ratio and proportions.	MTSS/RtI Team and Administration	The MTSS team and Administrators will review ongoing classroom assignments and assessments that target applications of the skills taught as well as ensure manipulatives are being distributed and used consistently throughout the grade-levels. Conduct grade level meetings to obtain teacher feedback on effectiveness of manipulative usage with students. Administration and teachers will review data sources and adjust instruction as needed.	Formative: Student authentic work; Bi-weekly assessments, Baseline and Interim Assessments Summative: 2013 FCAT 2.0 Mathematics

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

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	The results of the 2012 FCAT Mathematics Test indicate that 71% of students made learning gains. Our goal for the 2012-2013 school year is to increase student achieving learning gains by 5 percentage points to 76%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
71% (376)	76% (402)

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	As noted on the Administration of the 2012 FCAT Mathematics Test71% of students made learning gains. However, the area of deficiency is the Reporting Category: Geometry and Measurement.	Provide students opportunities to practice geometry and measurement skills through activities such as finding the perimeters and areas of composite two dimensional figures, including non-rectangular figures (such as semicircles) using various strategies. Students who are not showing progress in the first nine week grading period will be scheduled for interventions using Successmaker two times a week.	MTSS/RtI Team and Administration	The MTSS team and administrators will review bi-weekly formative assessment data reports to ensure progress is being made and adjust instruction as needed	Formative: Student authentic work; Bi-weekly assessments, Baseline and Interim Assessments and Successmaker reports. Summative: 2013 FCAT 2.0 Mathematics

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

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	The results of the 2012 FCAT Mathematics Test indicate that 64% of the students in the lowest 25 % made learning gains. Our goal for the 2012- 2013 school year is to increase in the lowest 25% achieving learning gains by 5 percentage points to 69%
2012 Current Level of Performance:	2013 Expected Level of Performance:
64% (79)	69% (86)

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	As noted on the administration of the 2012 FCAT Mathematics Test, the number of students in the lowest 25% making learning gains was 64%. The area which showed minimal growth and would require students to maintain or improve performance as noted on the 2012 administration of the FCAT Reading Test was Reporting Category: Geometry and Measurement.	Provide students opportunities to practice geometry and measurement skills through activities such as finding the perimeters and areas of composite two dimensional figures, including non-rectangular figures (such as semicircles) using various strategies. Students who are not showing progress in the first nine week grading period will be scheduled for interventions using Successmaker two times a week	MTSS/RtI Team and Administration	The MTSS team and administration will review formative biweekly assessment data reports as well and Interim Assessment data to adjust instruction to ensure that progress is being made and students are making learning gains.	Formative: Student authentic work; Bi-weekly assessments, Baseline and Interim Assessments and Successmaker reports. Summative: 2013 FCAT 2.0 Mathematics

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 #
	Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%.
	5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	68%	71%	74%	77%	80%	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	The results of the 2012 FCAT Mathematics 2.0 indicate that 68% of our Hispanic students were proficient. Our goal for the 2013 FCAT Mathematics 2.0 is to increase this by 5 percentage points to 73%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Hispanic: 68% (356)	Hispanic: 73% (383)

Problem-Solving Process to Increase Student Achievement				

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency is Reporting Category #2: Measurement.	Provide students opportunities to find the perimeters and areas of composite two dimensional figures, including non-rectangular figures (such as semicircles) using various strategies.	MTSS/RtI Team and Administration	Review formative biweekly assessment data reports to adjust instruction to ensure that progress is being made and students are making learning gains.	Formative Biweekly Assessment reports; Baseline and Interim Assessments Summative: 2013 FCAT Mathematics 2.0 Assessment

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:	Reuslts of the 2012 FCAT Mathematics 2.0 indicate that 43% of our students were proficient. Our goal for the 2013 FCAT Mathematics 2.0 is to increase the percent proficient by 17 percentage points to 60%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
43% (13)	60% (19)

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
	The area of deficiency is geometry and	We will provide opportunities to find the	MTSS/ RtI Team and Administration	The MTSS team and administration will review	Formative: Student authentic

2	measurement. Students need more practice with real world examples as well as manipulatives.	perimeters and areas of composite two-dimensional figures, including non-rectangular figures (such as semicircles), the use of various tools (on-line and off-line manipulatives) will aid the variety of learning styles. We will provide visual stimulus to develop students' spatial sense. We will provide students with opportunities to investigate geometric properties. We will provide opportunities to differentiate instruction for students. We will investigate strategies to determine the surface area and volume of selected prisms, pyramids, and cylinders. We will solve problems involving scale factors, using ratio and proportion. We will solve simple problems involving rates and derived measurements for such attributes as velocity and density.		formative biweekly assessment data reports as well and Interim Assessment data to adjust instruction to ensure that progress is being made and students are making learning gains.	work; Bi-weekly assessments, Baseline and Interim Assessments and Successmaker reports.

Summative: 2013 FCAT 2.0 Mathematics |

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:	Results of the 2012 FCAT Mathematics 2.0 indicate that 30% of our SWD showed proficiency. Our goal for the 2013 FCAT is to increase student proficiency by 26 percentage points to 56%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (3)	56% (6)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A
	The area of deficiency is geometry and measurement. Students need more practice with real world examples as well as manipulatives.	We will provide opportunities to find the perimeters and areas of composite two-dimensional figures, including non-rectangular figures (such as semicircles), the use of various tools (on-line and off-line manipulatives) will aid the variety of learning styles.	MTSS/ RtI Team and Administration	The MTSS team and administration will review formative biweekly assessment data reports as well and Interim Assessment data to adjust instruction to ensure that progress is being made and students are making learning gains.	Formative: Student authentic work; Bi-weekly assessments, Baseline and Interim Assessments and Successmaker reports.

Summative: 2013 FCAT 2.0 |

					Mathematics
2		We will provide visual stimulus to develop students' spatial sense. We will provide students with opportunities to investigate geometric properties. We will provide opportunities to differentiate instruction for students. We will investigate strategies to determine the surface area and volume of selected prisms, pyramids, and cylinders. We will solve problems involving scale factors, using ratio and proportion. We will solve simple problems involving rates and derived measurements for such attributes as velocity and density.			

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:	The results of the 2012 FCAT Mathematics 2.0 indicate that 66% of Economically Disadvantaged students were proficient. Our goal for the 2013 FCAT Mathematics 2.0 school year is to increase student proficiency by 5 percentage points to 71%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
66% (287)	71% (309)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency is geometry and measurement. Students need more practice with real world examples as well as manipulatives.	We will provide opportunities to find the perimeters and areas of composite two-dimensional figures, including non-rectangular figures (such as semicircles), the use of various tools (on-line and off-line manipulatives) will aid the variety of learning styles. We will provide visual stimulus to develop students' spatial sense. We will provide students with opportunities to investigate geometric properties. We will provide opportunities to differentiate instruction for students. We will investigate strategies to determine	MTSS/ RtI Team and Administration	The MTSS team and administration will review formative biweekly assessment data reports as well and Interim Assessment data to adjust instruction to ensure that progress is being made and students are making learning gains.	Formative: Student authentic work; Bi-weekly assessments, Baseline and Interim Assessments and Successmaker reports. Summative: 2013 FCAT 2.0 Mathematics

		the surface area and volume of selected prisms, pyramids, and cylinders. We will solve problems involving scale factors, using ratio and proportion. We will solve simple problems involving rates and derived measurements for such attributes as velocity and density.			

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:	The results of the 2012 Algebra I EOC indicate that 45 % of students scored at achievement Level 3. Our goal for the 2012-2013 school year is to maintain this level of performance at 45%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
45% (31)	45% (31)

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	According to the results of the 2012 Algebra I EOC, the area of greatest difficulty for students was reporting category 3 – Rationals, Radicals, Quadratics, and Discrete Mathematics.	Students will be given additional instruction in a. writing, interpreting, and using mathematical expressions and equations and inductive reasoning strategies that include discovery learning activities. b. developing students understanding of rationals, raidcals, quadratics and linear equations. c. solving mathematical problems graphically. d. opportunities to complete more rigorous mathematical problems	Vice Principal, MTSS Leadership team	Using the FCIM DART model the MTSS Leadership team and the Vice-Principal will review the Data, Assess the strengths of the school and opportunities for strengthening learning, Review all available data sources, and Target instruction to ensure that progress is being made and students are making learning gains. In addition we will conduct mathematics course-alike learning teams to attain teacher feedback on effectiveness of strategy. We will make adjustments to instruction as needed as indicated by the data.	Formative Biweekly Assessments; Baseline and Interim Assessments and Student generated work in math journals Summative: 2013Algebra I EOC

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:	The results of the 2012 Algebra I EOC indicate that 52% of students scored at achievement Levels 4 and 5. Our goal for the 2012-2013 school year is to maintain this percentage at 52%.
	2012 Current Level of Performance:	2013 Expected Level of Performance:
	52% (36)	52% (36)

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	According to the results of the 2012 Algebra I EOC the area of greatest difficulty for students was reporting category 3 – Rationals, Radicals, Quadratics, and Discrete Mathematics.	Students will be given additional instruction and enrichment activities in... a. writing, interpreting, and using mathematical expressions and equations and inductive reasoning strategies that include discovery learning activities. b. developing students understanding of rationals, raidcals, quadratics and linear equations. c. solving mathematical problems graphically. d. opportunities to complete more rigorous mathematical problems	Vice Principal, MTSS Leadership team	Using the FCIM DART model the MTSS Leadership Team and Vice-Principal will review the Data, Assess the strengths of the school and opportunities for strengthening learning, Review all available data sources, and Target instruction to ensure that progress is being made and students are making learning gains. In addition we will conduct mathematics course –alike learning teams to attain teacher feedback on effectiveness of strategy. We will make adjustments to instruction as needed as indicated by the data.	Formative Biweekly Assessments, Baseline and Interim Assessments and Student generated work in math journals Summative: 2013Algebra I EOC

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 : The results of the 2012 Algebra I assessment indicate that 97% of students demonstrated mastery. Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%.

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	97%	97%	98%	98%	99%	

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:	The results of the 2012 Algebra I EOC indicate that 68% of our Hispanic students were proficient on the Alegbra I EOC. Our goal for the 2012-2013 school year is to increase the number of Hispanic students who are proficient on the Algebra I EOC by 5 percentage points to 73%.
2012 Current Level of Performance:	2013 Expected Level of Performance:

68% (44)	73% (47)

<table>
<tr><td colspan="5" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr>
<td></td>
<td align="center">Anticipated Barrier</td>
<td align="center">Strategy</td>
<td align="center">Person or Position Responsible for Monitoring</td>
<td align="center">Process Used to Determine Effectiveness of Strategy</td>
<td align="center">Evaluation Tool</td>
</tr>
<tr>
<td>1</td>
<td>According to the results of the 2012 Algebra I EOC, the area of greatest difficulty for our Hispanic students was reporting category 3 – Rationals, Radicals, Quadratics, and Discrete Mathematics.</td>
<td>Students will be given additional instruction in a. writing, interpreting, and using mathematical expressions and equations and inductive reasoning strategies that include discovery learning activities.
b. developing students understanding of rationals, raidcals, quadratics and linear equations.
c. solving mathematical problems graphically. through pull-out ttutoring which will take place two times per week.</td>
<td>Vice-Principal, MTSS/RtI Leadership Team</td>
<td>Using the FCIM DART model the MTSS Leadership team and the Vice-Principal will review the Data, Assess the strengths of the school and opportunities for strengthening learning, Review all available data sources, and Target instruction to ensure that progress is being made and students are making learning gains.
In addition we will conduct mathematics course-alike learning teams to attain teacher feedback on effectiveness of strategy. We will make adjustments to instruction as needed as indicated by the data.</td>
<td>Formative Biweekly Assessments; Baseline and Interim Assessments and Student generated work in math journals

Summative: 2013Algebra I EOC</td>
</tr>
</table>

<table>
<tr><td colspan="2">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:</td></tr>
<tr><td>3C. English Language Learners (ELL) not making satisfactory progress in Algebra.

Algebra Goal #3C:</td><td>N/A</td></tr>
<tr><td>2012 Current Level of Performance:</td><td>2013 Expected Level of Performance:</td></tr>
<tr><td>N/A</td><td>N/A</td></tr>
</table>

<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>

<table>
<tr><td colspan="2">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:</td></tr>
<tr><td>3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra.

Algebra Goal #3D:</td><td>N/A</td></tr>
<tr><td>2012 Current Level of Performance:</td><td>2013 Expected Level of Performance:</td></tr>
</table>

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:	The results of the 2012 Algebra I EOC indicate that 66% of our Economically Disadvantaged students were proficient on the Alegbra I EOC. Our goal for the 2012-2013 school year is to increase the number of Hispanic students who are proficient on the Algebra I EOC by 5 percentage points to 71%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
66% (34)	71% (36)

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	According to the results of the 2012 Algebra I EOC, the area of greatest difficulty for students was reporting category 3 – Rationals, Radicals, Quadratics, and Discrete Mathematics.	Students will be given additional instruction in a. writing, interpreting, and using mathematical expressions and equations and inductive reasoning strategies that include discovery learning activities. b. developing students understanding of rationals, raidcals, quadratics and linear equations. c. solving mathematical problems graphically. d. opportunities to complete more rigorous mathematical problems	ice Principal, MTSS Leadership team	Using the FCIM DART model the MTSS Leadership team and the Vice-Principal will review the Data, Assess the strengths of the school and opportunities for strengthening learning, Review all available data sources, and Target instruction to ensure that progress is being made and students are making learning gains. In addition we will conduct mathematics course-alike learning teams to attain teacher feedback on effectiveness of strategy. We will make adjustments to instruction as needed as indicated by the data.	Formative Biweekly Assessments; Baseline and Interim Assessments and Student generated work in math journals Summative: 2013Algebra I EOC

End of Algebra EOC Goals

Geometry End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas

in need of improvement for the following group:

1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

<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 group:

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

<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 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:

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

Problem-Solving Process to Increase Student Achievement

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

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

3C. English Language Learners (ELL) not making satisfactory progress in Geometry.

Geometry Goal #3C:

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

Problem-Solving Process to Increase Student Achievement

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

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.

Geometry Goal #3D:

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

Problem-Solving Process to Increase Student Achievement

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

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

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

Problem-Solving Process to Increase Student Achievement

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

End of Geometry EOC Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Implementation of Horizontal/Vertical Teaming to improve collaborations relating to instructional strategies and feedback	6-8	MTSS/RtI Team and Vice Principal	School-wide	8/14/12, 9/4/12, 10/2/12, 11/6/12, 12/4/12, 1/8/13, 2/5/13, 3/5/13, 4/2/13, 5/7/13	Formative: Mini assessments, Baseline and Interim Assessments Summative: FCAT 2013 Mathematics 2.0; Algebra I EOC, Geomatry EOC	MTSS/RtI Team and Vice Principal
Use of Manipulatives and/or virtual manipulatives	6-8	MTSS/RtI Team and Vice Principal	School-wide	8/14/12, 9/4/12, 10/2/12, 11/6/12, 12/4/12, 1/8/13, 2/5/13, 3/5/13, 4/2/13, 5/7/13	Formative: Mini assessments, Baseline and Interim Assessments Summative: FCAT 2013 Mathematics 2.0; Algebra I EOC, Geomatry EOC	MTSS/RtI Team and Vice Principal

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Common Core Student Edition Math Workbooks	Common Core Student Edition Math Workbooks	School Based Budget	$10,049.75
			Subtotal: $10,049.75
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: $10,049.75

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:	The results of the 2012 FCAT Science test indicate that 32% of students achieved level three proficiency. Our goal for the 2012-2013 school year is to increase level 3 student proficiency by 5 percentage points to 37 %.
2012 Current Level of Performance:	2013 Expected Level of Performance:
32% (63)	37% (71)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students need to develop higher order thinking skills in order to increase levels of proficiency.	We will provide all students the opportunity to design experiments using the process of science throughout their science courses while teachers incorporate the process of science through more inquiry-based laboratory activities, field experiences, and classroom discussions. We will provide inquiry-based, hands-on,	MTSS/RtI Team	The MTSS team and administration will review data following the Baseline and Interim Assessment Test using Florida's FCIM DART model. Action steps will be taken to give instruction to targeted students. Adjustments to instruction will be made based on assessment data.	Formative : School Site assessments, Baseline and Interim Assessments Summative: 2013 FCAT Science 2.0

1		laboratory activities incorporating the nature of science and the process of doing science for students and allow them to make connections to real-life experiences, and explain and write about their results and their experiences. Instruction in all high school courses adheres to the depth and rigor of the Next Generation Sunshine State Standards as delineated in the District Pacing Guides			

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:	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 group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	The results of the 2012 FCAT Science Test indicate that 10% of students achieved levels 4 and 5 proficiency. Our goal for the 2011-2012 school year is to increase levels 4 and 5 student proficiency by 2 percentage points to 12%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
10% (19)	12% (22)

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Students need to develop higher order thinking skills in order	We will provide all students the opportunity to design experiments using the	MTSS/RtI Team	The MTSS team and administrators will review data following	Formative: School Site assessments,

1	to increase levels of proficiency. In addition, students need more time to explore enrichment activities in real-world scenarios and inquiry laboratory experiences.	process of science throughout their science courses while teachers incorporate the process of science through more inquiry-based laboratory activities, field experiences, and classroom discussions. We will provide inquiry-based, hands-on, laboratory activities incorporating the nature of science and the process of doing science for students and allow them to make connections to real-life experiences, and explain and write about their results and their experiences. Instruction in all high school courses adheres to the depth and rigor of the Next Generation Sunshine State Standards as delineated in the District Pacing Guides		the Baseline and Interim Assessment Test using Florida's FCIM DART model. Action steps will be taken to give instruction to targeted students. Adjustments to instruction will be made based on assessment data.	Baseline and Interim Assessments Summative: 2013 FCAT Science 2.0
2	Students need to develop higher order thinking skills in order to increase levels of proficiency. In addition, students need more time to explore enrichment activities in real-world scenarios and inquiry laboratory experiences.	Through activites such as participation in science fairs and various projects students will be given opportunities to design and carry out experiments/demonstrations.	MTSS/RtI Team	The MTSS team and administrators will review data following the Baseline and Interim Assessment Test using Florida's FCIM DART model. Action steps will be taken to give instruction to targeted students. Adjustments to instruction will be made based on assessment data.	Formative: School Site assessments, Baseline and Interim Assessments Summative: 2013 FCAT Science 2.0

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:	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				

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
Implementation of Vertical Teaming to improve collaborations relating to instructional strategies and feedback	6-8	MTSS Leadership Team and Vice Principal	School-wide	8/14/12, 9/4/12, 10/2/12, 11/6/12, 12/4/12, 1/8/13, 2/5/13, 3/5/13, 4/2/13, 5/7/13	Formative: Mini assessments, Baseline and Interim Assessments Summative: FCAT 2013 Science	MTSS/RtI Team and Vice Principal
Science Dialogues: Horizontal Teaming, Collaboartaion and Sharing of Best Practices in the classroom	6-8	MTSS Leadership Team and Vice Principal	School-wide	8/14/12, 9/4/12, 10/2/12, 11/6/12, 12/4/12, 1/8/13, 2/5/13, 3/5/13, 4/2/13, 5/7/13	Formative: Mini assessments, Baseline and Interim Assessments Summative: FCAT 2013 Science	MTSS/RtI Team and Vice Principal

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Inquiry Based Laboratory Supplies	Inquiry Based Laboratory Supplies	School Based Budget	$1,100.00
FCAT Coach Workbooks	FCAT Coach Workbooks	School Based Budget	$1,347.30
			Subtotal: $2,447.30
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: $2,447.30

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:	The results of the 2012 FCAT Writing test indicate that 81% of students achieved level 3 and above proficiency. Our goal for the 2012-2013 school year is to increase level 3 and above by 2 percentage points to student proficiency at 83 %.
2012 Current Level of Performance:	2013 Expected Level of Performance:
81% (158)	83% (162)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need additional instruction in incorporating real life skills into their writing. . Students will receive both informational and non-informational text to support their writing.	During writing instruction students will use a graphic organizer to write a draft organized with a logical sequence of beginning, middle, and end using supporting details or providing real world facts and/or opinions through concrete examples, statistics, comparisons, and anecdotes to develop focus and elaboration.	Literacy Leadership Team	Administer and score student monthly prompts to monitor students' progress and to adjust focus as needed.	Formative students' scores on monthly writing assessments Summative: FCAT 2013 Writing assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	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				

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
Writing Workshop	6-8	Literacy Team and Vice Principal	Language Arts Teacher, 6-8	Teacher Pre-Planning August 13-17, 2012	Formative: Mini assessments, Baseline and Interim Assessments Summative: FCAT 2013 Writing	Literacy Leadership Team and Vice Principal

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
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:	According to the Baseline Assessment in Civics 0% of our students scored at Level 3 in Civics. Our goal for the 2013 Civics Spring Assessment is to have at least 25% of our students score Level 3.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	25% (51)
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 struggled on	Ensure that the Civics	Administration	Monthly school and	FORMATIVE -

1	the Baseline Civics exam with reporting category #2: Organization and Function of Government. Students lack the necessary skills to comprehend the organization and function of government at this time	curriculum is taught with fidelity and is paced so as to address all State and District Benchmarks and curricular requirements, paying particular attention to the Organization and Function of Government.		teacher generated assessments will be administered and scored in order to monitor student's progress and adjust instructional focus. In addition Baseline and Interim Assessments will be administered and Data will be interpreted according to the FCIM DART model by the MTSS team.	Monthly assessments, chapter/ unit assessments, Baseline and Interim Assessment Tests. SUMMATIVE – 2013 District Spring Assessment

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:	According to the Baseline Assessment in Civics 0% of our students scored at Levels 4 and 5 in Civics. Our goal for the 2013 Civics Spring Assessment is to have at least 25% of our students score Levels 4 and 5.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	25% (51)

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 struggled on the Baseline Civics exam with reporting category #2: Organization and Function of Government. Students lack the necessary skills to comprehend the organization and function of government at this time	Ensure that the Civics curriculum is taught with fidelity and is paced so as to address all State and District Benchmarks and curricular requirements, paying particular attention to the Organization and Function of Government.	Administration	Monthly school and teacher generated assessments will be administered and scored in order to monitor student's progress and adjust instructional focus. In addition Baseline and Interim Assessments will be administered and Data will be interpreted according to the FCIM DART model by the MTSS team.	FORMATIVE - Monthly assessments, chapter/ unit assessments, Baseline and Interim Assessment Tests. SUMMATIVE – 2013 District Spring Assessmen

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
Vertical and						

| Horizontal Teaming to Analyze Assessment Results and Instructional Strategies | 6-8 | History Department Head | Civics Teachers | 8/14/12, 9/4/12, 10/2/12, 11/6/12, 12/4/12, 1/8/13, 2/5/13, 3/5/13, 4/2/13, 5/7/13 | Analysis of Benchmark Assessment Result | Department Head |

Civics Budget:

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

End of Civics Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	Our goal for this year is to maintain attendance at 97.08% by decreasing absences due to illnesses and truancy and to create a climate in our school in which parents, students, and faculty feel welcomed and accepted. Our goal for this year is to decrease the number of students with excess absences from 86 to 82 by decreasing absences due to illnesses and truancy and to create a climate in our school in which parents, students, and faculty feel welcomed and accepted. Our goal for this year is to decrease the number of students with excessive tardies by educating students and parents on the importance of being to school on time.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
97.08% (562)	97.08% (562)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)

86	82
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
70	67

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The number of students with excessive absences was 86. Student attendance is of the utmost importance and there is a need to communicate the amount of excessive absences. The number of students with excessive tardies was 70. Student attendance is of the utmost importance and there is a need to communicate the amount of excessive tardies so that both students and parents understand the need for punctuality.	Identify and refer students who may be developing a pattern of non-attendance and/or tardiness to the administration for intervention services. Teach healthy choices and prevention strategies in order to maintain a healthy environment at the school.	Vice Principal and/or designee	Monthly updates to the Administration and to the entire faculty during faculty meetings. According to FCIM effective schools operate under safe/orderly climates. The Vice-Principal and/or designees will constantly monitor absences, tardies.	Logs and attendance rosters

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
Truancy Prevention	6-8	Administration	School-wide	Teacher Pre-Planning August 2012	Attendance Data Reports	Vice Principal

Attendance Budget:

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

			Subtotal: $0.00

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

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	In the 2011-2012 school year there were 24 students suspended out of school. Our goal for the 2012-2013 school year is to decrease the number of students suspended out of school to 22 . Our goal for the 2012-2013 school year is to decrease the total number of out-of-school suspensions by 3 from 30 to 27.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
9	8
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
8	7
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
30	27
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
24	22
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
	Parents are unfamiliar	The Vice Principal will	Vice-Principal	Monitor Parents	Parent Sign in

1	with the Student Code of Conduct and are unaware for the reasons of their child's suspensions.	contact the parents of students who have been placed on indoor suspension and provide information to ensure parent understanding of the Student Code of Conduct. Mater Lakes Academy follows district policy and along with the Miami-Dade County School Board is committed to providing a safe learning environment for all students and shall strive to eradicate bullying and harassment in its schools by providing awareness, prevention, and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, Board employees, visitors, or volunteers. Mater Lakes Academy and The Miami Dade County School Board have adopted the Policy Against Bullying and Harassment for Miami-Dade County Public Schools, incorporated by reference.		Contact Log for evidences of communication with parents of students who have been placed on indoor suspension.	Log/ Parental Involvement Monthly School Report. Parent Communication Log.
2	The total number of students being suspended outdoor decreased from 37 in 2010-2011 to 30 in 2011-2012. This is a decrease of 7students. We need more opportunities to recognize students for positive behavior	Utilize the Student Code of Conduct by providing incentives for compliance through the use of a positive behavior system.	Administrative Team	We will monitor reports on student outdoor suspension rate. According to FCIM we will Plan, Do, Check and Act on student suspensions. We will Plan to study the data on suspended students twice per month, Do get together with Administration to assess the data, Check to be sure the process is maintained with fidelity, and Act to work with parents and students to ensure the school provides and safe and orderly environment where school rules are clearly communicated and understood.	Participation Log for students who are recognized for complying with the Student Code of Conduc.

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
The Student Code of Conduct	6-8	Administration/ EESAC Chair	Administration/ EESAC Chair	Preplanning August 2012	Utilize classroom walk-throughs to monitor the enforcement of the Student Code of Conduct. Review communication logs to determine the number of contacts made with parents of students who have been placed on suspension.	Administration/ EESAC Chair

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	Please refer to the PIP
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:

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				

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Student Code of Conduct	6-8	Administration & EESAC Chair	Parents, EESAC	September 2012	Review sign in sheets/logs to determine the number of parents attending	School Administration & EESAC Chair

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Connect-Ed	Connect-Ed	Title I Funds	$2,145.00
			Subtotal: $2,145.00
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
Parental Involvement	Community Involvement Specialist	Title I Funds	$51,945.00
Stakeholder Involvement	Community Involvement Supplies (paper, etc)	Title I Funds	$3,000.00
			Subtotal: $54,945.00
			Grand Total: $57,090.00

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:	During the 2011-2012 school year 18% of our students were enrolled in Pre-AP courses in math and science. Our goal for the 2012-2013 school year is to increase the percentage of students enrolled in STEM subject Pre-AP courses to 22%.

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 practice in real-world problem solving strategies and in inquiry based laboratory exercises in STEM related courses such as M/J math1 (6th grade) and M/J math 2 (7th grade), Algebra I (8th grade), Comp Science 1 (6th grade) Comp Science 2 (7th grade) and Biology (8th grade).	Incorporate a school-wide manipulative program using the National Library of Virtual Manipulatives to ensure students are given increased instruction with hands on activities to reinforce math and science concepts being taught in courses such as M/J math1 (6th grade) and M/J math 2 (7th grade), Algebra I (8th grade), Comp Science 1 (6th grade) Comp Science 2 (7th grade) and Biology (8th grade).	Administration	Using district and teacher formative assessments adjust instructional strategies to target areas of deficiency.	Formative: District and teacher formative assessments such as Baseline and Interim Assessments. Summative: FCAT and EOC exams in STEM related subjects... 2013 FCAT Science 2.0 2013 FCAT Math 2.0 2013 Biology EOC 2013 Algebra I EOC

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
Science and Math Dialogues	6-8	Dialogue Coordinator	School wide teachers of STEM related subjects	3X per school year	Analysis of student assessment data	Administration

STEM Budget:

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

			Subtotal: $0.00

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

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. CTE CTE Goal #1:	During the 2011-2012 school year 16% of our students were enrolled in CTE courses such as Orientation to Career and Technical Educational Occupations. Our goal for the 2012-2013 school year is to increase the percentage of students enrolled in STEM subject Pre-AP courses to 20%.
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Enrollment is not strong enough for student completion of CTE program or acquiring skills necessary for certification.	CTE Teachers implement CTE program state curriculum standards, program sequence of courses, including pacing of activities for industry certification as outlined within CTE professional development activities.	Counselors monitor and review student schedules with CTE teachers and guidance, to ensure enrollment of intermediate and advanced level courses, building strong academies.	Administrators monitor the effective implementation of lessons and timely instruction in the CTE classrooms through common planning, review of test data including baseline, practice or readiness tests.	Administrators monitor the effective implementation of lessons and timely instruction in the CTE classrooms through common planning, review of test data including baseline, practice or readiness tests.
2	Students and parents are uninformed concerning CTE choices.	Promote CTE courses and activities including disseminating information concerning CTE courses and FACTS.org at various school meetings.	Counselors monitor and review student schedules with CTE teachers and guidance, to ensure enrollment of intermediate and advanced level courses, building strong academies.	Administrators monitor the effective implementation of lessons and timely instruction in the CTE classrooms through common planning, review of test data including baseline, practice or readiness tests.	Administrators monitor the effective implementation of lessons and timely instruction in the CTE classrooms through common planning, review of test data including baseline, practice or readiness tests.

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

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

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

N/A Goal:

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						

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 N/A Goal(s)

FINAL BUDGET

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

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Springboard Reading Strategies	Springboard Reading Strategies	EESAC Funds	$3,150.00
Reading	Springboard Reading Strategies	Springboard Reading Strategies	School Based Budget	$7,793.00
Reading	Pull-out Interventions	Paraprofessionals	Title I Funds	$49,600.00
Mathematics	Common Core Student Edition Math Workbooks	Common Core Student Edition Math Workbooks	School Based Budget	$10,049.75
Science	Inquiry Based Laboratory Supplies	Inquiry Based Laboratory Supplies	School Based Budget	$1,100.00
Science	FCAT Coach Workbooks	FCAT Coach Workbooks	School Based Budget	$1,347.30
				Subtotal: $73,040.05

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Computer Literacy	Computers	RTT Funds	$42,000.00
Parent Involvement	Connect-Ed	Connect-Ed	Title I Funds	$2,145.00
				Subtotal: $44,145.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Horizontal and Vertical Teaming	Seminars	Title I Funds	$5,000.00
				Subtotal: $5,000.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Parent Involvement	Parental Involvement	Community Involvement Specialist	Title I Funds	$51,945.00
Parent Involvement	Stakeholder Involvement	Community Involvement Supplies (paper, etc)	Title I Funds	$3,000.00
				Subtotal: $54,945.00
				Grand Total: $177,130.05

Differentiated Accountability

School-level Differentiated Accountability Compliance

jn Priority	jn Focus	jn Prevent	jn NA

Are you a reward school: jn Yes jn No

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

No Attachment (Uploaded on 10/10/2012)

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
Springboard Resources	$3,150.00

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

Our EESAC Committee will ensure the design and the implementation of the SIP with the goal of improving the academic success of each and every one of our students including the lowest 25% subgroup and the Economically Disadvantaged subgroup. In addition, the EESAC Committee will ensure that funds allocated for instructional supplies that foster student success are spent appropriately.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Dade School District MATER ACADEMY LAKES MIDDLE SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	70%	73%	87%	36%	266	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%	62%			125	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	67% (YES)	65% (YES)			132	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					523	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Dade School District MATER ACADEMY LAKES MIDDLE SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	69%	72%	92%	32%	265	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	67%	79%			146	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	70% (YES)	73% (YES)			143	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					554	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested