FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: ZELDA GLAZER MIDDLE SCHOOL

District Name: Dade

Principal: Melba Brito

SAC Chair: Maria Marzoa

Superintendent: Alberto Carvahlo

Date of School Board Approval: Pending

Last Modified on: 11/2/2012

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

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

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Melba Brito	B.S. in Elementary Education, Nova University M.S. in Leadership from Nova Southeastern University	4	18	2011-2012 Zelda Glazer Middle School: Grade: A Reading Mastery: 67%, Math Mastery: 61%, Science Mastery: 49%, Writing Mastery: 85%, Reading Learning Gains: 71%, Mathematics Learning Gains: 71%, Reading Learning Gains Lowest 25%: 77%, Mathematics Learning Gains Lowest 25%: 68%. 2010-2011 Zelda Glazer Middle School: Grade: A Reading Mastery: 81%, Math Mastery: 76%, Science Mastery: 39%, Writing Mastery: 89%, Reading Learning Gains: 72%, Mathematics Learning Gains: 68%, Reading Learning Gains Lowest 25%: 68%, Mathematics Learning Gains Lowest 25%: 68. 2009-2010 Zelda Glazer Middle School: Grade: A, Reading Mastery: 81%, Math Mastery: 76%, Science Mastery: N/A., Writing Mastery: N/A. 2008-2009 Zelda Glazer Middle School:

					Grade: A, Reading Mastery: 81%, Math Mastery: 78%, Science Mastery: N/A, Writing Mastery: N/A. AYP was met.
Assis Principal	Jesus Gonzalez	B.S. in Elementary Education, Barry University M.S. Elementary Education, F.I.U. Gifted Endorsement Educational Specialist Educational Leadership Nova Southeastern University	3	4	2011-2012 Zelda Glazer Middle School: Grade: A Reading Mastery: 67%, Math Mastery: 61%, Science Mastery: 49%, Writing Mastery: 85%, Reading Learning Gains: 71%, Mathematics Learning Gains: 71%, Reading Learning Gains Lowest 25%: 77%, Mathematics Learning Gains Lowest 25%: 68%. 2010-2011 Zelda Glazer Middle School: Grade: A Reading Mastery: 81%, Math Mastery: 76%, Science Mastery: 39%, Writing Mastery: 89%, Reading Learning Gains: 72%, Mathematics Learning Gains: 68%, Reading Learning Gains Lowest 25%: 68%, Mathematics Learning Gains Lowest 25%: 68. 2009-2010 Zelda Glazer Middle School: Grade: A, Reading Mastery: 81%, Math Mastery: 76%, Science Mastery: N/A., Writing Mastery: N/A. 2008-2009 Jane S. Roberts K-8 Center: Grade A, Reading Mastery: 82%, Math Mastery: 84%, Science Mastery: 55%. AYP 62%, SWD did not make it in reading and math. ELL made it in reading and math. 2008-2009 Jane S. Roberts K-8 Center:
Assis Principal	Lucas De La Torre	B.S. in Specific Learning Disabilities, FIU M.S. Educational Leadership, Nova Southeastern University	2	11	2011-2012 Zelda Glazer Middle School: Grade: A Reading Mastery: 67%, Math Mastery: 61%, Science Mastery: 49%, Writing Mastery: 85%, Reading Learning Gains: 71%, Mathematics Learning Gains: 71%, Reading Learning Gains Lowest 25%: 77%, Mathematics Learning Gains Lowest 25%: 68%. 2010-2011 Zelda Glazer Middle School: Grade: A Reading Mastery: 81%, Math Mastery: 76%, Science Mastery: 39%, Writing Mastery: 89%, Reading Learning Gains: 72%, Mathematics Learning Gains: 68%, Reading Learning Gains Lowest 25%: 68%, Mathematics Learning Gains Lowest 25%: 68. 2009-2010 G. Holmes Braddock Senior High School: Grade: C, Reading Mastery: 48%, Math Mastery: 79%, Science Mastery: 35%, Writing Mastery: 88% 2008-2009G. Holmes Braddock Senior High School: Grade: C, Reading Mastery: 47%, Math Mastery: 76%, Science Mastery: 34% Writing Mastery: 80% 2007-2008 G. Holmes Braddock Senior High School: Grade: C, Reading Mastery: 42%, Math Mastery: 70%, Science Mastery: 34%, Writing Mastery: 81%

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.

	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)
No data submitted					

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Professional Development Workshops	Assistant Principal	8/16/12 and every 1st Tuesday of the month for the remainder of the school year.	
2	2. Partnering of teachers for professional growth to create effective and highly qualified teachers.	Principal	8/16/12 and every 2nd Tuesday of the month for the remainder of the school year.	

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
Less than effective ratings = 0 Teaching out of field = 3	Professional Development Pairing of veteran and inexperienced teachers, if necessary, to demonstrate best practices and create highly effective instructors.

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
66	3.0%(2)	36.4%(24)	39.4%(26)	21.2%(14)	34.8%(23)	100.0%(66)	9.1%(6)	10.6%(7)	43.9%(29)

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

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through Before and After-school tutoring programs and/or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to secondary students. Curriculum Leaders develop, lead, and evaluate school core content standards/programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered “at risk;” assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school wide program include an extensive Parental Program; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

Zelda Glazer Middle school provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met.

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.

Title II

The District uses supplemental funds for improving basic education as follows:
• Training to certify qualified mentors for the New Teacher (MINT) Program
• Training for add-on endorsement programs, such as Reading, Gifted, ESOL
• Training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

Title III

Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.

Title X- Homeless

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

Supplemental Academic Instruction (SAI)

Zelda Glazer Middle School will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida education Finance Program (FEFP) allocation.

Violence Prevention Programs

Zelda Glazer Middle School offers a non-violence and anti-drug program to students that incorporate field trips, community service, drug tests, and counseling.

Nutrition Programs

1. Zelda Glazer Middle School adheres to and implements the nutrition requirements stated in the District Wellness Policy.
2. Nutrition education, as per state statute, is taught through physical education.
3. The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

Zelda Glazer Middle School promotes career exploration and technical education by working with students in the seventh and eighth grades to complete career interest inventories and match their interest to over 650 careers. Students in the seventh grade follow a social studies curriculum that incorporates modules on career planning and development to enhance student knowledge in the area of career education. Students in the eighth grade have access to the electronic Personal Education Plan (ePEP) and work diligently towards building an educational planner that will map out their future high school courses and will direct them into their major areas of interest.

Job Training

Zelda Glazer Middle promotes the District Career Pathways and Programs of Study so students will become academy program completers and have a better understanding and appreciation of the postsecondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities.
Articulation agreements allow students to earn college and postsecondary technical credits in high school and provide more opportunities for students to complete 2 and 4 year postsecondary degrees. Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and other industry certifications. Readiness for postsecondary opportunities will strengthen with the integration of academic and career and technical education components and a coherent sequence of courses.

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal: Ensures commitment, allocates resources, and overseas the implementation of the MTSS/RtI. Reviews data and makes decisions on intervention and professional development to be offered. She also communicates the MTSS/RtI implementation and results with parents and the community.

Assistant Principals: Assist the principal in providing a common vision for the use of data-based decision-making and help to ensure that the school-based team is implementing MTSS/RtI. Along with the principal, the assistant principal conducts assessment of MTSS/RtI skills of school staff, aid in the implementation of intervention support and documentation, collaborate with the principal to ensure adequate professional development to support MTSS/RtI implementation, and assist in parent communication regarding school-based MTSS/RtI plans and activities.

Curriculum Leaders: Provide guidance on grades 6-8 Core curriculum implementation, facilitate and support data collection activities, and assist in data analysis and provide professional development to teachers regarding data-based instruction. The Curriculum Leaders support implementation of intervention and remediation programs. Student identification and place for intervention is integral to assuring that struggling students receive the necessary services. In addition, the reading leader also supports the implementation of the Intensive Reading and Intensive Reading plus Programs and works directly with classroom teachers to identify scientifically based research to implement as intervention.

Department Chairpersons: The faculty of Zelda Glazer Middle School will elect corresponding department chairpersons for the 2012-2013 school year. The department chairpersons will provide information about core instruction and participate in student data collection. The departments chairpersons will also help deliver instruction/intervention and will collaborate with other faculty members to select materials for instruction within their respective departments.

Microsystems Technician: Facilitates the technology necessary to manage/display data and provides professional development/technical support to teachers/staff regarding data management and display.

School Counselors: Provide quality services and expertise to students, faculty, staff, and parents regarding academic, emotional, behavioral, and social success.

Educational Excellence School Advisory Council (EESAC): EESAC members collaborate with each other in the decision-making process relating to school improvement and accountability. The EESAC Chairperson helps in developing the SIP (School Improvement Plan) and disburses information to parents, faculty and community members.

School Psychologist: Will participate in the collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; and facilitates data-based decision making activities.

Student Services Personnel: Will 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 worker continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success. Select support staff will assist the administration with behavior interventions and the implementation of the school-wide behavior plan.

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

The MTSS/RtI Leadership Team meets once a month to discuss student test data (including data on general-program students, at-risk students, and/or students needing enrichment). The MTSS/RtI Leadership Team offers professional development to teachers, meets with faculty members to help strengthen and/or tailor benchmarks needing focus, helps to develop tutorial programs for students, and offers opportunities to help increase student achievement overall. Furthermore, the MTSS/RtI Team will ensure that the levels of support/ resources are rigorous and that interventions are made when needed with both academic and behavior situations

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

The MTSS/RtI Leadership Team will meet with the faculty, staff, and EESAC members to review the prior year's SIP; analyze progress made; and help develop possible SIP goals, objectives and strategies for the upcoming school year. Based on the information provided by all stakeholders, a SIP team is selected to develop the plan for this year

MTSS Implementation

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

Data is used to guide instructional decisions and systems procedures for all students to:
• Adjust the delivery of curriculum and instruction to meet the specific needs of students
• Adjust the delivery of behavior management systems
• Adjust the allocation of school resources
• Drive decision making regarding professional development
• Create student growth trajectories in order to identify and develop interventions
• Utilize Edusoft system to collect data, generate reports, and analyze results of student progress.

Academics:
Baseline data:
Florida Assessments for Instruction in Reading (FAIR) through Progress Monitoring and Reporting Network (PMRN),
Florida Comprehensive Assessment Test (FCAT)
Baseline District Writing Assessment
Edusoft (Baseline Benchmark Assessment) in Reading, Math, Science, Civics, Algebra and Geometry
Department created baseline assessment in non-tested areas

Progress monitoring:
Florida Assessments for Instruction in Reading (FAIR) through PMRN
Curriculum Based Measurement (CBM),
FCAT Simulation
Edusoft (Interim Assessment)

Midyear:
Florida Assessments for Instruction in Reading (FAIR)) through PMR
Florida Oral Reading Fluency (FORF)
Edusoft (Interim Assessment)
Vport (Reading Benchmark Test)
District Writing Mid-Year Assessment

End of year:
Florida Assessments for Instruction in Reading (FAIR) through PMRN
FCAT 2.0 – Reading, Writing, Math and Science
End of Course Assessment – Algebra I, Geometry, Civics
CELLA Testing for ELL students

Behavior:
Interventions for students displaying inappropriate behavior include Student Case Management, detentions, suspensions/expulsions, referrals, team climate surveys, and attendance. Zelda Glazer Middle School believes that rewarding positive behaviors is imperative to overall student behavior and provides them in many ways. These include Attendance and Academic Achievement field trips, Quarterly academic, attendance and behavioral reward activities, Annual Field Trip for students accomplishing FCAT goals, extracurricular activities for students who are successful in academics, behavior and attendance.

Describe the plan to train staff on MTSS.

Members of the MTSS/RtI Team will be trained both through Professional Development sessions at the school site and off-site as its deemed necessary for member in their areas of epxertise.

Describe the plan to support MTSS.

Support staff will apply MTSS/RtI principles and procedures in dealing with student issues and concerns as determined by teacher input, data analysis of student performance and parent concern. These procedures will include, but are not limited to the following:

1. Effective, actively involved, and resolute leadership that frequently provides visible connections between a MTSS/RtI framework with district & school mission statements and organizational improvement efforts.

2. Alignment of policies and procedures across classroom, grade, building, district, and state levels.

3. Ongoing efficient facilitation and accurate use of a problem-solving process to support planning, implementing, and evaluating effectiveness of services.

4. Strong, positive, and ongoing collaborative partnerships with all stakeholders who provide education services or who otherwise would benefit from increases in student outcomes.

5. Comprehensive, efficient, and user-friendly data-systems for supporting decision-making at all levels from the individual student level up to the aggregate district level.

6. Sufficient availability of curriculum leader support to assist school team and staff problem-solving efforts.

7. Ongoing data-driven professional development activities that align to core student goals and staff needs.

8. Communicating outcomes with stakeholders and celebrating success frequently

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Administration:
Melba Brito, Principal
Lucas De La Torre, Assistant Principal
Jesus Gonzalez, Assistant Principal

Department Chairpersons:

Katia Lopez (Language Arts)
Hans Gonzalez (Mathematics)
Sully Fernandez (Science)
Leinad Coya (Social Studies)
Nicolas Garcia (Electives/Media Center)
Maria Fernandez (ESE)
Michelle Mestre (Reading)
Jessica Garcia (ELL)

Other personnel:
Monica Ramirez (ESE Teacher)
Stephanie Blum (ESE Teacher)
Jennifer Artime (ESE Teacher)
Suzanne DeMoya (Teacher)
Mariana Smith (Teacher)
Marie Garcia (Teacher)
Carolina Haayen (Teacher)
Monica Alvarez (Teacher)
In addition, other interested teachers are invited to attend the LLT meetings.

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

The LLT will meet monthly during the school year, to coincide with meetings of the MTSS/RtI Leadership Team. The main focus of these meetings will be to analyze students' assessment data (BBA results, Interim results, etc…), make team decisions, and review and monitor the implementation of CRRP components and activities.

The principal provides a common vision for the use of data-based decision-making; ensures adequate professional development to support literacy implementation, and communicates with parents regarding school-based literacy plans and activities. The principal selects team members for the Literacy Leadership Team based on a cross section of the faculty and administrative team that represents highly qualified professionals who are interested in serving to improve literacy instruction across the curriculum.

The Assistant Principal(s) ensure that the school-based team is implementing literacy components in the classroom, supports the implementation of intervention support and documentation, ensures adequate professional development to support literacy implementation, and communicates with teachers and parents regarding school-based literacy plans and activities.

The curriculum leaders will provide motivation and promote a spirit of collaboration within the LLT to create a school-wide focus on literacy and reading achievement by establishing model classrooms; conferencing with teachers and administrators; and providing professional development.

The general education teachers provide information about core instruction, participate in student data collection, deliver strategies to improve literacy; collaborate with other staff to implement literacy strategies, and integrate materials and instruction to improve student achievement and learning.

The special education chairperson participates in student data collection, integrates core instructional activities and materials into instruction, and collaborates with general education teachers through such activities as inclusion.

The media specialist provides support and professional development to teachers in the area of literacy and how it effects student achievement. Provide research and reading materials for student use. Collaborate with Curriculum Leaders and content area teachers as needed to develop in house programs to improve school wide literacy issues

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

• To gather data and analyze the reading assessments to determine the effectiveness of instructional decision-making.
• Together with the MTSS/RtI Leadership Team we will ensure the fidelity and consistency of the reading intervention programs.
• Facilitating the sharing of best practices in reading instruction through professional learning community conversations.
• To develop curriculum and activities to support the annual academic theme , “To Create a Culture of Literacy.”

Implement reading and writing strategies consistently within the school and cross-curriculum. Teachers will use the same strategy across the board on a monthly basis and provide follow up assignments in order to have students demonstrate ownership and full comprehension of effective learning techniques.

Public School Choice

Supplemental Educational Services (SES) Notification
View uploaded file (Uploaded on 10/5/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

- All teachers will contribute to their student's reading improvement.
- Using data assure the implementation of differentiated instruction in all classroom settings.
- Monitor the intensive interventions used in reading across the curriculum.
- Provide professional development opportunities and the necessary support to assist the teachers.

*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:	Reading Goal #1A: The results of the 2012 FCAT Reading Test indicate that 34% of students achieved Level 3 proficiency. Our goal for the 2012-2013 school year is to increase level 3 student proficiency by 5 percentage points to 39 %.
2012 Current Level of Performance:	2013 Expected Level of Performance:
34% (502)	39% (569)

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	1a.1. Results from the 2012 FCAT Reading suggest that the area offering the greatest opportunity for improvement is Reporting Category 2 – Reading Application Students struggle to read and comprehend complex literary and informational texts independently and proficiently.	1a.1. Teachers will analyze the structure of the texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., chapter, section, and stanza) relate to each other and to the whole.	1a.1 . MTSS/RtI Team	1a.1. Classroom walkthroughs; interim and other assessment data will be disaggregated by both social studies and language arts teachers at their monthly meetings to determine effectiveness of reading benchmark instruction in content area.	1.1. Formative: Student work, teacher feedback, Reading Plus reports, Interim Assessments and Benchmark Mini Assessments, Reading theme tests 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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	Reading Goal #2A: The results of the 2011-2012 FCAT Reading 2.0Test indicate that 31% of students achieved levels 4 and 5 proficiency. Our goal for the 2012-2013 school year is to increase levels 4 and 5 students' proficiency by 2 percentage point to 33%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (454)	33% (481)

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	2a.1. A lag analysis of FCAT trend data indicates that the percentage of students scoring above proficiency declines when the students transition from elementary to middle school, particularly in Reporting Category 4 – Informational Text/Research Process. Students who consistently meet benchmarks require enrichment activities to ensure an appropriate level of challenge.	2a.1. Teachers will integrate and evaluate content presented in diverse formats and media. In addition teachers will use real-world documents (articles, brochures, web sites) to interpret and organize information. Use instructional Strategies that include: • Reciprocal teaching • Opinion proofs • Question-and-answer relationships • Note-taking skills • A minimum of 30 minutes of silent reading per day Also, encourage these students to use the Reading Plus program and provide more explicit thematic components (to complement our magnet offerings) In order to challenge these students, project-based, higher-level thinking and tasks with higher rigor will be presented to these students.	2a.1. MTSS/RtI Leadership Team	2a.1 Monthly review ongoing Classroom assessments/observations focusing on students focusing on the students' ability to complete assignments as teachers' become facilitators guiding students to become independent learners. Rubrics will be developed to assess student learning.	2.1. Formative: Student work samples utilizing rubrics, benchmark mini assessments, Reading Plus 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:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	N/A

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	Reading Goal #3A: The results of the 2011-2012 FCAT Reading Test indicate that 71% of students made learning gains. Our goal for the 2012-2013 school year is to increase student achieving learning gains by 5 percentage points to 76%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
71% (983)	76% (1052)

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	3a.1. Results from the 2012 FCAT Reading suggest that the area offering the greatest opportunity for improvement is Reporting Category 2- Reading Application	3a.1. Students will utilize technology to increase reading proficiency. Reading Plus and FCAT Explorer will be used to provide individualized and differentiated practice in reading.	3.1 MTSS/ RtI Team Principal, Department Chairperson	3a.1. Monthly analysis of FAIR and Interim Assessment results; review flexible reading groups frequently and ensure that groups are redesigned to target the needs of students based on assessment results.	3.1. Formative: Student work samples , interims, benchmark mini-assessments 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:

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

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	Reading Goal #4: The results of the 2011-2012 FCAT Reading Test indicate that 77% of students in the lowest 25% made learning gains . Our goal for the 2012-2013 school year is to provide appropriate interventions and remediation in order to increase the percent of students in the lowest 25% making learning gains by 5 percentage points to 82% and achieve a higher level of academic performance.
2012 Current Level of Performance:	2013 Expected Level of Performance:
77% (277)	82% (295)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	4.1. Inconsistent implementation of differentiated instruction has hindered progress. Students need additional support in Reading Category 2 – Reading Application	4.1. Students will receive intervention through Intensive Reading classes. Students will benefit from intervention and practice critically analyzing text. Teacher will emphasize instruction by including strategies such as: reciprocal teaching, question-answer relationships, opinion proofs, note-taking and summarizing skills, questioning the author and by encouraging students to read from a wide variety of texts. A more rigorous implementation of the nonfiction materials and publications available through Voyager, as well as regular use of supplemental periodicals to locate, identify and analyze a variety of text structures and features, to aid in the development of students' understanding of said literary features. Students will participate in Reading Plus, a web-based tutorial to emphasize text features, titles, subtitles, headings	4.1. MTSS/RtI Team	4.1. Regular quarterly review of Voyager Data Summary Reports	4.1. Formative: Student Voyager Reading Benchmark test, SOLO, student artifacts, FAIR testing, Reading Plus reports, Interim Assessments Summative: 2013 FCAT 2.0 Reading Assessment

		and word analysis. Students will participate in small group differentiated instruction to emphasize reciprocal teaching strategies, question-answer relationships			

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.			Reading Goal # 5A : Reading Goal #5A: The goal of AMO-2 is to reduce the % of non-proficient by 50% over six years.			
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	72	74	77	79	82	

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:	Reading Goal #5B: The results of the 2012 FCAT Reading Test indicate that 71% of students in the White subgroup achieved proficiency, 67% of students in the Hispanic subgroup achieved proficiency and 85% of students in the Asian subgroup achieved proficiency. Our goal for the 2012-2013 school year is to increase student proficiency by 4 percentage points for the White subgroup to 75%, by 7 percentage points for the Hispanic subgroup to 74% and by 5 percentage points for the Asian subgroup to 90% by providing appropriate interventions and remediation.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 71% (41) Hispanic: 67% (925) Asian: 85% (11)	White:75% (44) Hispanic:74% (1021) Asian: 90% (12)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5B.1. The area of deficiency as noted on the 2012 FCAT 2.0 Reading Assessment was: Reading Application (Reporting Category 2.)	5B.1. Teachers will establish the practice of justifying answers by going back to the text for support and help students use graphic organizers to see patterns and summarize the main points. Students will practice analyzing the author's perspective, choice of words, style, and technique to understand how these elements influence the meaning of text. Identify lowest performing students in all grade levels and	5B.1. MTSS/RtI Leadership Team	5B.1. Evaluate and monitor weekly assessment data reports to guarantee that the teaching strategies in place are effective and students are showing progress. Furthermore, if modifications need to be made, then teachers will modify their strategies as needed	5B.1. Formative: Reports from , Reading Plus, Riverdeep and FCAT Explorer. In addition, data reports from district-wide formative assessments such as FAIR, and Interim Assessments. Summative: Results from the 2013 FCAT 2.0 state assessment.

		subgroups. Provide one-hour before and after school tutoring sessions 2 times per week to address deficiencies.			

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	The results of the 2010-2011 FCAT 2.0 Reading Test indicate that 28% of English Language Learners achieved proficiency. Our goal is to increase student proficiency by 20 percentage points to 48%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (40)	48% (69)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5C.1. The area of deficiency as noted on the 2012 FCAT 2.0 Reading Assessment was: Literary Analysis: Fiction and Nonfiction (Reporting Category 3.)	5C.1. Teachers will effectively instruct students on how to become more familiar with comparing and contrasting in and across a variety of genres. Additionally, they will provide students extra emphasis on reading closely to identify relevant details that support comparison and contrast with in class differentiated instruction and before and or after school tutoring sessions. Identify lowest performing students in all grade levels. Provide one-hour before and after school tutoring sessions 2 times per week to address deficiencies.	5C.1. MTSS/RtI Leadership Team	5C.1. Evaluate and monitor weekly assessment data reports to guarantee that the teaching strategies in place are effective and students are showing progress. Furthermore, if modifications need to be made, then teachers will modify their strategies as needed.	5C.1. Formative: Reports from , Reading Plus, Riverdeep and FCAT Explorer. In addition, data reports from district-wide formative assessments such as FAIR, and Interim Assessments. Summative: Results from the 2013 FCAT 2.0 state 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:	The results of the 2010-2011 FCAT 2.0 Reading Test indicate that 34% of Students With Disabilities achieved proficiency. Our goal is to increase student proficiency by 9 percentage points to 43%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
34% (63)	43% (80)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5D.1. The area of deficiency as noted on the 2012 FCAT 2.0 Reading Assessment was: Literary Analysis: Fiction and Nonfiction (Reporting Category 3.) There is inconsistent implementation of small group instruction during the reading instructional block in the resource classes.	5D.1. Implement a rotation scheduled for small group instruction during the Language Arts instructional block; provide tailored instruction utilizing graphic organizers, summarization activities, text marking, and concept maps to enhance students' use of figurative/descriptive language. Identify lowest performing students in all grade levels. Provide one-hour before and after school tutoring sessions 2 times per week to address deficiencies.	5D.1. MTSS/RtI Leadership Team	5D.1. Monthly progress monitoring used to ensure fluency goals are being met and to adjust intervention as needed on order to see and ensure academic growth. RtI Team members will monitor and adjust academic goals utilizing teacher feedback on student skill attainment and mini assessments from informal and tutorial assessments.	5D.1. Formative: Weekly/monthly Reading Plus Reports. State and District mandated assessments such as Interim Assessments and 2013 FCAT 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:	
5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The results of the 2010-2011 FCAT 2.0 Reading Test indicate that 64% of Economically Disadvantaged achieved proficiency. Our goal is to increase student proficiency by 6 percentage points to 70%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
64% (686)	70% (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	5E.1. Lack of participation in summer remediation classes which provided additional support for language Arts/ Intensive Reading students. In addition, students have not taken advantage of the other extracurricular activities offered to students for reinforcement and remediation.	5E.1. Teachers will establish the practice of justifying answers by going back to the text for support and help students use graphic organizers to see patterns and summarize the main points. Students will practice analyzing the author's perspective, choice of words, style, and technique to understand how these elements influence the meaning of text. Identify lowest performing students in all grade levels. Provide one-hour before and	5E.1. MTSS/RtI Leadership Team	5E.1. Evaluate and monitor weekly assessment data reports to guarantee that the teaching strategies in place are effective and students are showing progress. Furthermore, if modifications need to be made, then teachers will modify their strategies as needed.	5E.1. Formative: Reports from , Reading Plus, Riverdeep and FCAT Explorer. In addition, data reports from district-wide formative assessments such as FAIR, and Interim Assessments. Summative: Results from the 2013 FCAT 2.0 state assessment.

		after school tutoring sessions 2 times per week to address deficiencies.			

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
Literacy Across the Curriculum	6-8	LLT Team	6-8 Reading and Content Area Teachers	October 5, 2012 December 13, 2012 January 17, 2013 February 14, 2013 May 2, 2013	Interim Assessment Reports	MTSS/RtI Leadership Team
CRISS Training	6-8	District CRISS Trainer	School-wide	October 5, 2012 December 13, 2012 January 17, 2013 February 14, 2013 May 2, 2013	Data provided with mini-assessments and student work folders	MTSS/RtI Leadership Team
Reading Plus Training/follow -up trainings	6-8	District / Region Professional Development Trainers	Reading and Language Arts Teachers	October 5, 2012 December 13, 2012 January 17, 2013 February 14, 2013 May 2, 2013	Data provided with mini-assessments and student work folders	MTSS/RtI Leadership Team
ESE Access Point Training for Resource and Inclusion ESE Teachers.	6-8	ESE Department Head	ESE Resource and Inclusion Teachers	October 26, 2012	Observation of Access Point inclusion in Lesson planning.	ESE Department Head/ Administrative Team

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
CRISS Training	CRISS Training materials	School-based budget	$500.00
			Subtotal: $500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Goal 4	Hourly teachers	Title I	$1,000.00

All goals	Incentives	School-based funding	$1,000.00
			Subtotal: $2,000.00
			Grand Total: $2,500.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	CELLA Goal #1: The results of the 2012 CELLA Listening /Speaking Test indicate that 55% of the students achieved proficiency. Our goal is to increase student proficiency by 3 percentage points to 58%.
2012 Current Percent of Students Proficient in listening/speaking:	
55%[74]	

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. An area of deficiency in the 2012 CELLA test was in Listening and Speaking. Students have limited exposure and access to listening and speaking opportunities in English outside of the school environment.	1.1. The ELL teacher will incorporate modeling, Teacher Lead Groups, Brainstorming and Think Alouds to reinforce skills needed for higher student performance in this area.	1.1. MTSS/RtI Leadership Team	1.1. Bi-weekly classroom walkthroughs; Administrative team and teachers will disaggregate and analyze student data and in-class assessment on a monthly basis to determine effectiveness of strategies implemented.	1.1. Formative: Student work samples , interims, benchmark mini-assessments Summative: 2013 CELLA

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:	CELLA Goal #2: The results of the 2012 CELLA Reading Test indicate that 27% of the students in the achieved proficiency. Our goal is to increase student proficiency by 3 percentage points to 31%.
2012 Current Percent of Students Proficient in reading:	
27%[37]	

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
	2.1.	2.1.	2.1.	2.1.	2.1.

1	An area of deficiency in the 2012 CELLA test was in Reading	The ELL teacher will incorporate Strategies to improve student reading proficiency through the use of Read Alouds, Task Cards, Cooperative Learning, and Graphic Organizers.	MTSS/RtI Leadership Team2	Bi-weekly classroom walkthroughs; Administrative team and teachers will disaggregate and analyze student data and in-class assessment on a monthly basis to determine effectiveness of strategies implemented.	Formative: Student work samples , interims, benchmark mini-assessments Summative: 2013 CELLA

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	CELLA Goal #3: The results of the 2012 CELLA Writing Test indicate that 32% of the students in the achieved proficiency. Our goal is to increase student proficiency by 3percentage points to 35%.
2012 Current Percent of Students Proficient in writing:	
32%[44]	

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3.1. An area of deficiency in the 2012 CELLA test was in Writing.	3.1. The Ell teacher will incorporate strategies to improve student writing which include Illustrating and labeling, Process Writing, Summarizing, and Spelling Strategies to improve student performance in writing.	3.1. MTSS/RtI Leadership Team	3.1. Bi-weekly classroom walkthroughs; Administrative team and teachers will disaggregate and analyze student data and in-class assessment on a monthly basis to determine effectiveness of strategies implemented.	3.1. Formative: Student work samples , interims, benchmark mini-assessments Summative: 2013 CELLA

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Goal 3.1	Materials for strategies	Title I	$500.00
			Subtotal: $500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount

goal 3.3	Writing Workshop	Title I	$200.00
			Subtotal: $200.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
All goals	ELL tutoring Program	Title III	$3,234.06
			Subtotal: $3,234.06
			Grand Total: $3,934.06

End of CELLA Goals

Middle School Mathematics Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	The results of the 2010-2011 FCAT Mathematics Test indicates that 37% of students achieved Level 3 proficiency. Our goal for the 2011-2012 school year is to increase Level 3 student proficiency by 2 percentage points to 39%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
37% (532)	39% (564)

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	1a.1. The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test was the reporting category of Geometry and Measurement. The students lack the ability to determine a missing dimension and compare, contrast and convert units of measurement. This is due to limited classroom opportunities to develop exploration and inquiry activities.	1a.1. Implement the use of grade level planning as an opportunity for teachers to plan and share best practices, plan for the integration of links to learning from geometry software and manipulatives. Students will be given the opportunity to develop exploration and inquiry activities in order to maintain and or increase understanding.	1a.1. MTSS/RtI Leadership Team	1a.1. Review formative bi-weekly assessment data reports to make certain that there is academic growth and mastery by students. Conduct bi-weekly grade level meetings to gather information from teachers to discuss which strategies have been effective and share best practices	1a.1. Formative bi-weekly assessments and data 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 group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	The results of the 2010-2011 FCAT 2.0 Mathematics Test indicate that 31% of students achieved proficiency (Level 4 and 5). Our goal for the 2011-2012 school year is to maintain and/or increase student proficiency by 1 percentage points to 32%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (447)	32% (461)

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	2a.1. The area of deficiency or non-improvement on the 2012 administration of the FCAT 2.0 Mathematics Test was the reporting category of statistics	2a.1. Incorporate the use of imbedded reviews in class so that students can practice operations involving the use of descriptive statistics where knowledge of probability distributions is present. In order to challenge these students, project-based, higher-level thinking and tasks with higher rigor will be presented to these students.	2a.1. MTSS/RtI Leadership Team	2a.1. Monthly review of data reports to ensure students are making adequate progress. Conduct monthly grade level discussions to attain teacher feedback and reflect on how the implementation of imbedded content is assisting students with their daily learning.	2a.1. Formative: Data reports from Interim Assessments. 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 group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

of improvement for the following group:	
3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	Mathematics Goal #3a: On the 2012 FCAT 2.0 Mathematics Test 71% of students made learning gains. Our goal for the 2012-2013 school year is to provide appropriate interventions, remediation, and enrichment opportunities in order to increase the percentage of students making learning gains by 5 percentage points to 76%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
71% (980)	76% (1049)

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	3a.1. The area of deficiency is the reporting category of Number Sense/	3a.1. Review data reports to ensure students are making adequate progress. Conduct grade level discussions to attain teacher feedback and reflect on how the implementation of technology is assisting students with their daily learning. Provide concrete real-world examples through the mathematics instructional block.	3a.1. MTSS/RtI Leadership Team	3a.1. Review of weekly assessments to adjust instruction as needed to ensure progress is being made and students are making learning gains. Conduct bi-weekly grade-level discussions to attain teacher feedback on student progress and strategies used.	3a.1 Formative: Weekly assessments and student-generated work. Summative: Results from 2013 FCAT 2.0 Mathematics Assessment..
2	3a.2. Students' understanding of data interpreted in various forms and formats is lacking	3a.2. Incorporate the use of graphing calculators so that students can visualize and conceptualize the solutions to simultaneous equations.	3a.2. MTSS/RtI Leadership Team	3a.2. Through weekly observations/discussions ensure implementation of graphing calculator usage in the classroom.	3a.2. Formative: Weekly assessments and student-generated work. Summative: Results from 2013 FCAT 2.0 Mathematics Assessments.
3	3a.3. Students' understanding of concepts in the areas above are disconnected from real-life situations	3a.3. Use of manipulatives and/or realia and real-life examples & problems will help students transfer mathematical theories to practical use.	3a.3. MTSS/RtI Leadership Team	3a.3. Through weekly observations/discussions ensure implementation of use of manipulatives in the classroom.	3a.3. Formative: Weekly assessments and student-generated work. Summative: Results from 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:	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.	N/A

Mathematics Goal #3b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	Mathematics Goal #4: On the 2012 FCAT 2.0 Mathematics Test 68% of students in the lowest 25% made learning gains. Our goal for the 2012-2013 school year is to provide appropriate interventions and remediation in order to increase the percent of students in the lowest 25% making learning gains by 5 percentage points to 73% and achieve a higher level of academic performance.
2012 Current Level of Performance:	2013 Expected Level of Performance:
68% (252	73% (270)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	4.1. Students in this group often do not participate in the tutorial programs and other extra-curricular activities that would enhance their knowledge in Mathematics.	4.1. Identify lowest performing students in all grade levels. Provide one-hour before and after school tutoring sessions 2 times per week to address deficiencies.	4.1. MTSS/RtI Leadership Team and Mathematics department chairperson	4.1. Review of weekly assessments and student work portfolios to monitor progress and provide added intervention as needed.	4.1. Formative: Weekly assessments, data reports, and review of interventions. 2013 FCAT 2.0 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 # 5A : Mathematics Goal #5A: The goal of AMO-2 is to reduce the % of non-proficient by 50% over six years.

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	65	68	72	75	78	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	Mathematics Goal #5B: The results of the 2012 FCAT Mathematics Test indicate that 59% of students in the White subgroup achieved proficiency, 61% of students in the Hispanic subgroup achieved proficiency and 62% of students in the Asian subgroup achieved proficiency. Our goal for the 2012-2013 school year is to increase student proficiency by 9 percentage points for the White subgroup to 68%, by 7 percentage points for the Hispanic subgroup to 68% and by 28 percentage points for the Asian subgroup to 90% by providing appropriate interventions and remediation.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 59% (34) Hispanic: 61% (839) Asian: 62% (8)	White: 68% (39) Hispanic: 68% (936) Asian: 90% (12)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5B.1. As noted on the 2012 FCAT 2.0Mathematics Test, the areas of deficiencies are reporting categories 1, 2 and 3: Number Sense, Geometry, and Measurement. There is inconsistent implementation of small group instruction during the mathematics instructional block.	5B.1. Implement a schedule for differentiated instruction in a pull-out setting for small groups during the mathematics instructional block. Provide specific instruction based on areas of deficiencies and utilize hands-on materials to develop understanding of concepts. Identify lowest performing students in all grade levels and subgroups. Provide one-hour before and after school tutoring sessions 2 times per week to address deficiencies.	5B.1. MTSS/RtI Leadership Team and Mathematics department chairperson	5B.1. MTSS/RtI Team Members will monitor and adjust academic goals monthly utilizing teacher feedback on individual assessments.	5B.1. Formative: Individual assessments. 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 subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	Mathematics Goal #5C: The results of the 2012 FCAT 2.0 Mathematics Test indicate that 45% of English Language Learners achieved proficiency. Our goal for the 2012-2013 school year is to increase student proficiency by 12 percentage points to 57%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
45% (63)	57% (80)

Problem-Solving Process to Increase Student Achievement

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

1	5C.1. As noted on the 2012 FCAT 2.0 Mathematics Test, the area of deficiency is Reporting Category 3: Geometry and Spatial Sense Students have limited exposure and access to listening and speaking opportunities in English outside of the school environment. In addition, students in this group often do not participate in the tutorial programs and other extra-curricular activities that would enhance their knowledge in Mathematics	5C.1. Provide real-life contexts for mathematical explorations and develop student understanding through the support of manipulative, small group discussions, and demonstrations during the mathematics instructional block. Identify lowest performing students in all grade levels. Provide one-hour before and after school tutoring sessions 2 times per week to address deficiencies.	5C.1. MTSS/RtI Leadership Team and Mathematics department chairperson	5C.1. MTSS/RtI Team Members will review and monitor weekly assessments and provide feedback on student skill attainment.	5C.1. Formative: Weekly individual assessments, small group assessments. 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 subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	The results of the 2010-2011 FCAT 2.0 Mathematics Test indicate that 31% of Students with Disabilities achieved Adequate Yearly Progress. Our goal for the 2011-2012 school year is to increase student proficiency by 14 percentage points to 45%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (58)	45% (84)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5D.1. As noted on the 2012 FCAT 2.0 Mathematics Test, the areas of deficiencies are reporting categories 1, 2 and 3: Number Operations and Geometry & Measurement. There is inconsistent implementation of small group instruction during the mathematics instructional block.	5D.1. Implement a schedule for differentiated instruction in a pull-out setting for small groups during the mathematics instructional block. Provide specific instruction based on areas of deficiencies and utilize hands-on materials to develop understanding of concepts. Identify lowest performing students in times per week to address deficiencies	5D.1. MTSS/RtI Leadership Team and Mathematics department chairperson	5D.1. MTSS/RtI Team Members will monitor and adjust academic goals monthly utilizing teacher feedback on individual student assessments.	5D.1. Formative: Individual assessments. 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 subgroup:	
E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	Math Goal #5E: The results of the 2011-2012 FCAT Mathematics Test indicates that 58% of Economically Disadvantaged students achieved Adequate Yearly Progress. Our goal for the 2012-2013 school year is to increase student proficiency by 7

	percentage points to 65%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
58% (619)	65% (694)

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	5E.1. As noted on the 2012 FCAT Mathematics Test, the areas of deficiencies are reporting categories 1, 2 and 3: Number Sense, Geometry, and Measurement. There is inconsistent implementation of small group instruction during the mathematics instructional block.	5E.1. Implement a schedule for differentiated instruction in a pull-out setting for small groups during the mathematics instructional block. Provide specific instruction based on areas of deficiencies and utilize hands-on materials to develop understanding of concepts. Identify lowest performing students in all grade levels. Provide one-hour before and after school tutoring sessions 2 times per week to address deficiencies.	5E.1. MTSS/RtI Leadership Team and Mathematics department chairperson	5E.1. MTSS/RtI Team Members will monitor and adjust academic goals monthly utilizing teacher feedback on individual assessments.	5E.1. Formative: Individual assessments. 2013 FCAT 2.0 Mathematics Assessment.

End of Middle School Mathematics Goals

Algebra End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	Algebra Goal #1: The results of the 2012 Algebra EOC End of Course Test indicate that 41% of students achieved a score in the Middle Third. Our goal for the 2012-2013 school year is to increase student proficiency by 1 percentage points to 42%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
41%[63]	42%[65]

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Students had difficulty in determining the correct operation to	1.1. Imbed discussion of algabraic patterns into algebra lessons.	1.1. MTSS/RtI Leadership Team and Mathematics	1.1 Ongoing classroom assignments and bi-weekly assessments	1.1. Interim assessments.

	appropriately solve and/or simplify algebraic expressions.		department chairperson	that target the application of the skills taught.	2013 Algebra EOC End of Course Test.
2	1.2. Students had difficulty in conceptualizing various interpretations of linear equations	1.2. Implement use of graphing calculators during instruction.	1.2. MTSS/RtI Leadership Team and Mathematics department chairperson	1.2. Ongoing classroom assignments and bi-weekly assessments that target the application of the skills taught.	1.2. Formative teacher-made assessments. 2013 Algebra EOC End of Course Test.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	Algebra Goal #2: The results of the 2012 Algebra EOC End of Course Test indicate that 52% of students scored in the Upper Third in Algebra 1. Our goal for the 2012-2013 school year is to maintain student proficiency by remaining at 52%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
52%[81]	52%[81] 52%[81]

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. Students had difficulty in conceptualizing various interpretations of linear and quadratic equations	2.1. Encourage participation in Math competition and include students in preparation sessions to improve application of mathematical skills	2.1. MTSS/RtI Leadership Team and Mathematics department chairperson	2.1. Ongoing classroom assignments and bi-weekly assessments that target the application of the skills taught.	2.1. Formative teacher-made assessments. 2013 Algebra EOC End of Course Test.
2	2.2. Students had difficulty in determining the correct operation to appropriately solve and/or simplify algebraic expressions.	2.2. In order to challenge these students, project-based, higher-level thinking and tasks with higher rigor will be presented to these students. These will include real world applications of mathematics and participation in Math competitions	2.2. MTSS/RtI Leadership Team and Mathematics department chairperson	2.2. Monthly discussions with teachers and students.	2.2. Interim assessments. 2013 Algebra EOC End of Course Test.

End of Algebra EOC Goals

Geometry End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Geometry.	Geometry Goal #1: The results of the 2012 Geometry EOC End of Course Baseline Test indicate that 30% of students achieved a

Geometry Goal #1:	Level 3. Our goal for the 2012-2013 school year is to maintain student proficiency at 30%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30%[23]	30%[23]

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. The students lack the ability to determine a missing dimension and compare, contrast and convert units of measurement. This is due to limited classroom opportunities to develop exploration and inquiry activities.	1.1. Implement the use of grade level planning as an opportunity for teachers to plan and share best practices, plan for the integration of links to learning from geometry software and manipulatives. Students will be given the opportunity to develop exploration and inquiry activities in order to maintain and or increase understanding.	1.1. MTSS/RtI Leadership Team and department chairperson	1.1. Review formative bi-weekly assessment data reports to make certain that there is academic growth and mastery by students. Conduct grade level meetings to gather information from teachers to discuss which strategies have been effective and share best practices	1.1. Interim assessments. 2013 Geometry EOC End of Course Test.
2	1.2. The students lack the ability to formulate proofs.	1.2. Imbed inductive and deductive reasoning as well as an inquiry based approach into lessons.	1.2. MTSS/RtI Leadership Team and department chairperson	1.2. Review formative bi-weekly assessment data reports to make certain that there is academic growth and mastery by students. Conduct grade level meetings to gather information from teachers to discuss which strategies have been effective and share best practices	.2. Interim assessments. Teacher-made assessments 2013 Geometry EOC End of Course Test.
3	1.3. The students lack the ability to apply trigonometric functions.	1.3. Incorporate a practical approach to lessons which include project based activities.	1.3. MTSS/RtI Leadership Team and department chairperson	1.3. Review of assessments to determine growth.	1.3. Interim assessments. Teacher-made assessments 2013 Geometry EOC End of Course Test.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	Geometry Goal #2: The results of the 2012 Geometry EOC End of Course Baseline Test indicate that 64% of students scored in the upper third. Our goal for the 2012-2013 school year is to maintain student proficiency at 64%.
2012 Current Level of Performance:	2013 Expected Level of Performance:

64%[49]	64%[49]

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. Students had difficulty in conceptualizing various interpretations of linear and quadratic equations.	2.1. Encourage participation in Math competitions and include students in preparation sessions to improve application of mathematical skills	2.1. MTSS/RtI Leadership Team and Mathematics department chairperson	2.1. Ongoing classroom assignments and assessments that target the application of the skills taught.	2.1. Formative teacher-made assessments. 2013 Geometry EOC End of Course Test.
2	2.2. Students had difficulty in determining the correct operation to appropriately solve and/or simplifying algebraic expressions.	2.2. Student participation in a Peer-tutoring program which will strengthen and enhance their Algebra skills. In order to challenge these students, project-based, higher-level thinking and tasks with higher rigor will be presented to these students. These will include real world applications of mathematics and participation in Math competitions	2.2. MTSS/RtI Leadership Team and Mathematics department chairperson	2.2. Monthly discussions with teachers and students	2.2. Interim assessments. 2013 Geometry EOC End of Course Test.

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
ESE Access Point Training for Resource and Inclusion ESE Teachers.	6-8	ESE Department Head	ESE Resource and Inclusion Teachers	10/26/12	Observation of Access Point inclusion in Lesson planning.	ESE Department Head/ Administrative Team
Analyzing Math Data to Drive Instruction	6-8 Math	MTSS/RtI Leadership Team	Mathematics Department Teachers	10/5/12 12/13/12 1/17/13 2/14/13 5/2/13	Interim Assessment Scores/Data	MTSS/RtI Leadership Team
Middle Grades Mathematics best practices	Analyzing Math Data to Drive Instruction	6-8 Math	Mathematics Department Teachers	10/5/12 12/13/12 1/17/13 2/14/13 5/2/13	Data provided from textbook assessment and student work folders	MTSS/RtI Leadership Team

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Goal 4	Hourly teachers	Title I	$1,000.00
Goal 1-5	Manipulatives	School-based funding	$1,000.00
			Subtotal: $2,000.00
			Grand Total: $2,000.00

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:	Science Goal #1a: The results of the 2012 FCAT 2.0 Science Test indicate that 36% students achieved proficiency (FCAT Level 3). Our goal for the 2012-2013 school year is to increase student proficiency by 3 percentage points to 39%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
36% (180)	39% (198)

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	1a.1. The area of deficiency as noted on the 2011-2012 FCAT 2.0 Science Assessment was in the Content area of: The Nature of Science.	1a.1. Students will participate in tasks from the District Instructional Focus Calendar which target science benchmarks and complete appropriate activities instructing those objectives, while at the same time	1a.1. MTSS/RTI Leadership Team	1a.1. Use teacher generated assessments and bi-weekly classroom assessment/observation	1a.1 Formative: Lab reports, Informal assessments and District assessments. Summative: FCAT 2.0 Science 2013.

		incorporating hands-on projects and lab activities.			
2	1a.2. Students need additional support in developing and analyzing independent project.	1a.2. In addition, participate in the District Science Fair, SECME, and other types of science competitions.	1a.2. MTSS/RTI Leadership Team	1a.2. Use teacher generated assessments and bi-weekly classroom assessment/observation	1a.2 Formative: Lab reports, Informal assessments and District assessments. Summative: FCAT 2.0 Science 2013
3	1a.3. Students also need to incorporate inquiry based hands on laboratory activities.	a.3. Provide activities for students to design and develop science and engineering projects to increase scientific thinking and the development and implementation of inquiry based activities that allow for testing of hypothesis, data analysis, explanation of variables, and experimental design	1a.3. MTSS/RTI Leadership Team	1a.3. Use teacher generated assessments and bi-weekly classroom assessment/observation	1a.3. Formative: Lab reports, Informal assessments and District assessments. Summative: FCAT 2.0 Science 2013

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following 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. Science Goal #2a:	Science Goal #2a: The results of the 2012 FCAT 2.0 Science Test indicate that 13% students achieved proficiency (FCAT Level 4 and 5). Our goal for the 2012-2013 school year is to increase student proficiency by 2 percentage points to 15%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
13%	15%

(68)	(76)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2a.1. The area of deficiency as noted on the 2011-2012 FCAT 2.0 Science Assessment was in the content area of: Physical Science Students need additional exposure to instructional strategies and activities that are linked to increased rigor through inquiry based learning in Physical Science.	2a.1. Provide enrichment activities for students to design and develop science and engineering projects to increase scientific thinking and the development and implementation of inquiry based activities that allow for testing of hypothesis, data analysis, explanation of variables, and experimental design in Physical Science. In order to challenge these students, project-based, higher-level thinking and tasks with higher rigor will be presented to these students. This will include higher level thinking real-world based projects and participation in Science competitions such as SECME	2a.1. MTSS/RTI Leadership Team	2a.1 Use teacher generated rubrics, assessments and bi-weekly classroom assessment/observation.	2a.1. Formative: Informal assessments and District assessments. Summative: FCAT 2.0 Science 2013

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following 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
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
Analyzing Science Data to Drive Instruction	6-8	Department chairperson	6th, 7th and 8th Grade level Science Teachers	9/9/12 10/17/12 11/14/12 12/19/12 1/23/13 2/20/13 3/20/13 5/22/13	Baseline Assessment Scores/Data	MTSS/RtI Leadership team
All Science teachers will attend an on-site Discovery Learning workshop	6-8	Department chairperson	6th, 7th and 8th Grade level Science Teachers	10/5/12 12/13/12 1/17/13 2/14/13 5/2/13	Monitor usage of Discovery Program	MTSS/RtI Leadership team
ESE Access Point Training for Resource and Inclusion ESE Teachers.	6-8	ESE Department Head	ESE Resource and Inclusion Teachers	10/26/12	Observation of Access Point inclusion in Lesson planning.	ESE Department Head/ Administrative 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:	Writing Goal #1a: The results of the FCAT 2012 FCAT Writing Test Indicate that 85% of students scored level 4.0 or higher. Our goal for the 2012-2013 school year is to increase student proficiency by 1 percentage points to 86%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
85% (432)	86% (440)

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	1a.1. The increased rigor being applied to the FCAT writing rubric requires additional emphasis on conventions of grammar and quality of details	1a.1. Introduce students to self editing for the purpose of teaching students to assess and monitor their own writing progress and that of their peers, utilizing both anchor papers and the FCAT writing rubric. Student work will be used as a teaching tool to familiarize students with the expectations set in the scoring rubric.	1a.1. MTSS/RtI Leadership Team	1a.1. Monthly analysis of student work to monitor progress and adjust focus	1a.1. Formative : District Baseline data and student scores on monthly writing prompts. Summative: 2013 FCAT Writing Test
2	1.2 The area of deficiency is persuasive writing.	1.2 During instruction, students will engage in writing across the curriculum that is focused on the development of main ideas and support details. Social studies classes will incorporate written responses to questions that require students to support answers with details and examples. Science teachers will engage in technical/lab writing and article reviews that require students to identify main ideas using supporting details and evidence.	1.2 MTSS/RtI Leadership Team	1.2 Administer and review monthly writing prompts to monitor students' progress and to adjust instructional focus as needed.	1.2 Formative : District Baseline data and student scores on monthly writing prompts. Summative: 2013 FCAT Writing Test

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following 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
Glazer and Lorton Writing Institute Best Practices	Grades 6-8	Staff having attended Zelda Glazer Writing Institute	Language Arts teachers and teachers from content/elective areas	10/5/12 12/13/12 1/17/13 2/14/12 5/2/13	Data provided with mini-assessments and student work folders	MTSS/RtI Leadership Team
Scoring FCAT Writing Prompts	Grades 6-8	Staff having attended Zelda Glazer Writing Institute	Language Arts teachers	10/5/12 12/13/12 1/17/13 2/14/12 5/2/13	Data provided with mini-assessments and student work folders	MTSS/RtI Leadership Team
Writing Conventions and the use of Rubrics	Grades 6-8	Writing Liaison/ Reading Contact	6th through 8th grade teachers LA teachers, Social Studies teachers and ESE and ELL teachers	10/5/12 12/13/12 1/17/13 2/14/12 5/2/13	MTSS/RtI Leadership team meets on a monthly basis to monitor student progress on monthly prompts, assessments, Writing Portfolios and classroom walkthroughs documenting the use of effective writing instruction. Vertical grammar planning between 6th, 7th, and 8th grade teachers.	MTSS/RtI 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
			Subtotal: $0.00
			Grand Total: $0.00

End of Writing Goals

Civics End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Civics. Civics Goal #1:	Civics Goal #1: The results of the 2012 District Baseline Benchmark Assessment for Civics indicate that 0% of students achieved Level 3 proficiency. Our goal for the 2012-2013 school year is to increase level 3 student proficiency by 30 percentage points to 30 %.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	30% (116)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Students need additional support in developing a better understanding of the organization and function of government, especially the Constitution, Electoral College, Legislative Branch and The Checks and Balances system	1.1. Students will participate in explicit instructional strategies that utilize best practices and technology integration. These will be developed during common planning sessions for Civics as they implement District-published lesson plans with assessments aligned to tested EOC benchmarks. This will maximize opportunities for students to master tested content.	1.1. MTSS/RtI Leadership Team	1.1. Use teacher generated rubrics, assessments and bi-weekly classroom assessment/ observation. Conduct grade-level discussions to attain teacher feedback on student progress and strategies used.	1.1. Formative: Informal assessments and District assessments. Summative: District Spring 2013 Civics Interim Assessment
2	1.2. Analyzing and interpreting primary and secondary sources to successfully respond to DBQs (document based questions).	1.2. Students will interpret primary and secondary sources of information while utilizing technology and hands on activities that expose students to a multitude of primary sources in conjunction with the Social Studies Task Cards.	1.2. MTSS/RtI Leadership Team	1.2. Use teacher generated rubrics, assessments and bi-weekly classroom assessment/observation	1.2. Formative: Informal assessments and District assessments. Summative: District Spring 2013 Civics Interim Assessment

3	1.3. ESOL students will encounter difficulty due to cultural and language barriers, such as limited or non-existent exposure to democratic concepts from their respective home country.	1.3. Provide real-life contexts for democratic concepts explorations (i.e. current events) and develop student understanding through small group discussions, technology resources, and demonstrations during the Civics instructional block. In addition, using vocabulary and visual flashcards to develop an understanding of the content-specific vocabulary taught in Civics.	1.3 MTSS/RtI Leadership Team	1.3 Monthly review of assessments and student work portfolios to monitor progress and provide added intervention as needed.	1.3. Formative: Monthly assessments and review of interventions. Summative: District Spring 2013 Civics Interim Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Civics. Civics Goal #2:	Civics Goal #2: The results of the 2012 District Baseline Benchmark Assessment for Civics indicate that 0% of students achieved levels 4 and 5 proficiency. Our goal for the 2012-2013 school year is to increase levels 4 and 5 students' proficiency by 10 percentage point to 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	10% (38)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. Students in previous years have had limited exposure to inquiry-based and project-based coursework.	2.1. Students will be given opportunities to develop exploration and inquiry activities to increase understanding. Provide opportunities for students to participate in project-based learning activities and opportunities to discuss the values, complexities and dilemmas involved in social, political and economic issues. In order to challenge these students, project-based, higher-level thinking and tasks with higher rigor will be presented to these students.	2.1. MTSS/RtI Leadership Team	2.1. Use teacher generated rubrics, assessments and bi-weekly classroom assessment/observation	2.1. Formative: Informal assessments and District assessments. Summative: District Spring 2013 Civics Interim 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
No Data Submitted						

Civics Budget:

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

End of Civics Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to “Guiding Questions”, identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	Attendance Goal #1: Our goal for this year is to increase attendance to 96.77% by minimizing absences due to illnesses and truancy and to create a climate in our school where parents, students and faculty feel welcomed and appreciated. Attendance Goal #2: In addition, our goal for this school year is to decrease the number of students with excessive absences from 313 to 297, and those with excessive tardiness from 27 to 26 or less.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:

96.27% (1434)	96.77% (1442)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
313	297
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
27	26

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Students are often absent from school due to family vacations/travel and illness. Students are chronically tardy to school due to the expansive school boundaries and their distance from the school.	1.1. Identify and refer students who may be developing a pattern of non-attendance to the truancy team. Inform parents/ legal guardians through Parent Academy workshops of the importance of attendance for student achievement Implementation of a “Tardy Tank” to keep students who are no punctual isolated until homeroom has been completed. Detentions earned after repeated tardies. Quarterly attendance incentive program that rewards students who have demonstrated god attendance during each grading period.	1.1. Administrative Team	1.1. Weekly monitoring of attendance report. Meet with attendance clerk weekly to identify constant updating of contact information for chronically absent students. Analysis of “Tardy Tank” data each quarter to determine effectiveness of program. Analysis of the number of students who are eligible to participate in the quarterly attendance incentive program.	1.1. Attendance logs and rosters.

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

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

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

Attendance Manager	Clerical	Attendance Services	Attendance clerk	October 5, 2012	members will share information with the clerical team.	Administrative Team
Electronic Grade Book	6-8	Assistant Principal	6-8 grade teachers	October 5, 2012	Staff members will record accurate attendance at the beginning of each period. Records are checked on a weekly basis.	Administrative Team

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Truancy Prevention	Provide incentives for students with improved or perfect attendance	PTSA	$500.00
			Subtotal: $500.00
			Grand Total: $500.00

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:	Suspension Goal #1: (In-School) Our goal for the 2012- 2013 school year is to decrease the total number of suspensions by 10%. Our goal for this school year is to decrease the number of In-School suspensions from 359 to 323 and the number of students suspended In-School from 208 to 187. Suspension Goal #2: (Out-of-School) In addition, our goal for this school year is to decrease the number of Out-of-School suspensions from 134 to121 and the number of students suspended Out-of-School from 98 to 88.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
359	323

2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
208	187
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
134	121
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
98	88

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Students, teachers and parents are unfamiliar with the Student Code of Conduct The total number of indoor and outdoor suspensions included incidents during the 2011-2012 school year due to limited student recognition has not supported positive behavior(s). Students have a difficult time with self-control as it applies to the expected behavior in the Code of Student Conduct. They do not recognize the consequences of not behaving in an appropriate manner	1.1. The school will continue to utilize afterschool administrative detentions in lieu of indoor or outdoor suspensions depending on the severity of the violation a per the student code of conduct. Providing incentives for compliance through the use of Secondary SPOT Recognition program. Conduct Parent Academy Workshops on Student Behavior, Bullying and Internet Abuse	1.1. Administrative Team	1.1. Quarterly monitoring of SPOT Success report and SPED-FAB Logs by grade level and monitor COGNOS report on student outdoor suspension rates.	1.1. COGNOS report

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

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

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

Student Code of Conduct	6-8	School wide	School wide	February 2, 2013	throughs to monitor teachers' enforcement of the Student Code of Conduct. Monitor Spot Success monthly report. Review parent participation in Open House meeting and Parent Academy Workshops.	Administrative 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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

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

Problem-Solving Process to Increase Student Achievement

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

No Data Submitted

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

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

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

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:	STEM Goal #1: Our goal for the 2012-2013 school year is to increase inquiry-based activities that integrate Math, Science and Technology.
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Students lack exposure and experiences that allow them to be successful in inquiry-based activities that integrate Math, Science and Technology.	.1. Increase activities for students to design and develop science, math and engineering projects utilizing technology to increase scientific thinking and the development and implementation of inquiry-based activities. Participation in year-long projects applying the science and math concepts. These include The Dade County Science Fair, SECME Competitions, particularly The Fairchild Challenge.	1.1. MTSS/RtI Leadership Team and Department Chairpersons	1.1. Monthly multidisciplinary department head meeting reflecting on the following: Monthly Informal Walkthroughs Lesson Plans Student Lab reports Number of Labs done per week	1.1. Authentic Assessment from hands-on activities and project Data gleaned from Interim Assessments
2	1.2. Students have difficulty understanding content due to limited reading proficiency.	1.2. Utilize best practices to enhance reading comprehension in both science and math classes	1.2. MTSS/RtI Leadership Team and Department Chairpersons	1.2. Monthly multidisciplinary department head meeting reflecting on the following: Informal Walkthroughs Lesson Plans Student Lab reports Number of Labs done per week	1.2. Interim Assessments

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Professional Learning Community on STEM	6-8/Science & Math	Department Chairperson	Science & Math Department	August 16, 2012 and Cross curricular meetings on: 9/17-19/12 10/22-24/12 11/19-21/12 12/17-19/12 1/22-24/13 2/19-21/13 3/18-20/13 5/20-23/13	Review of sign-in roster and minutes	MTSS/RtI 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:	CTE Goal #1: Increase the participation of students in the rigorous and relevant instruction by increasing student participation in Career-themes course and career based competitions. Increase real world applications through participation in hands-on application of learning through Career-themed Arts, Technology and CORE curriculum areas. Apply the skills to career based competitions.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Lack of student knowledge of the availability of courses of study, competitions and/or exhibitions within their field of interest in the South Florida area.	1.1. Technology teacher attend specific competition PD or join Teacher Competition Professional Learning Communities. In addition, a school-wide interdisciplinary focus upon the career and technology-themed challenges presented by the Fairchild Challenge	1.1. MTSS/RtI Leadership Team	1.1. Quarterly monitoring of the implementation of the guidelines and timeline for teacher training and the progress of CTE student competition projects.	1.1. Data reports showing the number of student participants in CTE competitions. In addition, competition outcomes and student awards as a result of participation in competitions.

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
1.1	Materials for projects	Title I	$500.00
			Subtotal: $500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
1.1	Computer hardware and software	EESAC	$3,000.00
			Subtotal: $3,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $3,500.00

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				$0.00
CELLA	Goal 3.1	Materials for strategies	Title I	$500.00
CTE	1.1	Materials for projects	Title I	$500.00
				Subtotal: $1,000.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading				$0.00
CTE	1.1	Computer hardware and software	EESAC	$3,000.00
				Subtotal: $3,000.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	CRISS Training	CRISS Training materials	School-based budget	$500.00
CELLA	goal 3.3	Writing Workshop	Title I	$200.00
				Subtotal: $700.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Goal 4	Hourly teachers	Title I	$1,000.00
Reading	All goals	Incentives	School-based funding	$1,000.00
CELLA	All goals	ELL tutoring Program	Title III	$3,234.06
Mathematics	Goal 4	Hourly teachers	Title I	$1,000.00
Mathematics	Goal 1-5	Manipulatives	School-based funding	$1,000.00
Attendance	Truancy Prevention	Provide incentives for students with improved or perfect attendance	PTSA	$500.00
				Subtotal: $7,734.06
				Grand Total: $12,434.06

Differentiated Accountability

School-level Differentiated Accountability Compliance

Priority	Focus	Prevent	NA
○	○	○	●

Are you a reward school: ● Yes ○ No

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

No Attachment (Uploaded on 10/8/2012)

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
These funds are used to purchase more current hardware and software necessary for the students to accomplish the goals set for in the SIP under the CTE portion of the plan.	$3,000.00

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

The School Advisory Committee is working this year to assist the staff in maintaining an "A" school grade, while at the same time promoting activities to present the students with new activities. Their assistance in developing elective opportunities, particularly in the Career and Technology areas. Members are kept informed of the development of the SIP and the mid-year status of assessment related to it. In addition, the funding provided by the SAC will allow the Computer Technology Program to grow which allows the students to become more proficient in skills related to Career and Technology.

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 ZELDA GLAZER MIDDLE SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	82%	74%	88%	62%	306	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%	66%			138	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?	75% (YES)	68% (YES)			143	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					587	
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 ZELDA GLAZER MIDDLE SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	81%	76%	89%	39%	285	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%	68%			140	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	66% (YES)	68% (YES)			134	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					559	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested