

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: SOUTH MIAMI MIDDLE SCHOOL

District Name: Dade

Principal: Juan Carlos Boue

SAC Chair: Claire Greenberg

Superintendent: Alberto M. Carvalho

Date of School Board Approval: November 21, 2012

Last Modified on: 10/13/2012

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

Dr. Mike Grego, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
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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	Juan Carlos Boue	ESOL, Occupational Specialist, Art, Educational Leadership, Technology Education	1	8	'12 '11 '10 '09 '08 School Grade A A B B C High Standards Rdg. 77 53 47 49 44 High Standards Math 78 77 79 75 72 Learning Gains Rdg. 75 60 53 51 53 Learning Gains Math 80 75 77 75 75 Lowest 25% Reading 68 61 45 56 55 Lowest 25% Math 70 64 64 71 75 AMO Reading/Black 42 AMO Reading/Asian 94 AMO Reading/ELL 31 AMO Math/Black 46 AMO Math/Black 38
Assis Principal	Luz Navarro	MG English, MG Math, Educational Leadership	1	18	'12 '11 '10 '09 '08 School Grade A A C B C High Standards Rdg. 77 46 49 45 45 High Standards Math 78 79 78 75 74 Learning Gains Rdg. 75 52 55 51 56 Learning Gains Math 80 77 78 80 75 Lowest 25% Reading 68 55 55 49 55 Lowest 25% Math 70 71 68 67 79 AMO Reading/Black 42 AMO Reading/Asian 94 AMO Reading/ELL 31

					AMO Math/Black 46 AMO Math/Black 38
Assis Principal	Iliana Artime	Elementary Education, English, ESOL, Primary Education, Educational Leadership	1	5	'12 '11 '10 '09 '08 School Grade A C C C C High Standards Rdg. 77 53 50 53 50 High Standards Math 78 59 63 62 63 Learning Gains Rdg. 75 62 59 60 63 Learning Gains Math 80 51 63 60 73 Lowest 25% Reading 68 59 54 49 60 Lowest 25% Math 70 61 81 61 79 AMO Reading/Black 42 AMO Reading/Asian 94 AMO Reading/ELL 31 AMO Math/Black 46 AMO Math/Black 38
Assis Principal	Ingrid Perez-Sanz	Elementary Education, English, ESOL, Primary Education, Educational Leadership	1	1	'12 '11 School Grade A A High Standards Rdg. 77 83 High Standards Math 78 83 Learning Gains Rdg. 75 72 Learning Gains Math 80 76 Lowest 25% Reading 68 71 AMO Reading/Black 42 AMO Reading/Asian 94 AMO Reading/ELL 31 AMO Math/Black 46 AMO Math/Black 38
Assis Principal	Katyna D. Lopez-Martin	Varying Exceptionalities, ESOL, Educational Leadership	8	8	'12 '11 '10 '09 '08 School Grade A A A A A High Standards Rdg. 77 83 84 80 79 High Standards Math 78 83 84 81 82 Learning Gains Rdg. 75 71 72 70 67 Learning Gains Math 80 76 81 76 78 Lowest 25% Reading 68 71 71 72 68 Lowest 25% Math 70 69 71 69 67 AMO Reading/Black 42 AMO Reading/Asian 94 AMO Reading/ELL 31 AMO Math/Black 46 AMO Math/Black 38

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)

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)
No data submitted			

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
2 Teachers are listed on the Non-Highly Effective report and no teacher received less than an effective rating.	Teachers have successfully completed the corresponding subject area examinations and certification is in progress.

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
50	2.0%(1)	12.0%(6)	46.0%(23)	40.0%(20)	48.0%(24)	100.0%(50)	10.0%(5)	6.0%(3)	8.0%(4)

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
No data submitted			

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

N/A

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

N/A

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

N/A

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal: Provides a general vision for the use of data-based decision-making, ensures that the school-based curriculum council is implementing MTSS/RTI , conducts assessments of MTSS/RTI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS/RTI implementation and communicates with parents regarding school-based MTSS/RTI plans and activities.

Assistant Principals: Provide guidance on the literacy plan; facilitate and support data collection activities; assist in data analysis; and provide professional development and technical assistance to teachers regarding data based instructional planning. Develop, implement, and evaluate school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; provide support for assessment and implementation monitoring; and coordinate the school-wide literacy plan.

General Education Department Chairpersons: Provide information about core instruction, participation in student data collection and collaborate with other staff to implement best practices and interventions for low performing students.

Exceptional Student Education Chairperson: Participates in student data collection, integrates core instructional activities/materials and collaborates with general education teachers through inclusion classes and child study teams.

Student Services Personnel: Provide quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success

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 South Miami Middle School Curriculum Council (SCC) is an extension of the MTSS/RTI and serves as a forum for input from teachers, support staff, and administrators on the operations of the school. The SCC provides structure for effective shared decision-making at the school level. The fundamental purpose of the council is to determine the school's educational program

through the School Improvement Plan (SIP). Through the SIP, the council will develop the educational plan for our school and identify the goals, priorities and strategies to help implement that plan. The SCC will meet on a monthly basis and will discuss areas such as curriculum, instructional programs, technology, professional development, pupil support services and parent involvement. The SIP is continually reviewed and modified to ensure that our students have programming and resources in place to help them achieve to their greatest potential. The MTSS/RTI Leadership Team will:

- Meet on a monthly basis to plan, coordinate, monitor, and ensure the implementation of the School Improvement Plan and all instructional activities.
- Gather information at the meetings which include data trends, interim results, behavior and social issues, and school processes to support and assist with specific instruction and intervention as well as to determine if professional development for faculty is needed.
- Information will be shared with all staff members and correction and/or continuation strategies will be implemented to ensure the needs of all subgroups are being met. The team will update staff on procedures and progress.
- Be responsible for disseminating information to their respective constituents and ensuring that all recommendations are being implemented.
- Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.

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

The SMMCS Curriculum Council serves as an advisory group on curriculum matters for the school. It provides a forum within the school to study, analyze, discuss, and ultimately recommend the possibilities and/or alternatives for curriculum matters and concerns. The Council acts as the school's main vehicle in reviewing and reconsidering additions, deletions, and changes to the school's SIP. The SMMCS Curriculum Council met with the School Advisory Council (EESAC) to help develop the SIP. The team provides data on academic and social/emotional areas that needed to be addressed, helps set clear expectations for instruction, facilitates the development of a systemic approach to teaching and aligned processes and procedures.

- The RtI Leadership Team will assist in planning, monitoring, and adjusting the development and implementation of the school improvement plan through data gathering, data analysis, and identifying barriers for instruction and learning.
- The RtI Problem-solving process will be used by utilizing multiple data sources to determine the causes of problems, and to establish achievable goals which include support for implementation of programs and strategies included in the school improvement plan with fidelity.
- The RtI Team will monitor the fidelity of the delivery of instruction and intervention, and will evaluate the success of interventions based on multiple data sources.

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.

The SMMCS Curriculum Council serves as an advisory group on curriculum matters for the school. It provides a forum within the school to study, analyze, discuss, and ultimately recommend the possibilities and/or alternatives for curriculum matters and concerns. The Council acts as the school's main vehicle in reviewing and reconsidering additions, deletions, and changes to the school's SIP. The SMMCS Curriculum Council met with the School Advisory Council (EESAC) to help develop the School Improvement Plan (SIP). The team provides data on academic and social/emotional areas that needed to be addressed, helps set clear expectations for instruction, facilitates the development of a systemic approach to teaching and aligned processes and procedures. The LLT Leadership Team will assist in planning, monitoring, and adjusting the development and implementation of the school improvement plan through data gathering, data analysis, and identifying barriers for instruction and learning.

- The LLT Problem-solving process will be used by utilizing multiple data sources to determine the causes of problems, and to establish achievable goals which include support for implementation of programs and strategies included in the school improvement plan with fidelity.
- The LLT Team will monitor the fidelity of the delivery of instruction and intervention, and will evaluate the success of interventions based on multiple data sources.

Describe the plan to train staff on MTSS.

The delivery of staff development will take place in the form of workshops, conferences, and presentations. Teachers also have the option of taking courses through the Teacher Education Center. Professional development will be provided during teachers' early release days, and weekly departmental meetings. Teachers will be provided with an in-house professional

development session on the MTSS/RTI principles and procedures. The LLT Team will also evaluate and identify additional staff PD needs during Leadership meetings throughout the year.

Describe the plan to support MTSS.

The MTSS/RTI will be supported by implementing the critical components of a multi-tiered system of supports, integrating the problem-solving process across all tiers, and executing evidence-based instruction and interventions matched to specific student needs. The Leadership Team will provide professional development to align and integrate multiple initiatives, and streamline procedures associated with supporting the use of a data-based problem-solving procedures with fidelity.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The LLT will be based on a cross-section of the faculty and administrative team reflecting highly qualified professionals interested in serving to improve literacy instruction across the curriculum. The LLT will be comprised of the following members:

Juan Carlos Boué, Principal
Iliana Artime, Assistant Principal
Luz Navarro, Assistant Principal
Ingrid Perez-Sanz, Assistant Principal
Katyna D. Lopez-Martin, Assistant Principal
Sandy Baron, Department Chair Magnet
Daysi Budino, Department Chair LA
Claire Greenberg, Social Studies Department Chair
Nicolette Hardy, Department Chair Math
Nattacha Lezcano, Student Services
Sofia Padilla, Gifted Department Chair
Tina Marshall, Student Services
Michael Shaheen, Science Department Co-Chair
Roxanne Tolton, SPED Department Chair

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

The school-based LLT Leadership Team will meet monthly to discuss, analyze and monitor student academic and behavioral data. Data is comprised of Interim Assessments and FCAT scores, in addition to teacher-generated formal and informal assessments. Data trends are identified and decisions are made based on the most current data available. Initiatives, assessment, and observational data will be discussed during the meetings to assist the team in making instructional and programmatic decisions. Adjustments are made to the instructional calendar to target areas identified by the data to be in need of improvement. Enrichment opportunities will be provided to students that have been identified as having mastered grade-level skills.

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

The main focus with the Literacy Leadership Team for the 2012 - 2013 school year will be a more concentrated effort to utilize data for a greater depth and breadth of learning. This will encompass more data chats with staff and students and how the data is being utilized to plan for differentiated instruction as evidenced in lesson plans and student work. Professional development will be incorporated based on data trends and needs. The school will adopt Norman Webb's Depth of Knowledge levels and begin transitioning to the common core standards. The LLT will continue to promote reading across the curriculum and provide strategies in content and elective classes.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

*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.

In order to ensure that reading strategies is the responsibility of every teacher, South Miami Middle School will utilize Creating Independence through Student-Owned Strategies (CRISS) to assist students of all abilities learn content information across the curriculum and throughout the grade levels. The school will participate in a literacy block where every teacher will teach focused literacy lessons aligned with the reading instructional focus calendars. An instructional focus calendar will be provided school-wide based on a review of Baseline and Interim assessment data. Strong emphasis will be placed on identifying areas in which the students are encountering the most difficulty. The instructional focus calendar will include reading strategies that will be used in all content areas and are aligned to the Benchmarks and standards that are assessed on the Reading FCAT Test. The administration will monitor implementation of the reading strategies through weekly classroom walkthroughs.

*High Schools Only

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

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

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

Postsecondary Transition

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

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The results of the 2012 FCAT 2.0 Reading Test indicate that 28% of students achieved level 3. On the 2013 FCAT 2.0, our goal is for 28% students to achieve level 3 proficiency in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28%(276)	28%(276)

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	Based on 2012 FCAT 2.0 Reading Assessment, sixth and seventh grade deficiency was in the Reporting Category of Reading Application. Students are in need of targeted, direct reading strategies to improve reading comprehension.	To improve the weaknesses in sixth and seventh grade, students will analyze literature (fiction and nonfiction) to determine main idea and/or essential message in grade level text through inferring, paraphrasing, summarizing and identifying relevant details.	Literacy Leadership Team	Conduct ongoing classroom assessments focusing on student's ability to apply paraphrasing, summarizing, and determining essential details. FCIM will be implemented by data analysis through curriculum council meetings and on-going data chats with departments, teachers, and students.	Formative: Teacher assessments; Interim Assessment Reports Summative: 2013 FCAT 2.0 Reading Assessment
2	Based on 2012 FCAT 2.0 Reading Assessment, eighth grade deficiency was in the Reporting Category of Vocabulary. Students are in need of targeted, direct vocabulary instruction.	To improve the weaknesses in eighth grade, students will improve word recognition and enhance vocabulary by completing lessons in the Wordly Wise Vocabulary Workbook.	Literacy Leadership Team	Conduct ongoing classroom assessments focusing on student's ability to utilize context clues, prefixes, suffixes, and word walls to determine meaning of unfamiliar words and phrases. FCIM will be implemented by data analysis through curriculum council meetings and on-going data chats with departments, teachers, and students.	Formative: Teacher assessments; Interim Assessment Reports Summative: 2013 FCAT 2.0 Reading 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:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	
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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 reading. Reading Goal #2a:	The results of the 2012 FCAT 2.0 Reading Test indicate that 48% of students achieved levels 4 and 5. On the 2013 FCAT 2.0, our goal is for 49% of students to achieve level 4 or 5 proficiency in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
48%(475)	49%(482)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Based on the 2012 FCAT 2.0 Reading Assessment, the area of deficiency for all grades was in the Reporting Category of Information Text/Research Process. Students are lacking the ability to locate, organize, interpret, synthesize and determine the validity and reliability of a variety of information.	To improve the weaknesses in all grades, students will practice utilizing real-world documents such as brochures, fliers, graphs, and maps to locate, interpret and organize information in order to build strong arguments to support answers.	Leadership Team	Conduct ongoing classroom assessments focusing on students' ability to read and interpret nonfiction texts and be able to explain how text features enhance their understanding of informational texts. FCIM will be implemented by data analysis through curriculum council meetings and on-going data chats with departments, teachers, and students.	Formative: Mini assessments and student writing responses. Summative: 2013 FCAT 2.0 Reading 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:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading 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 reading. Reading Goal #3a:	The results of the 2012 FCAT 2.0 Reading Test indicate that 75% of students made learning gains in reading. Our goal for the 2012-2013 school year is to increase the number of students achieving learning gains by five percentage points to 80%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
75% (703)	80% (750)

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 in the Reporting Category of Reading Application.	To improve the area of deficiency, Reading Plus will be implemented as part of our School-wide Literacy Plan and as a home learning component. In addition to completing sessions at home, students will have the opportunity to participate a minimum of 30 minutes every two weeks in school, to complete a minimum of two sessions weekly.	MTSS/RTI Leadership Team	Monitor, analyze, and use program generated reports to ensure students are making adequate progress in reading practices. FCIM will be implemented by data analysis through curriculum council meetings and on-going data chats with departments, teachers, and students.	Formative: Reading Plus reports. Summative: 2013 FCAT 2.0 results

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading 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 reading. Reading Goal #4:	The results of the 2012 FCAT 2.0 Reading Test indicate that 68% of students in the lowest 25% made learning gains. Our goal for the 2012-2013 school year is to increase the number of students achieving learning gains by FIVE percentage points to 73%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
68%(151)	73%(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	Based on the 2012 FCAT 2.0 reporting category assesment, the area of deficiency was in Reading Application. It is evident that a greater emphasis must be placed in teaching students to summarize, question, clarify and predict.	Daily, students will engage in 30 minutes of reading directed by Reciprocal Teaching strategies and responding to literature through journaling. All classrooms will utilize leveled libraries according to grade level to ensure books for all students. A pull out program will be developed to address the specific needs of our lowest 25%. After school tutoring will be available for students to receive additional support.	MTSS/RTI Leadership Team	Conduct ongoing classroom assessments focused on students ability to discuss and justify answers by returning to the text for support. Reciprocal Teaching strategies will be incorporated in every lesson. FCIM will be implemented by data analysis through curriculum council meetings and on-going data chats with departments, teachers, and students.	Formative: Classroom assessments. Summative: 2013 FCAT 2.0 Reading Assessment.

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 is to decrease the number of non-proficient students, as identified by the 2012 Baseline Assessment, by 50% on the 2017 FCAT 2.0 administration. 5A :					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	76	78	81	83	85	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	The results of the 2012 FCAT Reading Test indicate that 51% of students in the Black subgroup and 94% of the Asian subgroup achieved satisfactory progress in reading. Our goal for the 2012-2013 school year is to increase the number of students making satisfactory gains in the Black subgroup by five percentage points to 56% and in the Asian subgroup to 100%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black 42% (47) Asian 94% (18)	Black 53% (59) Asian 100% (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	Students in the lowest 25% are in need of intense remediation and intervention as noted on the administration of the 2012 FCAT Reading Test. Students often expressed concerns with transportation as a barrier to participation in the after school tutoring program	Determine core instructional needs by reviewing FCAT 2.0 and FAIR assessment data for all students reading below proficiency in the 25% and develop an in school pull out tutoring schedule to address the individual areas of Reading Application and Informational Text/Research Process. A greater emphasis will be placed in teaching students to use strategies to comprehend informational text, use graphic organizers, interpret, synthesize and evaluate information from a variety of sources.	MTSS/RTI Leadership Team	Assess student progress using the FAIR, interim assessments, and Ongoing Progress Monitoring (OPM) to adjust the intervention schedule as needed. Formative and informal classroom assessments, and subsequent benchmark-based assessments will be used to monitor progress and to ensure progress is being made. Intervention adjustments will be made accordingly.	Formative: FAIR, District interim assessments, OPM data Summative: 2013 FCAT Assessment
2	Students in the Black and Asian subgroups are deficient in the Reporting Category of Informational Text and Research.	Determine core instructional needs by reviewing FCAT, Baseline, and FAIR assessment data for all students reading below proficiency in the 25% and develop an in school pull out tutoring schedule to address the individual areas of weakness. A greater emphasis will be placed in teaching students to use strategies to comprehend informational text, use graphic organizers, interpret, synthesize and evaluate information from a variety of sources.	Principal, Assistant Principal, Literacy Leadership Team, RtI Leadership Team	Assess student progress using the FAIR, Interim Assessments, and Ongoing Progress Monitoring (OPM) to adjust the intervention schedule as needed. Formative and informal classroom assessments, and subsequent benchmark-based assessments will be used to monitor progress and to ensure progress is being made. Intervention adjustments will be made accordingly.	Formative: FAIR, District Interim Assessments, OPM data Summative: 2012 FCAT Assessment
3					

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	The results of the 2012 FCAT 2.0 Reading Test indicate that
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satisfactory progress in reading. Reading Goal #5C:	only 31% (16) of the ELL students achieved satisfactory progress in reading. Our goal for the 2012-2013 school year is to increase the number of students making satisfactory gains in reading by seven percentage points to 38% (28).
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (16)	38% (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	Students in the ELL subgroup are in need of intense remediation and intervention as noted on the administration of the 2012 FCAT Reading Assessment. Students are deficient in the Reporting Category of Informational Text and Research.	Determine core instructional needs by reviewing FCAT and FAIR assessment data for all students reading below proficiency. A pull out program will be incorporated to address areas of concern. A greater emphasis will be placed in teaching students to use strategies to comprehend informational text, use graphic organizers, interpret, synthesize and evaluate information from a variety of sources. Before and After school tutoring will be made available, free of charge to all FCAT Levels 1 and 2 students in need of additional academic assistance.	MTSS/RtI Leadership Team	The FCIM will be implemented by data analysis through curriculum council meetings and on-going data chats with all stakeholders. Formative and informal classroom assessments, and subsequent benchmark-based assessments will be used to monitor student progress.	Formative: Imagine Learning reports, CELLA reports, Achieve 3000 (Teen Biz) reports Summative: 2013 FCAT 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:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:		The results of the 2012 FCAT Reading Test indicate that 67% of students in the Economically Disadvantaged subgroup achieved proficiency in reading. Our goal for the 2012-2013 school year is to increase the number of students meeting proficiency in reading by two percentage points to 69%.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
67% (338)		69% (348)			
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 in the Economically Disadvantaged subgroup are deficient in the Reporting Category of Information Text/Research process. These students are in need of intense remediation and intervention as noted on the administratio of the 2012 FCAT Reading Test.	Determine core instructional needs by reviewing FCAT and FAIR assessment data for all students reading below proficiency in the 25% and develop an in school pull out tutoring schedule to address the individual areas of weakness. A greater emphasis will be placed in teaching students to use strategies to comprehend informational text, use graphic organizers, interpret, synthesize and evaluate information from a variety of sources.	MTSS/RTI Leadership Team	Assess student progress using the FAIR, interim assessments, and Ongoing Progress Monitoring (OPM) to adjust the intervention schedule as needed. Formative and informal classroom assessments, and subsequent benchmark-based assessments will be used to monitor progress and to ensure progress is being made. Intervention adjustments will be made accordingly.	Formative: FAIR, District Interim Assessments, OPM data Summative: 2013 FCAT 2.0 Assessment

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Reading and Writing Across the Curriculum	6 – 8 All Subject Areas	Language Arts Department, Reading Coach	All Teachers	September, 2012	Classroom practice and instructional planning	Leadership Team, Language Arts Dept. Chair
MTSS/RTI Implementation	6 – 8 All Subject Areas	District Personnel	All Teachers	October, 2012	Classroom practice and instructional planning	Leadership Team
Infusing National Common Core Curriculum Standards in the Classroom	6 – 8 All Subject Areas	Literacy Leadership Team	All Teachers	January, 2013	Classroom practice and instructional planning	Leadership Team

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
1A.2	Improve word recognition and enhance vocabulary by completing lessons in the Wordly Wise Vocabulary Workbook.	School Budget	\$5,000.00
4A.1	A reading interventionist will assist in developing a pull-out and tutoring program to meet the needs of non-proficient students	School Budget	\$10,000.00
			Subtotal: \$15,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$15,000.00

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.		68% (39)			
CELLA Goal # 1:					
2012 Current Percent of Students Proficient in listening/speaking:					
The results of the 2012 Spring Florida Comprehensive English Language Learning Assessment indicate that 68% of ELL students achieved proficiency in Listening/Speaking.					
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
	Based on the 2012 Spring Florida Comprehensive English Language Learning Assessment, ELL students are in need of targeted, direct listening/speaking strategies to improve comprehension.	To improve Listening skills, students will participate in numerous activities such as doing, choosing, answering, condensing, extending, duplicating, modeling, and conversing. The listening component will	MTSS/RTI Leadership Team	Conduct ongoing classroom assessments focusing on student's ability to apply Listening and Speaking skills. The FCIM will be implemented by data analysis through	Formative: Teacher assessments; Interim Fall, Winter, Spring Fair, TeenBiz 3000 Levels 2.3.4 Imagine Learning Level 1

1	<p>be built into the ELL lessons based on these activities/response types.</p> <p>To improve Speaking skills, students will concentrate on their pronunciation, intonation and fluency as well as speaking skills. Students will study and practice the essential aspects of speaking and listening in English and develop proficiency in conversation, group discussion, meetings, and classroom activities.</p>	<p>curriculum council meetings and on-going data chats with departments, teachers, and students.</p>	<p>assessment reports</p> <p>Summative: 2013 Spring Florida Comprehensive English Language Learning Assessment</p>
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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:	The results of the 2012 Spring Florida Comprehensive English Language Learning Assessment indicates that 53 % of students achieved proficiency in Reading.
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2012 Current Percent of Students Proficient in reading:

53% (30)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Based on the 2012 Spring Florida Comprehensive English Language Learning Assessment, ELL students are in need of targeted, direct reading strategies to improve reading comprehension	To improve the weaknesses in sixth and seventh grade, students will analyze literature (fiction and nonfiction) to determine main idea and/or essential message in grade level text through inferring, paraphrasing, summarizing and identifying relevant details.	MTSS/RTI Leadership Team	<p>Conduct ongoing classroom assessments focusing on student's ability to apply paraphrasing, summarizing, and determining essential details.</p> <p>The FCIM will be implemented by data analysis through curriculum council meetings and on-going data chats with departments, teachers, and students.</p>	<p>Formative: Teacher assessments; Interim assessment reports</p> <p>Summative: 2013 Spring Florida Comprehensive English Language Learning Assessment</p>

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

3. Students scoring proficient in writing. CELLA Goal #3:	The results of the 2012 Spring Florida Comprehensive English Language Learning Assessment indicate 54% of students achieved proficiency in writing.
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2012 Current Percent of Students Proficient in writing:

54% (30)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Based on the 2012 Spring Florida Comprehensive English Language Learning Assessment, ELL students were deficient in the areas of paragraph structure, thesis statement, and voice.	To improve student weaknesses, with the support of the HLAB paraprofessional, teachers will focus on the areas of organization, writing thesis statements, and voice. Write Traits and CRISS strategies which address these areas will be implemented.	MTSS/RTI Leadership Team	Use the writing process and maintain a writing portfolio which includes drafts, works in progress, and completed essays.	Formative: Writer's Portfolio depicting progress between Baseline Writing Assessment and Winter Interim Writing Assessment Summative: 2013 Spring Florida Comprehensive English Language Learning Assessment

CELLA Budget:

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

Middle School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	The results of the 2011-2012 FCAT Mathematics Test indicate that 28 % of students achieved Level 3 proficiency. On the 2013 FCAT 2.0, our goal is for 29% of students to achieve a Level 3 in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (288)	29% (293)

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 FCAT 2.0 Mathematics assessment The area of greatest difficulty for students in Grade 6 was Reporting Category3 – Geometry and measurement.	Provide students with models, both digital and tangible, to enable them to visualize, draw, and measure cross-sections of a range of geometric solids. Develop guidelines for students to use writing and journaling to identify learned concepts and to eliminate misconceptions. (Think, Solve and Explain activities)	MTSS/RTI Leadership Team	National Library of Virtual Manipulatives Florida Focus Common departmental notebooks for student organization and note taking skills District Interim Data reports will be review by EESAC at monthly meetings and adjustments to strategies made as needed. FCIM will be implemented by data analysis through curriculum council meetings and on-going data chats with departments, teachers, and students.	Formative: Teacher made test and District Interim Data reports. Florida Focus Achieves Summative: Results from the 2013 FCAT 2.0 Mathematics assessment.
2	According to the results of the 2012 FCAT 2.0 Mathematics assessment The area of greatest difficulty for students in Grade 7 was Reporting Category1– Ratios and Proportional Relationships.	Increase opportunities for students to solve problems involving scale factors using ratios and proportions in a real world content. Develop guidelines for students to use writing and journaling to identify learned concepts and to eliminate misconceptions. (Think, Solve and Explain activities)	MTSS/RTI Leadership Team	National Library of Virtual Manipulatives Florida Focus Common departmental notebooks for student organization and note taking skills District Interim Data reports will be review by EESAC at monthly meetings and adjustments to strategies made as needed. FCIM will be implemented by data analysis through curriculum council meetings and on-going data chats with departments, teachers, and students.	Formative: Teacher made test and District Interim Data reports. Florida Focus Achieves Summative: Results from the 2013 FCAT 2.0 Mathematics 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:

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 2.0 Mathematics Test indicate 49% of students achieved Level 3 proficiency. On the 2013 FCAT 2.0, our goal is for 49% of students to score at or above Achievement Levels of 4 and 5 in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
49% (494)	49% (495)

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	Based on the 2012 FCAT Mathematics Assessment Test the area of deficiency, per reporting category, grade six was in the reporting category of Geometry and Measurement, seventh grade was Ratios/Proportional Relationships and eighth grade was Expressions, Equations and Functions.	Allow for more investigative and discovery means of instruction, apply Think-Solve & Explain concepts	MTSS/RtI Leadership Team	Continuously monitor classroom assessments focusing on student's level of comprehension. The students will utilize their work folders and rubrics as means of assessing their own learning. Formative and informal classroom assessments, and subsequent benchmark-based assessments will be used to monitor progress and to ensure progress is being made. Intervention adjustments will be made accordingly.	Formative: Teacher Assessments, Florida Achieves Assessments, Interim Assessments Reports Summative: 2012 FCAT Mathematics Assessment
	According to the results of the 2012 FCAT 2.0	Lessons will incorporate hands on activities which	Leadership Team	National Library of Virtual Manipulatives	Formative: Teacher made test

2	Mathematics assessment The area of greatest difficulty for students in Grade 7 was Reporting Category 1 – Ratios and Proportional Relationships.	simulate real world applications of ratios and proportional relationships. Provide students explore proportional relationships through real world application using graphs of collected data.		Florida Focus Common departmental notebooks for student organization and note taking skills District Interim Data reports will be review by EESAC at monthly meetings and adjustments to strategies made as needed. FCIM will be implemented by data analysis through curriculum council meetings and on-going data chats with departments, teachers, and students.	and District Interim Data reports. Florida Focus Achieves Summative: Results from the 2013 FCAT 2.0 Mathematics assessment.
3	According to the results of the 2012 FCAT 2.0 Mathematics assessment The area of greatest difficulty for students in Grade 8 was Reporting Category 3 – Geometry and Measurement.	Lessons will incorporate hands on activities which simulate real world applications of Geometry and Measurement. Provide the opportunities for students to use similar triangles to solve problems that include height and distance	Leadership Team	National Library of Virtual Manipulatives Florida Focus Common departmental notebooks for student organization and note taking skills District Interim Data reports will be review by EESAC at monthly meetings and adjustments to strategies made as needed. FCIM will be implemented by data analysis through curriculum council meetings and on-going data chats with departments, teachers	Formative: Teacher made test and District Interim Data reports. Florida Focus Achieves Summative: Results from the 2013 FCAT 2.0 Mathematics 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:

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 2011-2012 FCAT Mathematics Test indicate 80% of students made learning gains in mathematics. On the 2013 FCAT 2.0, our goal is for 85% of students make learning gains in mathematics to 85%. Gains from 80% to 75%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
80% (774)	85% (822)

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 FCAT 2.0 Mathematics assessment The area of greatest difficulty for students in Grade 6 was Reporting Category3 – Geometry and Measurement.	Provide students with models, both digital and tangible, to enable them to visualize, draw, and measure cross-sections of a range of geometric solids. Students will use writing and journaling to identify learned concepts to eliminate misconceptions. (Think, Solve and Explain activities)	MTSS/RTI Leadership Team	National Library of Virtual Manipulatives Florida Focus Common departmental notebooks for student organization and note taking skills District Interim Data reports will be review by EESAC at monthly meetings and adjustments to strategies made as needed. FCIM will be implemented by data analysis through curriculum council meetings and on-going data chats with departments, teachers, and students.	Formative: Teacher made test and District Interim Data reports. Florida Focus Achieves Summative: Results from the 2013 FCAT 2.0 Mathematics assessment
2	According to the results of the 2012 FCAT 2.0 Mathematics assessment The area of greatest difficulty for students in Grade 7 was Reporting Category1– Ratios and Proportional Relationships	Provide students with models, both digital and tangible, to enable them to determine ratios and proportional relationships. Students will use writing and journaling to identify learned concepts to eliminate misconceptions. (Think, Solve and Explain activities)	MTSS/RTI Leadership Team	National Library of Virtual Manipulatives Florida Focus Common departmental notebooks for student organization and note taking skills District Interim Data reports will be review by EESAC at monthly meetings and adjustments to strategies made as needed. FCIM will be implemented by data analysis through curriculum council meetings and on-going data chats with departments, teachers, and students.	Formative: Teacher made test and District Interim Data reports. Florida Focus Achieves Summative: Results from the 2013 FCAT 2.0 Mathematics assessment
	According to the results of the 2012 FCAT 2.0 Mathematics assessment The area of greatest difficulty for students in Grade 8 was Reporting Category3 – Geometry and Measurement.	Students will be provided opportunities to find the perimeters and areas of composite two-dimensional figures, including non-rectangular figures using various strategies. Students will use writing	MTSS/RTI Leadership Team	National Library of Virtual Manipulatives Florida Focus Common departmental notebooks for student organization and note taking skills District Interim Data reports will be review by	Formative: Teacher made test and District Interim Data reports. Florida Focus Achieves Summative: Results from the

3		and journaling to identify learned concepts to eliminate misconceptions. (Think, Solve and Explain activities)	EESAC at monthly meetings and adjustments to strategies made as needed. FCIM will be implemented by data analysis through curriculum council meetings and on-going data chats with departments, teachers, and students.	2013 FCAT 2.0 Mathematics assessment
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

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 2011-2012 FCAT Mathematics Test indicates 70% of students in the Lowest 25% achieved learning gains. Our goal for the 2012-2013 school year is to increase the lowest 25% achieving learning gains to 75%. gains by five percentage points to 75%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
70% (172)	75% (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
	According to the results of the 2012 FCAT 2.0 Mathematics assessment The area of greatest difficulty for students in Grade 6 was Reporting Category3 – Geometry	Before school tutoring will be made available for students to receive additional support. Parents will be contacted and informed of school tutoring services. All	MTSS/RTI Leadership Team	Analyze Interim Assessment Data Reports to adjust instruction, as needed, to ensure progress is being made and students are making learning gains.	Formative: Teacher Assessments, Florida Achieves Assessments, Interim Assessments

1	and Measurement. It is evident that a greater emphasis must be placed in teaching students to apply critical thinking skills so to evaluate real-world scenarios.	mathematics teachers will use differentiated instruction practices. A pullout program will be developed to address the specific needs of our lowest 25%.		FCIM will be implemented by data analysis through curriculum council meetings and on-going data chats with departments, teachers, and students.	Reports Summative: 2013 FCAT Mathematics Assessment
2	According to the results of the 2012 FCAT 2.0 Mathematics assessment The area of greatest difficulty for students in Grade 7 was Reporting Category1– Ratios and Proportional Relationships	Before school tutoring will be made available for students to receive additional support. Parents will be contacted and informed of school tutoring services. All mathematics teachers will use differentiated instruction practices. A pullout program will be developed to address the specific needs of our lowest 25%.	MTSS/RTI Leadership Team	Analyze Interim Assessment Data Reports to adjust instruction, as needed, to ensure progress is being made and students are making learning gains. FCIM will be implemented by data analysis through curriculum council meetings and on-going data chats with departments, teachers, and students	Formative: Teacher Assessments, Florida Achieves Assessments, Interim Assessments Reports Summative: 2013 FCAT Mathematics Assessment
3	According to the results of the 2012 FCAT 2.0 Mathematics assessment The area of greatest difficulty for students in Grade 8 was Reporting Category3 – Geometry and Measurement.	Before school tutoring will be made available for students to receive additional support. Parents will be contacted and informed of school tutoring services. All mathematics teachers will use differentiated instruction practices. A pullout program will be developed to address the specific needs of our lowest 25%.	MTSS/RTI Leadership Team	Analyze Interim Assessment Data Reports to adjust instruction, as needed, to ensure progress is being made and students are making learning gains. FCIM will be implemented by data analysis through curriculum council meetings and on-going data chats with departments, teachers, and students	Formative: Teacher Assessments, Florida Achieves Assessments, Interim Assessments Reports Summative: 2013 FCAT Mathematics Assessment

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 is to decrease the number of non-proficient students, as identified by the 2012 Baseline Assessment, by 50% on the 2017 FCAT 2.0 administration. 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	77	79	81	83	85	

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 Test indicate that that 46% of students in the Black subgroup achieved proficiency. Our goal for 2013 is to increase the Black subgroup making satisfactory progress in mathematics to 54% (60).
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black: 46% (52)	Black: 54% (60)
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 in the lowest 25% are in need of intense remediation and intervention as noted on the administration of the 2012 FCAT Mathematics Test. It is evident that these students are weak in the Reporting Category of Geometry and Measurement. Students often expressed concerns with transportation or family issues as a barrier to participation in the before and after school tutoring program.	Before and after school tutoring will be made available for students to receive additional support. Parents will be contacted and informed of school tutoring services. All mathematics teachers will use differentiated instruction practices. A pullout program will be developed to address the specific needs of our lowest 25%. Students will analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships; specify locations and describe spatial relationships using coordinate geometry and other representational systems; apply transformations and use symmetry to analyze mathematical situations; use visualization, spatial reasoning, and geometric modeling to solve problems.	MTSS/RtI Leadership Team	Analyze Interim Assessment Data Reports to adjust instruction, as needed, to ensure progress is being made and students are making learning gains. Formative and informal classroom assessments, and subsequent benchmark-based assessments will be used to monitor progress and to ensure progress is being made. Intervention adjustments will be made accordingly. FCIM will be implemented by data analysis through curriculum council meetings and on-going data chats with departments, teachers, and students.	Formative: Teacher Assessments, Florida Achieves Assessments, District, and school-site assessment data, intervention assessments. Summative: 2013 FCAT 2.0 assessment results.

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.	N/A
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Mathematics Goal #5D:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
N/A		N/A		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	The results of the 2012 FCAT Mathematics Test indicates ___% (___) of our Economically Disadvantaged students achieved learning gains. Our goal for 2013 is to increase the Economically Disadvantaged subgroup not meeting AMO Progress by _____ percentage points to ___%.
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
1	Students in the lowest 25% are in need of intense remediation and intervention as noted on the administration of the 2012 FCAT Mathematics Test. It is evident that these students are weak in the Reporting Category of Geometry and Measurement. Students often expressed concerns with transportation or family issues as a barrier to participation in the before and after school tutoring program.	Before school tutoring will be made available for students to receive additional support. Parents will be contacted and informed of school tutoring services. All mathematics teachers will use differentiated instruction practices. A pullout program will be developed to address the specific needs of our lowest 25%. Students will analyze characteristics and properties of two- and three dimensional geometric shapes and develop mathematical arguments about geometric relationships; specify locations and describe spatial relationships using coordinate geometry and other representational systems; apply transformations and use symmetry to analyze mathematical situations;	MTSS/RtI Leadership Team	Review Interim Assessment Data Reports to adjust instruction, as needed, to ensure progress is being made and students are making learning gains. FCIM will be implemented by data analysis through curriculum council meetings and on-going data chats with departments, teachers, and students. Formative classroom assessments, and subsequent benchmark-based assessments will be used to assess progress. Interventions will be implemented accordingly.	Formative: District, and school-site assessment data, intervention assessments. Summative: 2013 FCAT 2.0 assessment results.

use visualization, spatial reasoning, and geometric modeling to solve problems.

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 assessment indicate that 7% of students scored in Level 3. Our goal for the 2012-2013 school year is to maintain the 7% success rate.
2012 Current Level of Performance:	2013 Expected Level of Performance:
7%(7)	7%(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	According to the results of the 2012 Algebra EOC assessment the area of greatest difficulty for students was the Reporting Category of Rationals, Radicals, Quadratics and Discrete Mathematics.	Provide students with additional practice in solving and graphing quadratic equations that involve real world content. Provide inductive reasoning strategies that include discovery learning activities.	Leadership Team	Florida Focus Achieves Interim assessment tests Teacher made tests FCIM will be implemented by data analysis through curriculum council meetings and on-going data chats with departments, teachers, and students.	Formative: Interim Assessments, Data reports, Teacher made test Summative: 2013 Mathematics 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 Algebra. Algebra Goal #2:	The results of the 2012 Algebra I EOC assessment indicate that a 93% (91) of students scored in the upper third (Levels 4-5). Our goal for the 2012-2013 school year is to increase the percent of students achieving levels 4-5 to 93%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
93%(91)	93%(91)

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
	According to the results	Provide students with additional practice in	Leadership team	Florida Focus Achieves Interim assessment tests	Formative: Interim

1	of the 2012 Algebra EOC assessment the area of greatest difficulty for students was the Reporting Category of Rationals, Radicals, Quadratics and Discrete Mathematics.	solving and graphing quadratic equations that involve real world content Students will be given opportunities to apply principles of rationals, radicals, quadratics and discrete mathematics in real worked content through mathematical writings.	Teacher made test	Assessments Teacher made test Summative: 2013 Algebra EOC
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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 # Our goal is to decrease the number of non-proficient students, as identified by the 2012 Baseline Assessment, by 50% on the 2017 FCAT 2.0 administration. 3A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	0	0	0	0	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 subgroup:

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:	The results of the 2012 FCAT Algebra Assessment indicate that ___% of students in the Economically Disadvantaged subgroup did not make satisfactory progress in Algebra. Our goal for the 2013 school year is to increase student proficiency in Algebra by ____ percentage points to ____%
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
1	According to the results of the 2012 Algebra EOC assessment the area of greatest difficulty for students was the Reporting Category of Rationals, Radicals, Quadratics and Discrete Mathematics.	Increase practice of these topics including computer lab time using Florida Focus Integrate bell ringers that practice and reinforce problems dealing with fractions, radicals, quadratics and Discrete Mathematics	MTSS/RtI Team	Review ongoing classroom assignments and assessments that target application. FCIM will be implemented by data analysis through curriculum council meetings and on-going data chats with departments, teachers,	Formative Assessment Teacher made test Test by Florida Focus Summative Assessment: 2013 Algebra I EOC

Increase online mathematics practice, testing and assessment.

and students.

Geometry End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will	Geometry Goal #	

reduce their achievement gap by 50%.	3A : <input type="text"/>				
Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.
Geometry Goal #3B:

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

Problem-Solving Process to Increase Student Achievement

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

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

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

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

3E. Economically Disadvantaged students not making satisfactory progress in Geometry. Geometry Goal #3E:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

End of Geometry EOC Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Reading and Writing Across the Curriculum	6 – 8 All Subject Areas	Language Arts Department, Reading Coach	All Teachers	September, 2012	Classroom visits, Classroom practice and instructional planning	Leadership Team
MTSS/RTI Implementation	6 – 8 All Subject Areas	All Teachers	All Teachers	October, 2012	Classroom visits, Classroom practice and instructional planning	Leadership Team
Infusing National Common					Classroom visits,	

Core Curriculum Standards in the Classroom	6 – 8 All Subject Areas	Literacy Leadership Team	All Teachers	January, 2013	Classroom practice and instructional planning	Leadership Team
Effective Implementation of the Instructional Focus Calendar	6 – 8 All Subject Areas	Department Chairperson	All Teachers	August 18 and 19, 2012	Classroom visits, Classroom practice and instructional planning	Leadership Team
Middle Grades Mathematics Learning Community	6 – 8 Mathematics	District Personnel Department: Division of Mathematics and Science	Department Chairperson	October 2012, November 2012, January 2013, May 2013	Classroom visits, Classroom practice and instructional planning	Leadership Team

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
4a.1	Before and After School Tutoring will be offered in order to work with individual students to disclose mathematical misunderstandings.	School Budget	\$1,200.00
			Subtotal: \$1,200.00
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: \$1,200.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	The results of the 2012 FCAT Science Test indicate that 47% of students achieved Level 3 proficiency. Our goal for the 2012-2013 school year is to increase student proficiency in level 3 by 2 percentage points to 49%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
47%(160)	49% (168)

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	<p>Based on the FCAT 2.0 Science Assessment, the area of deficiency was in the reporting category of Nature of Science.</p> <p>This deficiency will be addressed through a greater focus on FCAT 2.0 item specs, use of common lab and investigative formats, and continued opportunities for students to participate and design hands-on investigations both in the classroom and the field.</p>	<p>Provide constructivist learning experiences to develop each student's ability to generate visualizations and representations of scientific concepts in the form of: diagrams, charts, trees, tables, graphs, pyramids, causal chains, timelines, and outlines.</p> <p>Utilize interactive - computerized programs in lessons and computer labs to enhance the delivery of daily objectives.</p> <p>Have eighth grade teachers attend inservice activities to enhance curriculum delivery.</p>	MTSS/RtI Leadership Team	<p>Review common assessment results by grade levels as well as lab logs and lesson plans each nine weeks to determine progress towards benchmarks.</p> <p>Focus calendars (schedules for labs and assessments) will be implemented and monitored by the department chair.</p> <p>Review of school-site assessment data and District Interim assessment data will be utilized to monitor student progress.</p> <p>FCIM will be implemented by data analysis through curriculum council meetings and on-going data chats with departments, teachers, and students.</p>	<p>Formative: District, and school-site assessment data, intervention assessments.</p> <p>Summative: 2013 FCAT 2.0 Science Assessment.</p>

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	
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 science.	<p>The results of the 2012 FCAT Science Test indicate that 20%of students achieved Levels 4 and 5 proficiency.</p> <p>Our goal for the 2012 school year is to increase student</p>
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Science Goal #2a:	proficiency in levels 4 and 5 by one percentage point to 21%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
20%(68)	21%(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
1	<p>Trend data analysis indicates that a deficiency among students meeting high standards but not performing at the highest levels of achievement is Scientific Thinking (Nature of Science.)</p> <p>Students need to develop problem-solving and logical thinking skills to achieve at the highest levels of performance in this area and this must be done actively through authentic science activities and competitions.</p>	<p>Provide classroom and after-school opportunities for students to design and implement inquiry-based activities and projects developing experimental designs, testing hypotheses, collecting, analyzing data and formulating conclusions, such as weekly scheduled laboratory activities, Science Fairs, SECME, and the Fairchild Challenge.</p> <p>Norman Webb's Depth of Knowledge (DOK) levels will be incorporated for a greater depth and breadth of learning, and to meet the requirements of academic rigor required by No Child Left Behind.</p>	Leadership Team	<p>Review of school-site assessment data and District Interim assessment data will be utilized to monitor student progress.</p> <p>The FCIM will be implemented by data analysis through curriculum council meetings and on-going data chats with departments, teachers, and students.</p>	<p>Formative: District, and school-site assessment data, intervention assessments.</p> <p>Summative: 2013 FCAT 2.0 Science Assessment.</p>

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science.	
Science Goal #2b:	
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
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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
Infusing National Common Core Curriculum Standards in the Classroom	6 – 8 All Subject Areas	Literacy Leadership Team	All Teachers	January, 2012	Classroom visits, Classroom practice and instructional planning	Leadership Team
Effective Implementation of the Instructional Focus Calendar	6 – 8 All Subject Areas	Department Chairperson	All Science Teachers	August 18 and 19, 2012	Classroom visits, Classroom practice and instructional planning	Leadership Team
Reading and Writing Across the Curriculum	6 – 8 All Subject Areas	Language Arts Department, Reading Coach	All Teachers	September, 2012	Classroom visits, Classroom practice and instructional planning	Leadership Team
MTSS/RTI Implementation	6 – 8 All Subject Areas	District Personnel	All Teachers	October, 2012	Classroom visits, Classroom practice and instructional planning	Leadership Team
Science Professional Development Targeting Instruction for Each Nine-Week Grading Period	6 – 8 Science	The Division of Mathematics and Science/ MDCPS	Department Chairperson	September, November, and February 2013	Classroom visits, Classroom implementation and instructional planning	Leadership Team

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
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 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 90% of students achieved mastery level 3 and above. On the 2013 FCAT Writing Test, our goal is to increase student proficiency by one percentage point to 91%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
90%(313)	91% (317)

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	Based on the 2012 District Winter Interim Writing Assessment, all students were deficient in the areas of paragraph structure, thesis statement, and voice.	To improve weaknesses, Language Arts teachers will focus on the areas of organization, writing thesis statements, and voice. Write Traits and CRISS strategies which address these areas will be implemented.	MTSS/Rtl Leadership Team	Use the writing process and maintain a writing portfolio which includes drafts, works in progress, and completed essays. Conduct monthly conferences regarding writing portfolios. FCIM will be implemented by data analysis through curriculum council meetings and on-going data chats with departments, teachers, and students.	Formative: Writer's Portfolio depicting progress between the Baseline Writing Assessment and the mid-year Interim Writing Assessment Summative: 2013 FCAT 2.0 Writing

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

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Effective Writing Skills	6 - 8	Language Arts, ESOL, and Reading Teachers	Language Arts, ESOL, and Reading Teachers	September 2012 to May 2013	Monitor student writing portfolios, notebooks or journals	Leadership Team
Regional FCAT 2.0 Writing Scoring/Instructional Implications Trainings for English Language Arts Supervisors/ Educators	6 - 8	The Florida Department of Education	Language Arts Department Chairperson	October, 2012	Monitor student writing portfolios, notebooks or journals	Leadership Team
Using Anchor papers and District Baseline Writing Data to Guide Instruction	6 - 8	Language Arts Department Chairperson	Language Arts, ESOL, and Reading Teachers	August/September 2012	Monitor student expository and persuasive essay writing	Leadership Team

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

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:	The result of the Civics District Baseline Assessment reflects that 0% of students achieved Level 3 proficiency. Our goal for the 2012-2013 school year is to increase level 3 student proficiency by 10 percentage points to 10%
2012 Current Level of Performance:	2013 Expected Level of Performance:
0%	10%

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	Based on our item analysis of assessments background knowledge, vocabulary, and reading comprehension will continue to be a challenge.	Utilize District published lesson plans with assessments aligned to tested End of Course Exam Benchmarks to maximize opportunities for students to master tested content. Additionally, provide classroom activities which help students develop an understanding of the content specific vocabulary taught in government or civics. Examples include: Vocabulary word maps, personal dictionaries, word walls, reading from a variety of texts, and instruction in different levels of content specific words.	MTSS/RTI Leadership Team	Ongoing Progress Monitoring (OPM) and regular classroom assessments that focus on students' knowledge of word relationships and multiple meanings of words. FCIM will be implemented by data analysis through curriculum council meetings and on-going data chats with departments, teachers, and students.	Formative: Interim Assessments, Supplemental Curriculum Resource Assessments, Quarterly and Mini-Assessments. Reading Plus. Summative: 2013 Civics District Baseline Assessment
2	Students are exhibiting weaknesses in patterns support main idea and character development by analyzing choice of words, style, and technique to understand how these elements influence the meaning of text.	Teachers will ensure that students are making inferences, drawing conclusions, and identifying implied main idea and author's purpose. Graphic organizers will be infused to assist students in summarizing main points. Examples include: Summarization activities, graphic organizers, anchoring strategies,	MTSS/RTI Leadership Team	Ongoing Progress Monitoring (OPM) and regular classroom assessments that focus on students' knowledge of word relationships and multiple meanings of words. FCIM will be implemented by data analysis through curriculum council meetings and on-going data chats with departments, teachers, and students.	Formative: Interim Assessments, Supplemental Curriculum Resource Assessments, Quarterly and Mini-Assessments. Reading Plus. Summative: 2013 Civics District Baseline Assessment

compare/contrast, and questioning the author.

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:	The result of the Civics District Baseline Assessment reflects that ___% of students achieved level 4 proficiency. Our goal for the 2012-2013 school year is to increase level 4 student proficiency by ____ percentage points to ___%
2012 Current Level of Performance:	2013 Expected Level of Performance:
00%	00%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are exhibiting weaknesses in using primary and secondary sources. Students need to practice locating details, critically analyzing text, and synthesizing details to draw correct conclusions.	Teachers will incorporate instruction that assists students in building stronger arguments to support their answers. Students should explore and practice locating details, critically analyzing text, and synthesizing details to draw correct conclusions. Examples include: Reciprocal teaching, question-answer-relationships, note-taking skills, summarization skills, and questioning the author.	Leadership Team	Ongoing classroom observations and assessments that focus on student's ability to determine the validity and reliability of information within and across texts. Both students and teachers should examine rubrics and the appropriate benchmarks to ensure a complete understanding of the skills assessed. FCIM will be implemented by data analysis through curriculum council meetings and on-going data chats with departments, teachers, and students.	Interim Assessments, Supplemental Curriculum Resource Assessments, Quarterly and Mini-Assessments, Reading Plus. Summative: 2013 Civics District Baseline Assessment

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Effective Implementation of the Instructional Focus Calendar	6 – 8 All Subject Areas	Department Chairperson	All Teachers	August 18 and 19, 2012	Classroom visits, Classroom practice and Instructional planning	Leadership Team
Opening of Schools					Classroom visits,	

Curriculum and Program Update for Department Chairpersons	6 – 8	The Division of Social Science/ MDCPS	Department Chairperson	August, 2012	Classroom implementaton and Instructional planning	Leadership Team
MTSS/RTI Implementation	6 – 8 All Subject Areas	District Personnel	All Teachers	October, 2012	Classroom visits, Classroom implementaton and Instructional planning	Leadership Team
Infusing National Common Core Curriculum Standards in the Classroom	6 – 8 All Subject Areas	Literacy Leadership Team	All Teachers	January, 2013	Classroom visits, Classroom implementaton and Instructional planning	Leadership Team

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 the 2012-2013 school year is to increase student attendance to 97.13%. In addition, our goal for this year is to decrease the number of students with excessive absences (10 or more), from 173 to 164. Also, our goal for this year is to decrease the number of students with excessive tardies (10 or more), from 119 to 113.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
96.6% (1000)	97.13% (1005)

2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
173	164
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
119	113

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	<p>Students with excessive absences and/or tardies due to illnesses.</p> <p>Many students are absent from school and class due to excused and unexcused reasons.</p>	<p>Student's attendance will be monitored daily. Students will be placed in an early intervention program.</p> <p>The school social worker will make necessary visitations. The students may be placed on attendance contracts</p> <p>Identify and refer students with excessive excused/unexcused absences to the Attendance Review Committee (ARC)</p>	Attendance Review Committee	<p>Monthly monitoring of school attendance bulletin, monitoring students on attendance contracts, and referral of students by teacher who have excessive tardies and/or absences.</p> <p>Monthly updates from Administration to faculty, counselors and members of the ARC.</p>	Attendance Review Committee logs and attendance rosters.
2	<p>Attendance and tardies will continue to be closely monitored to ensure students are attending school regularly and on time.</p> <p>Illnesses and excused absences have increased from the previous year.</p> <p>Students and parents are apparently unfamiliar with the District's Attendance and Tardy policies.</p> <p>Wrong or disconnected home phone numbers will impede the communication with the home of chronically absent or tardy students.</p>	<p>Ensure that the Connect-Ed's student phone database is up to date especially where chronically absent and/or tardy students are concerned. This will assure timely contacts with parents.</p> <p>Utilize the school Attendance Clerk and school Social Worker to identify those students with incomplete or inaccurate contact information.</p> <p>Student's attendance and tardiness will be monitored daily. Students will be placed in an early intervention program. The school social worker will make necessary visitations. Students may be placed on attendance contracts that address both absences and tardies.</p> <p>Grade level orientations</p>	Attendance Review Committee	<p>Conduct weekly meetings with the Attendance Clerk to review the wrong and/or disconnected phone numbers report provided by the Connect-Ed system and ensure that communication with the home of chronically absent and/or tardy students is made. Furthermore, via this meeting, ensure that the grade level counselor and Assistant Principal is meeting with identified students and correcting and/or updating their phone numbers.</p> <p>In addition, a daily review of the attendance report will be used to gauge the effectiveness of this intervention.</p> <p>Monthly monitoring of school attendance bulletin, monitoring students on attendance</p>	<p>Connect-Ed wrong and/or disconnected phone numbers report.</p> <p>District calculation of average attendance (COGNOS)</p> <p>Attendance bulletin and electronic grade book.</p>

		and parent meetings will be held to review the District's and schools Attendance Policy. Develop and incentive program for students in compliance with attendance		contracts, and referral of students by teacher who have excessive tardies and/or absences.	
3	Many tardies are due to transportation problems. Since this is a magnet school, many students are not afforded District-provided transportation and must rely on others to get them to school. Intervention services are provided to deter tardies, but some are outside of the student's control.	Parent and student conferences are conducted when students begin to show a pattern of excessive tardies. Continuous offenders may receive indoor suspension.	Attendance Review Committee	Student tardies are monitored daily. Students are counseled prior to assignment to indoor suspensions, and parents are called as necessary. In accordance with District policy, students with excessive absences or tardies are prevented from participating in competitions or extracurricular activities.	District records of tardies are used to monitor the success of both internal and District-mandated strategies.

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
School Tardy Procedures	6 - 8 All Subject Areas	Administrative Team	All Staff	August, 2012	Review of daily attendance bulletin	Principal

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
1.1	Student Incentives will include Prizes, Gift Cards, Ice Cream Socials, etc.	EESAC	\$2,000.00
			Subtotal: \$2,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount

No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$2,000.00

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:	Our goal for the 2012-2013 school year is to decrease the total number of suspensions by 10% from 228 to 205
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
228	205
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
119	107
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
122	110
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
86	77

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The total number of outdoor suspensions slightly increased from the 2012 - 2013 school year. Students may break District or school rules due to the lack of familiarity with the Code of Student Conduct.	The school's administrative team along with the grade level counselor will review the Student Code of Conduct with students during grade level orientations. Continue to utilize SPOT Success Recognition Program as an incentive to promote positive behavior. An incentive program will be put in place rewarding exemplary and model behavior.	Leadership Team and Counselors	Monitor the counselor's log and utilize COGNOS suspension data to determine if the total suspension rate is decreasing. Attendance, tardies, referrals, and suspensions will be monitored by counselors, magnet lead teacher, and administrators, with counseling and parental contact as appropriate.	Counselor's Log and COGNOS suspension report.

		Students with continued disciplinary issues will be placed on behavioral contracts. RtI/MTSS teams will intervene as necessary			
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
SPOT Success	6-8	Leadership Team	All Instructional Personnel	Grade Level Assemblies, September 2012, Classroom visits beginning on August, 2012 through June, 2013	Utilize classroom walkthroughs to monitor teachers' enforcement of the Student Code of Conduct. Monitor Spot Success monthly report.	Leadership Team
The Student Code of Conduct	6-8	Leadership Team	All Students	Grade Level Assemblies, September 2012, Classroom visits beginning on August, 2012 through June, 2013	Utilize classroom walkthroughs to monitor teachers' enforcement of the Student Code of Conduct. Monitor Spot Success monthly report.	Leadership Team

Suspension Budget:

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

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal # 1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	Based on data collected through a 2011-2012 school Parental Involvement survey, 90% of parents participated in two or more school activities. Our goal for the 2011-2012 school year is to increase parental involvement by 3 percentage point from 90% to 93%.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
90%	93%

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	During the 2012 school year, numerous parents reported that information regarding school sponsored parent informational meetings was not reaching the home and Non-English speaking parents had difficulty understanding material sent home in English.	Ensure that student/parent contact information is updated by identifying students with inaccurate contact information. Utilize our Attendance Clerk to identify students with incomplete or inaccurate contact information. To the extent possible, flyers and letters sent home will be translated in English, Spanish and Creole	Leadership Team Attendance Clerk	Conduct weekly meetings with the Attendance Clerk in order to determine the efficacy of our Connect-Ed messages.	Sign-in sheets at School sponsored events.
2	Over 81 elementary schools feed into South Miami Middle. As a result, transportation is a concern for parents. Lack of parental participation in school-wide activities by non-magnet parents.	Notification of upcoming school events will be given as early as possible allowing parents ample time to coordinate transportation utilizing e-mail tree, Connect Ed, and monthly school calendars.	Administrative Team and Student Services Chair	Review sign-in sheets/logs to determine parent participation.	Parental Involvement Survey

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
Bilingual FCAT Parent Night	Grades 6-8	ELL Department Chair and Counselors	All parent sof ELL students will be invited.	November 8, 2012	Parent Sign-In Logs	Leadership Team
During the 2012 school year, South Miami Middle's enrollment, according to the District was approximately 1040 students. Volunteers will be actively solicited at New Student Orientation, Open House, Booster Meetings, EESAC Meetings, all other opportunities when parents are present.	All Grade Levels 6-8	Volunteer Liaison, Assistant Principals Overseeing Volunteers, Booster Clubs, and PTSA	Monitor the number of volunteers, ages 21-61, who have registered through the Volunteer Portal.	June 2013	Figures from the Volunteer Portal, and reception of the Golden School Award	Volunteer Liaison, Assistant Principals overseeing Volunteers, Booster Clubs, and PTSA.

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
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 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:	One hundred percent (100%) of the students at South Miami Middle School will participate in at least one science competition (such as SECME, Fairchild Challenge or the Science Fair) during the 2012-2013 school year. This will allow for greater student engagement in the science process and thus enhance student achievement on the FCAT.
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	To effectively deliver STEM programs and curricula while enhancing student literacy of technology.	Teachers will focus on integrating STEM education into a more cohesive teaching and learning paradigm by incorporating problem based learning, inquiry based teaching and learning, 5E Teaching, Learning, and Assessing Cycle and digital curriculum integrated with digital teaching technologies.	Leadership Team and Science Department Chairperson	Conduct ongoing classroom assessments focusing on student's ability, to the extent possible, of becoming problem solvers, innovators, inventors, self-reliant, and logical thinkers.	Student participation in STEM Activities Formative and summative assessments with both task and non-task specific rubrics.
2	Student lack of participation in rigorous competitions and projects.	Increase school/student participation in programs such as the Fairchild Challenge, Youth Fair exhibits and the SECME Competition.	Leadership Team and Science Department Chairperson	Leadership Team and department Chairpersons will monitor tracking system of student expectation and performance.	Student participation in STEM Activities Formative and summative assessments with both task and non-task specific rubrics

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
District Science and Mathematics Conference	6-8 Grade Math and Science	Select Math and Science Teachers	December 2012	Classroom implementation and instructional planning	Classroom implementation and instructional planning	Leadership Team
Florida State Science Conference	8th Grade Science	State Personnel	Select Science Teachers	October 2012	Classroom implementation and instructional planning	Leadership Team
Infusing National Common Core Curriculum Standards in the Classroom	6 – 8 All Subject Areas	Literacy Leadership Team	All Teachers	January 2013	Classroom implementation and instructional planning	Leadership Team

STEM Budget:

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. CTE CTE Goal #1:		100% of 8th grade students will be informed of careers and post secondary education programs.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student transitions to performing arts high schools and college ready programs versus technical options.	Enhance student's knowledge of career pathway models by including more Career and Technical programs in the eighth grade high school fair. Assist interested students in exploring career and technical education programs.	Leadership Team and Counselors	Success of high school fair and observation of student interest. Counselor Log	Evaluation of projects and products completed by the student, using checklists and rating scales. Follow-up interest surveys of students.
2	Limited career and technical classes in a performing arts magnet school.	All non magnet students will be enrolled in the Family and consumer Science exploratory course to learn about food preparation, nutrition, basic sewing, child and family development, safety, and effective consumerism and decision-making	Leadership Team and Counselors	Review of student schedules and exploration of alternate courses	Percent of students exposed to CTE.

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

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

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

CTE Budget:

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

End of CTE Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	1A.2	Improve word recognition and enhance vocabulary by completing lessons in the Wordly Wise Vocabulary Workbook.	School Budget	\$5,000.00
Reading	4A.1	A reading interventionist will assist in developing a pull-out and tutoring program to meet the needs of non-proficient students	School Budget	\$10,000.00
Mathematics	4a.1	Before and After School Tutoring will be offered in order to work with individual students to disclose mathematical misunderstandings.	School Budget	\$1,200.00
Attendance	1.1	Student Incentives will include Prizes, Gift Cards, Ice Cream Socials, etc.	EESAC	\$2,000.00
				Subtotal: \$18,200.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
				Grand Total: \$18,200.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent	<input type="checkbox"/> NA
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Are you a reward school: Yes No

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

No Attachment (Uploaded on 10/7/2012)

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
The SAC funds will be used to purchase student agendas, fund student recognition and incentive programs as described throughout the school improvement plan (Attendance, Reading Plus, SpotSuccess, etc).	\$5,000.00

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

The EESAC will continue to recommend and support strategies that promote academic and civic growth for our students. The EESAC will also monitor with fidelity the implementation of the School Improvement Plan and any adjustments that need to be made through regular progress assessments. The EESAC will use funds as needed to provide students and teachers with materials necessary to achieve SIP objectives.

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Dade School District SOUTH MIAMI MIDDLE SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	83%	83%	90%	60%	316	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	71%	76%			147	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	71% (YES)	69% (YES)			140	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					603	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Dade School District SOUTH MIAMI MIDDLE SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	84%	84%	93%	52%	313	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	72%	81%			153	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?	69% (YES)	71% (YES)			140	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					606	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested