FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: MIAMI LAKES MIDDLE SCHOOL

District Name: Dade

Principal: Dr. Manuel Sanchez III

SAC Chair: Lisa Deyarza

Superintendent: Alberto M. Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/12/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Dr. Manuel Sanchez III	Doctorate in Ed. Leadership, MS in ESE, BS in ESE; Professional Educator's: ESE K-12, ESOL K-12, Leadership K-12	2	10	'12 '11 '10 '09 '08 School Grade B A A A A AYP P N Y Y Y High Standards Rdg. 57 81 83 83 81 High Standards Math 56 91 87 87 80 Lrng Gains-Rdg 68 63 74 72 67 Lrng Gains-Math 67 63 54 63 68 Gains-Rdg-25% 66 62 68 70 63 Gains-Math-25% 61 64 57 68 70
Assis Principal	Nora Jane Bueno	Degrees: BS History MS Educational Leadership Certifications: History, Ed. Leadership, Gifted Endorsement	2	12	'12 '11 '10 '09 '08 School Grade B B B B C AYP P N N N N High Standards Rdg. 57 53 58 51 45 High Standards Math 56 57 56 56 59 Lrng Gains-Rdg 68 62 67 68 58 Lrng Gains-Math 67 69 68 69 69 Gains-Rdg-25% 66 68 73 78 72 Gains-Math-25% 61 71 73 77 70
		M.S. Degree in Educational Leadership (all levels); B.S. Degree in			'12 '11 '10 '09 '08 School Grade B A A A A

| Assis Principal | Rafael Crespo | Middle Grades Mathematics Education; Certifications: Mathematics (5-9); Gifted Endorsement; National Board Certified | 10 | 2 | AYP P N N N N
High Standards Rdg. 57 71 67 62 60
High Standards Math 56 69 67 64 63
Lrng Gains-Rdg 68 63 65 66 65
Lrng Gains-Math 67 70 72 66 74
Gains-Rdg-25% 66 64 69 72 72
Gains-Math-25% 61 74 66 63 79 |

INSTRUCTIONAL COACHES

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (Percentage data for achievement levels, learning gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Lillian Weisberg	Early Childhood, Elem. Ed., ESOL, Reading, English MG, English K12	6	6	'12 '11 '10 '09 '08 School Grade B A A A A AYP P N N N N High Standards Rdg. 57 71 67 62 60 High Standards Math 56 69 67 64 63 Lrng Gains-Rdg 68 63 65 66 65 Lrng Gains-Math 67 70 72 66 74 Gains-Rdg-25% 66 64 69 72 72 Gains-Math-25% 61 74 66 63 79

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. In-house Professional Development	Assistant Principal of Curriculum	June 7, 2013	
2	2. Partnering new teachers with veteran staff	Assistant Principal of Curriculum	June 7, 2013	

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
10% (5)	Working on endorsement through professional development sessions and courses.

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

| 45 | 0.0%(0) | 8.9%(4) | 60.0%(27) | 31.1%(14) | 44.4%(20) | 73.3%(33) | 15.6%(7) | 4.4%(2) | 31.1%(14) |

Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
No data submitted			

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, and/or Saturday Academy). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHESS (as appropriate); 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

N/A

Title I, Part D

N/A

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

Title III funds used to implement the 2012-2013 Supplemental Tutoring Academy for English Language Learner (ELL) Students.

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)

Miami Lakes Middle School will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

• The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists.
• Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program.
TRUST Specialists focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.
instill important core values in students such as caring, honesty, fairness, responsibility, and respect for self and others. The program at Miami Lakes Middle School was
awarded a 2009 Promising Practice Award by the National Character Education Program.
Miami Lakes Middle School will implement a school wide Bullying Prevention Action Plan which will include prevention education and intervention strategies to be utilized throughout the year.

Nutrition Programs

1) Miami Lakes 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

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

By promoting Career Pathways and Programs of Study 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.

Job Training

N/A

Health Connect in Our Schools

• Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds.
• Teams at designated school sites are staffed by a School Social Worker (shared between schools), a Nurse (shared between schools) and a full-time Health Aide.
• HCiOS services reduces or eliminates barriers to care, connects eligible students with health insurance and a medical home, and provides care for students who are not eligible for other services.
• HCiOS delivers coordinated social work and mental/behavioral health interventions in a timely manner.
• HCiOS enhances the health education activities provided by the schools and by the health department.
HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.

HIV/AIDS Curriculum: AIDS Get the Facts!

• AIDS: GET the Facts!, is an curriculum that provides a series of general objectives, lessons, activities and resources for providing HIV/AIDS instruction in grades K-12.
• HIV/AIDS curriculum is consistent with state legislation, as well as school policy and procedures including: Florida Statute 1003.46, Health education; instruction in acquired immune deficiency syndrome, School Board Policy: 6Gx13-5D-1.021 Welfare; School Health Services Program, the M-DCPS Worksite HIV/AIDS Hand Book, and Control of Communicable Disease in School Guidebook for School Personnel.
• HIV/AIDS curriculum content is also in alignment with Florida Sunshine State Standards.
• HIV/AIDS content teachers are trained on the curriculum and can participate in yearly professional development about health and wellness related topics.

Miami Lighthouse / Heiken Children's Vision Program

Heiken Children's Vision Program provides free complete optometric exams conducted at school sites via vision vans and corrective lenses to all failed vision screenings if the parent /guardian cannot afford the exams and or the lenses.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal
Assistant Principal for Curriculum
Department Heads:
Language Arts
Mathematics
Science
Social Studies
SPED
Student Services
Guidance Counselor
TRUST Counselor
Social Worker
Reading Coach
Core Subject Area Teachers

In addition, several members of MTSS/RtI Team are members of our Educational Excellence School Advisory Council (EESAC).

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?

Team members will meet bi-weekly to analyze academic, attendance and behavioral data, and to problem solve the individual needs of students. The function of the MTSS Leadership Team is to ensure the success of every student. Professionals from differing disciplines will examine existing conditions, develop intervention plans, evaluate their effectiveness, and revise the set course of action if needed. Instructional and student services decisions will be made based on an analysis of the student's academic progress, behavior, attendance record, and information provided by teachers and parents.

Based on the information gathered, the team will identify professional development and resources needed to carry-out its

mission. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills with teachers and staff. Additionally, this team will provide assistance and work cooperatively with all stakeholders to ensure the successful implementation of all intervention plans.

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

The MTSS Leadership Team met with the Educational Excellence School Advisory Council (EESAC) and principal to help develop the SIP. The team provided data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that needed to be addressed; helped set clear expectations for instruction (Rigor, Relevance, Relationship); facilitated the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligned processes and procedures.

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.

Baseline data: Progress Monitoring and Reporting Network (PMRN), Florida Comprehensive Assessment Test (FCAT)
Progress Monitoring: PMRN, Curriculum Based Measurement (CBM), FCAT Simulation, District Interim Assessments
Midyear: Florida Assessments for Instruction in Reading (FAIR), Diagnostic Assessment for Reading
Behavioral Trends for groups and individuals as provided by District generated data
End of year: FAIR, AIMS web, FCAT
Frequency of Data Days: twice a month for data analysis
Miami Lakes Middle School will utilize the EduSoft assessment management system to manage the baseline and interim benchmark exam data for Mathematics, Language Arts, and Science.

Describe the plan to train staff on MTSS.

All staff members at Miami Lakes Middle School have participated in the FLDOE MTSS/RtI workshop.
The MTSS Leadership team will meet bi-weekly to evaluate additional staff PD needs, and determine where further interventions are needed.

Describe the plan to support MTSS.

Based upon the information from http://www.florida-rti.org/educatorResources/MTSS_Book_ImplComp_012612.pdf, but not limited to the following:
1. Effective, actively involved, and resolute leadership that frequently provides visible connections between a MTSS 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 coaching supports 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)

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

Ms. Nora Bueno, administrator; Mr. Rafael Crespo, administrator; Dr. Lillian Weisberg, Reading Coach; Ms. Laquinda Johnson, Language Arts teacher; Ms. Tracie Pullum, Language Arts teacher; Ms. Jenilane Pirez, Social Studies teacher; Mr. Juan Valtetsiotis, Mathematics teacher; Mrs. Ana Peña, Music teacher; Ms Olga Symonette, Reading & French teacher; Ms. Beverly Maier, Media Specialist; Mr. Erin Anding, Science teacher; Mr. Dennis Wilson, Physical Education teacher, Ms. Maria Macias, counselor Student Services.

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

The team will meet on the last Friday of each month to debrief on assessments such as district Benchmark assessments and FAIR state assessments in an effort to target skills in need of reinforcement through the Language Arts, Reading and Math classes. Content area teachers will be made aware of the deficiencies and skills that needed to be targeted so they will be able to incorporate them in their lesson plans. During these meetings, team members will share literacy activities that will be implemented through the various depts., Reading will be stressed school wide during various homerooms and content areas; students will listen to audio books while they follow along in the novels this will be followed by Accelerated Reader tests; the Language Arts and Reading teachers will input AR test scores as grades in their grade books; shout outs will be done monthly to recognize teachers and classrooms that have completed novels. Students with the highest point totals in AR for each month in each grade level will be given a "shout out" on the morning announcements; the top three Language Arts teachers with the highest AR points will also be recognized in a shout out. At the end of the year, students that have met their AR goal and have passing grades in all subjects for the year as well as good conduct grades will be recognized as Ambassadors for the Holly Read Hall of Fame, and their names will be put on a plaque that hangs on the mural near the office. Teachers will also be recognized and given awards according to the number of novels completed. Students will also be allowed to participate in a field day in May if they meet their AR goal and complete reading logs from January through March; each department will create games based upon benchmarks, a DJ, prizes and t-shirts will be given to the students. This year's theme will be developed through the collaborative efforts of school community stakeholders.

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

We intend to continue what we did this past year; more teachers have expressed interest in completing novels during homeroom. We want to expand the AR program and the Reading Ambassadors; we also want to include more novels in the content area and continue providing in-service training for teachers on effective reading strategies; teachers will continue to use CRISS strategies to help students develop better comprehension skills.
The principal will promote the Reading Leadership Team (RLT) as an integral part of the school literacy reform to promote a culture of reading by:
•including representation from all curricular areas on the RLT
•selecting team members who are skilled and committed to improving literacy
•offering professional growth opportunities for team members
•creating a collaborative environment that fosters sharing and learning
•developing a school-wide organizational model that supports literacy instruction in all classes
•encouraging the use of data to improve teaching and student achievement

Public School Choice

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

*Elementary Title I Schools Only: Pre-School Transition

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

N/A

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

Through the use of "CRISS" strategies, every teacher contributes to every student's reading improvement. Teachers will utilize CRISS strategies such as Graphic Organizers in Language Arts, Social Studies, and Business Technology classes. Mathematics and Science classes will implement reciprocal teaching, and summarizing technique strategies. Additionally, teachers will utilize "audio-books" and classroom libraries in core subjects as well as homerooms, and elective courses. Teachers will review assessment data to determine student weaknesses. Mathematics and Science teachers will focus on word problems, and technical vocabulary. In addition, elective teachers will be paired with core teachers to facilitate the implementation of the school wide reading programs. The progress and effectiveness of these strategies will be monitored using data generated from district interim assessments, reading logs, and AR testing.

*High Schools Only

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

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

N/A

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

N/A

Postsecondary Transition

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

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

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The results of the 2011-2012 FCAT Reading Test indicates that 28% of the students achieved Level 3 proficiency. Our goal for the 2012-2013 school year is to increase Level 3 proficiency by 5 percentage points to 33%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (232)	33% (277)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area in which FCAT level 3 students in the sixth grade demonstrated least success was reporting category 2 - Reading Application. Students required additional support to make inferences, draw conclusions, and identify implied main idea and author's purpose. This may be due to the lack of understanding of the author's perspective, style, and technique.	Additional opportunities to practice making inferences, drawing conclusions, and identifying implied main idea and author's purpose using text marking such as highlighting and margin notes on a wide variety of fiction as well as non-fiction texts.	Multi-Tiered System of Supports (MTSS) /Response to Instruction/Intervention (RtI) Leadership Team	Departmental review of bi-weekly assessments to identify any areas in need of modification. Weekly department meeting grade level lesson study to identify and implement successful lessons/activities using text marking or other strategy introduced which was effective.	Formative: FAIR, Bi-weekly classroom tests, and District Interim Assessments results Summative: Results from the 2013 FCAT 2.0 Reading assessment
2	The area in which FCAT Level 3 students in the seventh grade exhibited deficiency was reporting category 4 – Informational Text and Research Process. Students were unable to evaluate information, and determine the validity and reliability of this information	Students will be provided additional opportunities to explore shades of meaning to better identify nuances.	Multi-Tiered System of Supports (MTSS) /Response to Instruction/Intervention (RtI) Leadership Team	Departmental review of bi-weekly assessments to identify any areas in need of modification. Weekly department meeting grade level lesson study to identify and implement successful lessons/activities exploring shades of meaning or other strategies introduced which were effective.	Formative: FAIR, Bi-weekly classroom tests, and District Interim Assessments results Summative: Results from the 2013 FCAT 2.0 Reading assessment
3	The area of the 2012 Reading FCAT that Level 3 students in eight grade were deficient was reporting category 3 – Literary Analysis: Fiction and Nonfiction. Students were unable to successfully recognize implicit meaning.	Additional lessons/activities emphasizing the recognition of implicit meaning or the details within a text that support making inferences.	Multi-Tiered System of Supports (MTSS) /Response to Instruction/Intervention (RtI) Leadership Team	Departmental review of bi-weekly assessments to identify any areas in need of modification. Weekly department meeting grade level lesson study to identify and implement successful lessons/activities	Formative: FAIR, Bi-weekly classroom tests, and District Interim Assessments results Summative: Results from the 2013 FCAT 2.0

				emphasizing making inferences which were effective.	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:	Based on the results of the 2012 Florida Alternate Assessment (FAA) 100% of the students achieved Levels 8 & 9 on the Reading portion. Our goal for the 2012-13 school year is to maintain this high level of proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	0% (0)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	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:	The results of the 2011-2012 FCAT Reading Test indicates that 25% of the students achieved Level 4 & 5 proficiency. Our goal for the 2012-2013 school year is to increase Level 4 & 5 proficiency by 3 percentage point to 28%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (213)	28% (235)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area in which FCAT Level 4 & 5 students in the sixth grade displayed a greater need was reporting category 2 - Reading Application. This is due to the need for students to spend more time analyzing text structures and text features to identify how they affect meaning in text.	More time analyzing text structures and text features of a variety of texts with emphasis on avoiding interference of prior knowledge when answering a question related to meaning.	Literacy Leadership Team (LLT)	Departmental review of bi-weekly assessments to identify any areas in need of modification. Weekly department meeting, grade level lesson study to identify and implement successful lessons/activities using avoidance of interference of prior knowledge strategies as well as modification of these strategies as deemed necessary.	Formative: FAIR, Bi-weekly classroom tests, and District Interim Assessments results Summative: Results from the 2013 FCAT 2.0 Reading assessment
	The area in which FCAT Level 4 & 5 students in the seventh grade demonstrated a slight deficiency was reporting	More practice time identifying supporting details will be provided through activities that involve summarization	Literacy Leadership Team (LLT)	Departmental review of bi-weekly assessments to identify any areas in need of modification.	Formative: FAIR, Bi-weekly classroom tests, and District Interim Assessments

				Weekly department meeting, grade level lesson study to identify and implement successful lessons/activities that facilitate the identification of supporting details within various texts as well as the modification of these strategies as deemed necessary.	results Summative: Results from the 2013 FCAT 2.0 Reading assessment
2	category 4 – Informational Text and Research Process. Students were unable to synthesize details in order to draw correct conclusions.	skills, and opinion proofs.			
3	The area of the 2012 Reading FCAT that Level 4 & 5 students in eight grade were deficient was reporting category 3 – Literary Analysis: Fiction and Nonfiction. Students at this level struggled to identify key descriptive language use.	Emphasis on reading from a wide variety of texts in order to strengthen familiarity with comparing and contrasting in and across a variety of genres.	Literacy Leadership Team (LLT)	Departmental review of bi-weekly assessments to identify any areas in need of modification. Weekly department meeting, grade level lesson study to identify and implement successful lessons/activities that provide effective compare-and-contrast opportunities.	Formative: FAIR, Bi-weekly classroom tests, and District Interim Assessments results Summative: Results from the 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:	Based on the results of the 2012 Florida Alternate Assessment (FAA) 100% of the students achieved Levels 8 & 9 on the Reading portion. Our goal for the 2012-13 school year is to maintain this high level of proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (8)	100% (8)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students required additional support to make inferences, draw conclusions, and identify implied main idea and author's purpose. This may be due to the lack of understanding of the author's perspective, style, and technique.	Additional opportunities to practice making inferences, drawing conclusions, and identifying implied main idea and author's purpose using text marking such as highlighting and margin notes on a wide variety of fiction as well as non-fiction texts.	Multi-Tiered System of Supports (MTSS) /Response to Instruction/Intervention (RtI) Leadership Team	Departmental review of classroom assessments to identify any areas in need of modification. Weekly department meeting grade level lesson study to identify and implement successful lessons/activities using text marking or other strategy introduced which was effective.	Formative: Classroom test results, and student work samples. Summative: Results from the 2013 FAA 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:	
3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The results of the 2011-2012 FCAT Reading Test indicates that 68% of the students made learning gains. Our goal for the 2012-2013 school year is to increase the number of students making learning gains by 5 percentage points to 73%.

	2012 Current Level of Performance:	2013 Expected Level of Performance:
	68% (496)	73% (533)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area in which students in the sixth grade making learning gains exhibited least success was reporting category 2 - Reading Application. These students apparently experienced difficulty identifying cause-and-effect relationships in text.	Supplemental exposure to anchoring conclusions back to the text. Allowing further experience identifying cause-and-effect relationships through explanation and justification of decisions.	Multi-Tiered System of Supports (MTSS) /Response to Instruction/Intervention (RtI) Leadership Team	Departmental review of bi-weekly assessments to identify any areas in need of modification. Weekly department meeting grade level lesson study to identify and implement successful lessons/activities using anchoring strategies as well as the modification of strategies as deemed necessary.	Formative: FAIR, Bi-weekly classroom tests, and District Interim Assessments results Summative: Results from the 2013 FCAT 2.0 Reading assessment
2	The area of the 2012 Reading FCAT that students in seventh grade making learning gains were deficient was reporting category 4 – Informational Text and Research Process. Students lacked sufficient practice analyzing and evaluating informational texts.	Implement the use of opinion proofs as a means of providing practice verifying details and analyzing text.	Multi-Tiered System of Supports (MTSS) /Response to Instruction/Intervention (RtI) Leadership Team	Departmental review of bi-weekly assessments to identify any areas in need of modification. Weekly department meeting grade level lesson study to identify and implement successful lessons/activities using opinion proofs instructional strategy.	Formative: FAIR, Bi-weekly classroom tests, and District Interim Assessments results Summative: Results from the 2013 FCAT 2.0 Reading assessment
3	The area of the 2012 Reading FCAT that students in the eight grade making learning gains were weakest was reporting category 3 – Literary Analysis: Fiction and Nonfiction. These students required greater effort to identify figurative language in the text.	Provided students extensive practice identifying words and clue words that signal relationships from a wider variety of texts.	Multi-Tiered System of Supports (MTSS) /Response to Instruction/Intervention (RtI) Leadership Team	Departmental review of bi-weekly assessments to identify any areas in need of modification. Weekly department meeting grade level lesson study to identify and implement successful lessons/activities identifying clue words from a wide variety of texts.	Formative: FAIR, Bi-weekly classroom tests, and District Interim Assessments results Summative: Results from the 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:	Based on the results of the 2012 Florida Alternate Assessment (FAA) 100% of the students made learning gains on the Reading portion. Our goal for the 2012-13 school year is to maintain this high level of performance.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (8)	100% (8)
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students taking the FAA made significant progress as evidenced by the results of the assessment. However in order to maintain this high level of achievement these students require extended exposure to a more diverse genre of both fiction and nonfiction texts.	Opportunities to become more familiar with comparing and contrasting in and across a variety of genres will be accomplished by weekly visits to the MLMS reading resort. Where students will break off into small group reading teams in order to allow in-depth reading and discussion to identify relevant details that support comparison and contrast.	Multi-Tiered System of Supports (MTSS) /Response to Instruction/Intervention (RtI) Leadership Team	Departmental review of classroom assessments to identify any areas in need of modification. Reading Coach facilitated data chats to monitor progress of students' weekly read/discuss sessions.	Formative: Classroom test results, and Student work samples. Summative: Results from the 2013 FAA 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:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The results of the 2011-2012 FCAT Reading Test indicates that 66% of the students in the lowest 25% made learning gains. Our goal for the 2012-2013 school year is to increase the number of students in the lowest 25% making learning gains by 5 percentage points to 71%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
66% (122)	71% (131)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area in which sixth grade students in the lowest 25% making learning gains exhibited least success was reporting category 3 - Literary Analysis. These students exhibited some inability to recognize the author's use of reference and descriptive, natural, and figurative language.	Additional lesson time on recognizing implicit meaning and/or details that support making inferences in conjunction with our reading program which challenges students to read a wider variety of texts.	Multi-Tiered System of Supports (MTSS) /Response to Instruction/Intervention (RtI) Leadership Team	Departmental review of bi-weekly assessments to identify any areas in need of modification. Weekly department meeting grade level lesson study to identify and implement successful lessons/activities using making inferences practice as well as the modification of strategies as deemed necessary.	Formative: FAIR, Bi-weekly classroom tests, and District Interim Assessments results Summative: Results from the 2013 FCAT 2.0 Reading assessment
2	The area in which seventh and eighth grade students in the lowest 25% making learning gains demonstrated least achievement was reporting category 1 - Vocabulary. These students are in need of additional exposure to context	Implement the use of word walls, and additional instruction in meaning using context clues. Further practice differentiating literal from figurative interpretations utilizing a wide variety of both fiction and non-fiction texts.	Multi-Tiered System of Supports (MTSS) /Response to Instruction/Intervention (RtI) Leadership Team	Departmental review of bi-weekly assessments to identify any areas in need of modification. Weekly department meeting grade level lesson study to identify and implement successful lessons/activities using context clues as well as	Formative: FAIR, Bi-weekly classroom tests, and District Interim Assessments results Summative: Results from the 2013 FCAT 2.0 Reading

			the modification of strategies as deemed necessary.	assessment

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal #
	The results of the 2010-2011 FCAT Reading Test indicate that 55% of the students were proficient in Reading. Our six year goal is to reduce the % of students scoring at levels 1-2, and increase the % of students scoring at level
	5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	63%	66%	70%	70%	74%	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	The results of the 2011-2012 FCAT Reading Test indicates that 44% of the Hispanic students did not make satisfactory progress. Our goal for the 2012-2013 school year is to decrease the number of Hispanic students not making satisfactory progress by 7 percentage points to 37%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Hispanic: 56% (394)	Hispanic: 63% (444)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Hispanic students did not make satisfactory progress on the 2011-12 Reading FCAT. The area in which Hispanic students in the sixth grade exhibited least success was the Reading Application reporting category 2. Students struggled with an accurate and concise understanding of the material which led to a misconception of the essential message of the text. Limited practice re-reading and identifying implied main idea from a variety of texts has hindered progress in this area.	Further implementation of the Warrior reading program, challenging students to read from texts that they would normally not choose for incentives. Supplementary activities involving paraphrasing and summarizing to explore relevant details.	Multi-Tiered System of Supports (MTSS) /Response to Instruction/Intervention (RtI) Leadership Team	Departmental review of bi-weekly assessments to identify any areas in need of modification. Weekly department meeting grade level lesson study to identify and implement successful lessons/activities using re-reading and identification of main idea strategies as well as the modification of these strategies as deemed necessary, and identified on the Warrior reading program reports.	Formative: FAIR, Bi-weekly classroom tests, and District Interim Assessments results Summative: Results from the 2013 FCAT 2.0 Reading assessment
	Hispanic students did not make satisfactory progress on the 2011-12 Reading FCAT. The area of least success for seventh and eighth grade Hispanic students was the Vocabulary reporting	More activities such as Vocabulary notebooks to list interesting words that are identified when reading of a variety of texts. Additional vocabulary development through morning announcements "word-	Multi-Tiered System of Supports (MTSS) /Response to Instruction/Intervention (RtI) Leadership Team	Departmental review of bi-weekly assessments to identify any areas in need of modification. Weekly department meeting grade level lesson study to identify and implement	Formative: FAIR, Bi-weekly classroom tests, and District Interim Assessments results Summative:

| 2 | category 1. These students exhibited difficulty understanding the meaning of unfamiliar words. The need for more activities utilizing context clues to derive meaning was not adequately implemented. | a-day" activity. Extended opportunities to practice with prefixes, suffixes, root words, synonyms, and antonyms. | | successful lessons/activities using vocabulary notebooks and "word-a-day" suggestions, as well as the modification of these strategies as deemed necessary. | Results from the 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 subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	The results of the 2012-2013 FCAT 2.0 Reading Test indicates that 82% of the English Language Learners (ELL) did not make satisfactory progress. Our goal for the 2012-2013 school year is to decrease the number of English Language Learners (ELL) not making satisfactory progress by 22 percentage points to 60%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
18% (24)	40% (54)

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	English Language Learners (ELL) did not make satisfactory progress. The area in which the ELL students demonstrated least achievement was reporting category 1 - Vocabulary. These students are in need of additional instruction in word meanings.	Implementation of personal dictionaries, word walls, and vocabulary word maps	Multi-Tiered System of Supports (MTSS) /Response to Instruction/Intervention (RtI) Leadership Team	Departmental review of bi-weekly assessments to identify any areas in need of modification. Weekly department meeting grade level lesson study to identify and implement successful lessons/activities using personal dictionaries, word walls, and vocabulary word maps.	Formative: FAIR, Bi-weekly classroom tests, and District Interim Assessments results Summative: Results from the 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 subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	The results of the 2011-2012 FCAT Reading Test indicates that 69% of the students with disabilities did not make satisfactory progress. Our goal for the 2012-2013 school year is to decrease the number of students with disabilities not making satisfactory progress by 6 percentage points to 63%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (30)	37% (36)

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

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

	Students with Disabilities (SWD) did not make satisfactory progress, because they exhibited weaknesses on the Literary Analysis reporting category 3. This was the result of insufficient exposure to a more diverse genre of both fiction and nonfiction texts.	Opportunities to become more familiar with comparing and contrasting in and across a variety of genres will be accomplished by weekly visits to the MLMS reading resort. Where students will break off into small group reading teams in order to allow in-depth reading and discussion to identify relevant details that support comparison and contrast.	Multi-Tiered System of Supports (MTSS) /Response to Instruction/Intervention (RtI) Leadership Team	Departmental review of bi-weekly assessments to identify any areas in need of modification. Reading Coach facilitated data chats to monitor progress of students' weekly read/discuss sessions.	Formative: FAIR, Bi-weekly classroom tests, and District Interim Assessments results Summative: Results from the 2013 FCAT 2.0 Reading assessment
1					

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 2011-2012 FCAT Reading Test indicates that 47% of the economically disadvantaged students did not make satisfactory progress. Our goal for the 2012-2013 school year is to decrease the number of economically disadvantaged students not making satisfactory progress by 7 percentage points to 40%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
53% (386)	60% (437)

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	Economically Disadvantaged students did not make satisfactory progress as demonstrated on the FCAT administration. This group of students needed additional support accessing technology at home, and exposure to computer assisted instructional programs at school was limited, which contributed to their limited success with the vocabulary reporting category.	Technology passes to the media center for before and after school access to computers and CAI programs focusing on vocabulary development. Schedule classes to attend school computer labs a minimum of one block weekly.	Multi-Tiered System of Supports (MTSS) /Response to Instruction/Intervention (RtI) Leadership Team	Departmental review of bi-weekly assessments to identify any areas in need of modification. Weekly department meeting with grade level lesson study focused on the identification of meaningful program modules, and technical assistance with CAI programs.	Formative: FAIR, Bi-weekly classroom tests, District Interim Assessments results, and CAI reports. Summative: Results from the 2013 FCAT 2.0 Reading 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
Goals Common Core Standards (Goals 1A-5E)	6-8/Language Arts	Department Chair	school-wide	August 17, 2012	Departmental lesson study	Department Chairperson
CRISS Training (Goal 1A)	6-8	District CRISS Trainer	Language Arts and ESOL teacher designee	September 26, 2012	Bi-weekly grade level departmental lesson study	Administrative Team, MTSS Leadership Team, and Reading Coach
CAI Odyssey/RiverDeep training (Goal 5E)	6-8	Asst. Principal	school-wide	November 6, 2012	Departmental analysis of CAI reports	Administrative Team, MTSS Leadership Team, and Reading Coach

Reading 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
Goals 5C, 5D, and 5E: Provide additional contact time for lower level and ELL students.	Standards Based Instruction/Tutorial	School Based Budget	$5,000.00
			Subtotal: $5,000.00
			Grand Total: $5,000.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	The results of the 2011-2012 CELLA Listening/speaking portion indicates that 43% of the ELL students were proficient. Our goal for the 2012-2013 school year is to increase the number of proficient ELL students by 4 percentage points to 47%.
2012 Current Percent of Students Proficient in listening/speaking:	

43% (59)

	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	In order to increase the percentage of students acquiring and attaining English language proficiency in Oral skills, students need additional support in the use of substitution, and meaningful language practice	Students will be provided with extensive opportunities to paraphrase brief excerpts or passages, and rereading utilizing substitution in order to unlock the meaning of unfamiliar words. During class as well as in before and after school tutorial sessions. Expose students to rich and meaningful language via a wide variety of texts, and materials.	Multi-Tiered System of Supports (MTSS) /Response to Instruction/Intervention (RtI) Leadership Team	ESOL Departmental review of bi-weekly assessments to identify any areas in need of modification. Weekly collaborative Language Arts and ESOL teacher meetings focused on the identification of successful lesson/activities for lesson study.	Formative: FAIR, Bi-weekly classroom tests, and District Interim Assessments results Summative: Results from the 2013 CELLA administration.

Students read in English at grade level text in a manner similar to non-ELL students.	
2. Students scoring proficient in reading. CELLA Goal #2:	The results of the 2011-2012 CELLA Reading portion indicates that 19% of the ELL students were proficient. Our goal for the 2012-2013 school year is to increase the number of proficient ELL students by 4 percentage points to 23%.
2012 Current Percent of Students Proficient in reading:	
19% (27)	

	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	ELL students scoring proficient in Reading necessitated more extensive practice using context clues to define unfamiliar words.	Additional practice time figuring out word meaning by searching the context of sentences. Students will look for synonyms, definitions, or antonyms as clues to word understanding as they are exposed to a greater variety of texts involving unfamiliar vocabulary words.	Multi-Tiered System of Supports (MTSS) /Response to Instruction/Intervention (RtI) Leadership Team	ESOL Departmental review of bi-weekly assessments to identify any areas in need of modification. Weekly collaborative Language Arts and ESOL teacher meetings focused on the identification of successful lesson/activities for lesson study.	Formative: FAIR, Bi-weekly classroom tests, and District Interim Assessments results Summative: Results from the 2013 CELLA administration.

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing.	The results of the 2011-2012 CELLA Writing portion indicates that 18% of the ELL students were proficient.

CELLA Goal #3:	Our goal for the 2012-2013 school year is to increase the number of proficient ELL students by 4 percentage points to 22%.

2012 Current Percent of Students Proficient in writing:

18% (25)

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	English Language Learners scoring proficient in Writing require further development of writing skills by extending exposure time to informational writing.	Provide students with summarizing activities to help them monitor their understanding of the information they have read. Textbook summaries afforded will enhance the mental framework necessary to support effective learning of the details.	Multi-Tiered System of Supports (MTSS) /Response to Instruction/Intervention (RtI) Leadership Team	ESOL Departmental review of bi-weekly assessments to identify any areas in need of modification. Weekly collaborative Language Arts and ESOL teacher meetings focused on the identification of successful lesson/activities for lesson study.	Formative: FAIR, Bi-weekly classroom tests, and District Interim Assessments results Summative: Results from the 2013 CELLA administration

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Extended time component strategies 2 & 3	Standards Based Instruction/Tutorial	School Based Budget/Title III Grant	$3,250.00
			Subtotal: $3,250.00
			Grand Total: $3,250.00

End of CELLA Goals

Middle School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	The results of the 2011-2012 FCAT Mathematics Test indicates that 27% of the students achieved Level 3 proficiency. Our goal for the 2012-2013 school year is to increase Level 3 proficiency by 6 percentage points to 33%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (229)	33% (278)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of least success for level 3 students in all grade levels as indicated by the 2012 FCAT Mathematics Test is reporting category 3 - Geometry and Measurement. This is due to the insufficient use of manipulatives, and geometric investigations involving measurement both in and outside the classroom.	Further use of hands-on materials to conduct real world mathematical exploration into geometric concepts. Utilization of the mobile laptop cart to implement virtual geometric measurement activities discovering the measurement of missing dimensions of plane figures. Before and after school tutorial sessions as well as Saturday Academy implementation for extra contact time provided.	Multi-Tiered System of Supports (MTSS) /Response to Instruction/Intervention (RtI) Leadership Team	Departmental review of bi-weekly assessments to identify any areas in need of modification. Weekly department meeting grade level lesson study to identify and implement successful lessons/activities using manipulatives and laptop programs. Classroom walkthroughs and student work.	Formative: Bi-weekly classroom tests and District Interim Assessments results Summative: Results from the 2013 FCAT 2.0 Mathematics assessment

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	Based on the results of the 2012 Florida Alternate Assessment (FAA) 100% of the students achieved Levels 8 & 9 on the Math portion. Our goal for the 2012-13 school year is to maintain this high level of proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	0% (0)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	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 2011-2012 FCAT Mathematics Test indicates that 25% of the students achieved Levels 4 and 5 proficiency. Our goal for the 2012-2013 school year is to increase the number of students achieving Level 4 and 5 proficiency by 3 percentage point to 28%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (213)	28% (235)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of least success for level 4 & 5 students in all grades as indicated by the 2012 FCAT Mathematics Test was the Geometry and Measurement reporting category 3. This is due to a need for additional enrichment activities, projects, and investigations involving measurement and geometry exercises based on real world situations.	Provide opportunities for students to derive measurements of two- and three-dimensional figures using geometric formulas including extensive exercises finding missing dimensions. Conduct inquiry-based learning activities by presenting a real world problem and allowing students to then explore solutions which will eventually lead to the discovery of the formulas.	Multi-Tiered System of Supports (MTSS) /Response to Instruction/Intervention (RtI) Leadership Team	Departmental review of bi-weekly assessments to identify any areas in need of modification. Weekly department meeting grade level lesson study to identify and implement successful lessons/activities involving dimensional and formula analysis.	Formative: Bi-weekly classroom tests and District Interim Assessments results Summative: Results from the 2013 FCAT 2.0 Mathematics assessment

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	Based on the results of the 2012 Florida Alternate Assessment (FAA) 100% of the students achieved Levels 8 & 9 on the Math portion. Our goal for the 2012-13 school year is to maintain this high level of proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (8)	100% (8)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Insufficient use of manipulatives, and geometric investigations involving measurement both in and outside the classroom.	Further use of hands-on materials to conduct real world mathematical exploration into geometric concepts. Utilization of the mobile laptop cart to implement virtual geometric measurement activities discovering the	Multi-Tiered System of Supports (MTSS) /Response to Instruction/Intervention (RtI) Leadership Team	Departmental review of classroom assessments to identify any areas in need of modification. Weekly department meeting grade level lesson study to identify and implement successful	Formative: Classroom test results and student work samples. Summative: Results from the 2013 FAA Mathematics

| | | measurement of missing dimensions of plane figures. Before and after school tutorial sessions as well as Saturday Academy implementation for extra contact time provided. | | lessons/activities using manipulatives and laptop programs.

Classroom walkthroughs and student work. | 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:	
3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	The results of the 2011-2012 FCAT Mathematics Test indicates that 67% of the students made learning gains in mathematics. Our goal for the 2012-2013 school year is to increase the number of students making learning gains by 5 percentage points to 72%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
67% (488)	72% (525)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of least success for students making learning gains in all grade levels as indicated by the 2012 FCAT Mathematics Test was the Geometry and Measurement. reporting category 3. Students need to be exposed to diverse methods of measurement (direct and indirect), and the accessibility to the appropriate tools in order to improve this identified deficiency.	By sharing available tools within the math department teachers will be able to provide students with a variety of measuring tools. Students will measure objects of interest in various ways, to increase accuracy, and with different equipment to further enhance their understanding of the many measurement techniques. (correct use of ruler, tape measure, trundle wheel ...)	Multi-Tiered System of Supports (MTSS) /Response to Instruction/Intervention (RtI) Leadership Team	Departmental review of bi-weekly assessments to identify any areas in need of modification. Weekly department meeting grade level lesson study to identify and implement successful lessons/activities involving various measuring tools.	Formative: Bi-weekly classroom tests and District Interim Assessments results Summative: Results from the 2013 FCAT 2.0 Mathematics assessment

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	Based on the results of the 2012 Florida Alternate Assessment (FAA) 100% of the students made learning gains on the Mathematics portion. Our goal for the 2012-13 school year is to maintain this high level of performance.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (8)	100% (8)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Insufficient use of manipulatives, and geometric investigations involving measurement both in and outside the classroom.	Further use of hands-on materials to conduct real world mathematical exploration into geometric concepts. Utilization of the mobile laptop cart to implement virtual geometric measurement activities discovering the measurement of missing dimensions of plane figures. Before and after school tutorial sessions as well as Saturday Academy implementation for extra contact time provided.	Multi-Tiered System of Supports (MTSS) /Response to Instruction/Intervention (RtI) Leadership Team	Departmental review of assessments to identify any areas in need of modification. Weekly department meeting grade level lesson study to identify and implement successful lessons/activities using manipulatives and laptop programs. Classroom walkthroughs and student work.	Formative: Classroom test results and student work samples. Summative: Results from the 2013 FAA 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:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	The results of the 2011-2012 FCAT Mathematics Test indicates that 61% of the students in the lowest 25% made learning gains in mathematics. Our goal for the 2012-2013 school year is to increase the number of students in the lowest 25% making learning gains by 5 percentage points to 66%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
61% (117)	66% (127)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of least success for students in the lowest 25% making learning gains in all grade levels as indicated by the 2012 FCAT Mathematics Test was the Geometry and Measurement reporting category 3. Students need more exposure to hands on measurement activities. However the inaccessibility and lack of training using these materials is hindering implementation.	Increase the use of hands on instruction and manipulatives as staff continues to develop and share a greater number of lessons utilizing these tools. Schedule material sharing through department head, and request additional funds for manipulatives from EESAC. Before and after school tutorial sessions as well as Saturday Academy implementation for extra contact time provided.	Multi-Tiered System of Supports (MTSS) /Response to Instruction/Intervention (RtI) Leadership Team	Departmental review of bi-weekly assessments to identify any areas in need of modification. Weekly department meeting grade level lesson study to monitor the use and availability of the manipulatives, and to discuss scheduling of usage.	Formative: Bi-weekly classroom tests and District Interim Assessments results Summative: Results from the 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 # The results of the 2010-2011 FCAT Mathematics Test indicate that 56% of the students were proficient in Mathematics. Our six year goal is to reduce the % of students scoring at levels 1-2, and increase the % of students scoring at level
	5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	60%	63%	67%	71%	74%	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	The results of the 2011-2012 FCAT Mathematics Test indicates that 45% of the Hispanic students did not make satisfactory progress. Our goal for the 2012-2013 school year is to decrease the number of Hispanic students not making progress by 8 percentage points to 37%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Hispanic: 55% (389)	Hispanic: 63% (446)

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	Hispanic: The area of least success for Hispanic students in all grade levels as indicated by the 2012 FCAT Mathematics Test was reporting category 3 - Geometry and Measurement. Insufficient real world lessons involving meaningful problem solving activities related to measurement and conversions.	Implement problem solving lessons using personal items of interest or architectural layouts to be drawn/built at smaller or larger scales emphasizing scale factor, and the use of geometric formulas to derive missing dimensions involving perimeter, area, and volume.	Multi-Tiered System of Supports (MTSS) /Response to Instruction/Intervention (RtI) Leadership Team	Departmental review of bi-weekly assessments to identify any areas in need of modification. Weekly department meeting with grade level lesson study to identify and implement successful lessons/activities involving scale factor, and measurement.	Formative: Bi-weekly classroom tests and District Interim Assessments results Summative: Results from the 2013 FCAT 2.0 Mathematics assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	The results of the 2011-2012 Mathematics FCAT Test indicates that 75% of the ELL students did not make satisfactory progress. Our goal for the 2012-2013 school year is to decrease the number of ELL students not making satisfactory progress by 28 percentage points to 47%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (34)	53% (73)

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
	The area in which ELL students require greater intervention in all grade levels as indicated by the	Collaborative efforts between Math and ESOL departments to infuse more ESOL strategies	Literacy Leadership Team (LLT)	Departmental review of bi-weekly assessments to identify any areas in need of modification.	Formative: Bi-weekly classroom tests and District Interim

				Assessments results
1	2012 FCAT Mathematics Test was reporting category 3 - Geometry and Measurement. These students with limited English Language acquisition were not exposed to sufficient geometric vocabulary exercises related to real world activities.	utilized during real world activities, and projects (i.e. modeling, summarizing, and focus on key vocabulary). Before and after school tutorial sessions as well as Saturday Academy implementation for extra contact time provided.		Weekly department meetings with grade level lesson study to identify and implement successful lessons/activities involving ESOL strategies.	Summative: Results from the 2013 FCAT 2.0 Mathematics assessment

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	The results of the 2012-2013 Mathematics FCAT Test indicates that 69% of the SWD did not make satisfactory progress. Our goal for the 2012-2013 school year is to decrease the number of SWD not making satisfactory progress by 11 percentage points to 58%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (31)	42% (42)

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Based on the results of the 2012 FCAT Mathematics Test reporting category 3 - Geometry and Measurement was the area of most need for all grade level students. Students with Disabilities required more concrete examples/practice before transitioning to abstract geometric concepts.	Increase scaffolding strategies within the classroom setting, and implement more real world hands-on activities to provide a basis for the abstract geometric concepts to connect.	Multi-Tiered System of Supports (MTSS) /Response to Instruction/Intervention (RtI) Leadership Team	Departmental review of bi-weekly assessments to identify any areas in need of modification. Weekly department meeting with grade level lesson study to identify and implement successful lessons/activities developed by highly qualified ESE teachers.	Formative: Bi-weekly classroom tests and District Interim Assessments results Summative: Results from the 2013 FCAT 2.0 Mathematics assessment

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	The results of the 2012-2013 Mathematics FCAT Test indicates that 47% of the Economically Disadvantaged (ED) students did not make satisfactory progress. Our goal for the 2012-2013 school year is to decrease the number of ED students not making satisfactory progress by 8 percentage points to 39%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
53% (388)	61% (447)

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

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

1	The Economically Disadvantaged students exhibited the least success in the Geometry and Measurement reporting category 3. These students had insufficient access to technology, and other resources that would afford them the ability to manipulate concepts in a virtual environment in order to continue to make gains.	Provide opportunities to use computers in the mathematics classroom (mobile laptop lab), in the media center, and at one of the school's computer labs. These computers will have access to the internet and resources such as Destination Math, Odyssey Math, FCAT Explorer, and others in order to provide them with extensive opportunities to work with virtual manipulatives.	Multi-Tiered System of Supports (MTSS) /Response to Instruction/Intervention (RtI) Leadership Team	Departmental review of bi-weekly assessments to identify any areas in need of modification. Monitor utilizing Destination Math, Odyssey Math, FCAT Explorer, and others. Weekly department meeting with grade level lesson study to identify and implement successful lessons and online resources used to enhance mathematical experience of the economically disadvantaged	Formative: Bi-weekly classroom tests, District Interim Assessments results, and Destination Math, Odyssey Math, FCAT Explorer, and others. Summative: Results from the 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:	The results of the 2011-2012 Algebra 1 EOC Exam indicates that 42% of the students achieved Level 3 performance. Our goal for the 2012-2013 school year is to increase Level 3 performance by 1 percentage point to 43%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
42% (32)	43% (33)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Based on the results of the 2012 Algebra 1 EOC assessment the area of concern for students achieving level 3 proficiency was reporting category 3 Rationals, Radicals, Quadratics, and Discrete Mathematics. Sufficient time for students to apply the use of rationals to algebraic phrases and equations in real world situations.	Provide students with more practice using quadratic equations involving rationals to solve real-world problems using hands-on techniques and manipulatives during before and after school project based learning sessions.	Multi-Tiered System of Supports (MTSS) /Response to Instruction/Intervention (RtI) Leadership Team	Departmental review of bi-weekly assessments to identify any areas in need of modification. Weekly department meeting grade level lesson study to monitor the use and success of activities using manipulatives for real world exploration.	Formative: Bi-weekly classroom tests, District Interim Assessments results, and others. Summative: Results from the 2013 Algebra EOC assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	The results of the 2011-2012 Algebra 1 EOC Exam indicates that 44% of the students achieved Levels 4 and 5 performance. Our goal for the 2012-2013 school year is to maintain levels 4 and 5 performance at 44%.

2012 Current Level of Performance:	2013 Expected Level of Performance:
44% (34)	44% (34)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	According to the results of the 2012 Algebra EOC assessment students scoring at level 4 and 5 struggled somewhat with reporting category 3 Polynomials. These students require additional practice time developing a meaningful understanding of polynomials.	Provide students with additional opportunities to practice solving polynomials using technology to graph, solve, and interpret equations related to real world situations.	Multi-Tiered System of Supports (MTSS) /Response to Instruction/Intervention (RtI) Leadership Team	Departmental review of bi-weekly assessments to identify any areas in need of modification. Monitor utilizing Destination Math, Odyssey Math, FCAT Explorer, and others. Weekly department meeting with grade level lesson study to identify and implement successful lessons and online resources used to enhance and enrich understanding of polynomials for level 4 & 5 students.	Formative: Bi-weekly classroom tests, District Interim Assessments results, and Destination Math, Odyssey Math, FCAT Explorer, and others. Summative: Results from the Algebra EOC assessment

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Algebra Goal #
	The results of the 2010-2011 Algebra 1 EOC exam indicates that 39% of the students were proficient in Algebra 1. Our six year goal is to reduce the % of students scoring at levels 1-2, and increase the % of students scoring at level 3A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	44%	49%	54%	59%	64%	

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. Algebra Goal #3B:	The results of the 2011-2012 Algebra 1 EOC Exam indicates that 45% of Hispanic students did not make satisfactory progress. Our goal for the 2012-2013 school year is to decrease the number of students not making satisfactory progress by 8 percentage point to 37%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Hispanic: 55% (35)	Hispanic: 63% (40)

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
	Hispanic: Based on the results of the 2012 Algebra EOC	Provide students with more practice in using graphing technology to	Multi-Tiered System of Supports (MTSS) /Response to	Departmental review of bi-weekly assessments to identify any areas in	Formative: Bi-weekly classroom tests,

| 1 | assessment the area of concern for Hispanic students was reporting category 3 Rationals, Radicals, Quadratics, and Discrete Mathematics. These students are in need of additional support applying knowledge of rationals to algebraic phrases and equations. | graph, solve, and interpret quadratic equations via Compass Learning and RiverDeep online tutorial/practice software. | Instruction/Intervention (RtI) Leadership Team | need of modification. Monitor utilizing Destination Math, Odyssey Math, FCAT Explorer, and others. Weekly department meeting with grade level lesson study to identify and implement successful lessons and online resources used to enhance and enrich understanding of polynomials for Hispanic students. | District Interim Assessments results, and Destination Math, Odyssey Math, FCAT Explorer, and others.

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

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

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

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

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

of improvement for the following subgroup:

3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:	The results of the 2011-2012 Algebra 1 EOC Exam indicates that 47% of Economically Disadvantaged students did not make satisfactory progress. Our goal for the 2012-2013 school year is to decrease the number of students not making satisfactory progress by 8 percentage point to 39%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
53% (29)	61% (34)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The results of the 2012 Algebra EOC assessment demonstrated that Economically Disadvantaged students were least successful in reporting category 3 Rationals, Radicals, Quadratics, and Discrete Mathematics. These students apparently struggled to apply rational concepts in solving algebraic phrases and equations.	Provide tutoring before/after school and Saturday Algebra Camp focused on real world tutoring activities, and projects using hands-on and manipulatives.	Multi-Tiered System of Supports (MTSS) /Response to Instruction/Intervention (RtI) Leadership Team	Departmental review of bi-weekly assessments to identify any areas in need of modification. Weekly department meeting grade level lesson study to monitor the use and success of activities using manipulatives for real world exploration.	Formative: Bi-weekly classroom tests, District Interim Assessments results, and others. Summative: Results from the 2013 Algebra EOC assessment

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 2011-2012 Geometry EOC Exam indicates that 37% of the students achieved middle third performance. Our goal for the 2012-2013 school year is to maintain middle third performance at 37%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
37% (11)	37% (11)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Based on the results of the 2012 Geometry EOC assessment the area of concern for students achieving level 3 performance was reporting	Provide students with more practice using trigonometry and discrete math to solve real-world problems using hands-on techniques and	Multi-Tiered System of Supports (MTSS) /Response to Instruction/Intervention (RtI) Leadership Team	Departmental review of bi-weekly assessments to identify any areas in need of modification. Weekly department	Formative: Bi-weekly classroom tests, District Interim Assessments results, and others.

1	category 3 Trigonometry and Discrete Mathematics. Insufficient time provided for students to apply trigonometry and discrete mathematics in real world situations.	manipulatives during before and after school project based learning sessions.		meeting grade level lesson study to monitor the use and success of activities using manipulatives for real world exploration.	Summative: Results from the 2013 Geometry EOC 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 Geometry. Geometry Goal #2:	The results of the 2011-2012 Geometry EOC Exam indicates that 57% of the students achieved upper third performance. Our goal for the 2012-2013 school year is to maintain upper third performance at 57%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
57% (17)	57% (17)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Based on the results of the 2012 Geometry EOC assessment the area of concern for students achieving levels 4 and 5 performance was reporting category 3 Trigonometry and Discrete Mathematics. This was due to the need for additional support for students to apply trigonometry and discrete mathematics using graphing calculators.	Provide students with more practice using trigonometric ratios and discrete math to solve real-world problems using graphing calculators during before and after school project based learning sessions as well as in the daily classroom.	Multi-Tiered System of Supports (MTSS) /Response to Instruction/Intervention (RtI) Leadership Team	Departmental review of bi-weekly assessments to identify any areas in need of modification. Weekly department meeting grade level lesson study to monitor the use and success of activities using graphing calculators for real world exploration.	Formative: Bi-weekly classroom tests, District Interim Assessments results, and others. Summative: Results from the 2013 Geometry EOC assessment

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target	
3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Geometry Goal # N/A 3A :

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.

Geometry Goal #3B:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3C. English Language Learners (ELL) not making satisfactory progress in Geometry. Geometry Goal #3C:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

No Data Submitted	

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

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

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

End of Geometry EOC Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core Standards (Goals 1A-3E)	6-8/Mathematics	Department Chair	school-wide	August 17, 2012	Departmental lesson study	Department Chairperson
GIZMOS training (Geometry Goal 3E)	8	Department Chair	6-8th grade mathematics teachers	October 26, 2012	departmental lesson study, and student work	Administrative Team, Math Department Chairperson
CAI implementation RiverDeep, & Odyssey (Goal 1A, Algebra Goal 2 & 3B)	6-8	Asst. Principal	6-8th grade mathematics teachers	September 26, 2012	student program usage progress reports	Administrative Team, Math Department Chairperson

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
Math Goals 1a, 4a & 5C: Provide additional contact time for level 3 students exhibiting deficiencies on interim assessments, lower level, and ELL students.	Standards Based Instruction/Tutorial	School Based Budget	$5,000.00
Algebra Goals 1, 2, & 3E: Provide additional contact time for Algebra students exhibiting deficiencies on interim assessments.	Algebra Camp (intensive instruction/tutorial program)	School Based Budget	$1,000.00
			Subtotal: $6,000.00
			Grand Total: $6,000.00

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:	The results of the 2011-2012 FCAT Science Test indicates that 29% of the students achieved Level 3 performance. Our goal for the 2012-2013 school year is to increase Level 3 performance by 5 percentage points to 34%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (82)	34% (95)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of least success for level 3 students in the 8th grade as indicated by the 2012 FCAT Science Test was reporting category 2 - Earth and Space Science. This is due to the limited amount of time spent on labs relating textbook knowledge to real world experiences.	Provide opportunities for students to explore their surroundings for evidence of cause and effect relationships that exist in Earth and Space Science by incorporating lab investigations and field studies. Additionally, GIZMOS will be utilized to conduct virtual studies related to Earth and Space	Multi-Tiered System of Supports (MTSS) /Response to Instruction/Intervention (RtI) Leadership Team	Departmental review of bi-weekly assessments to identify any areas in need of modification. Weekly department meeting with grade level lesson study to identify, monitor, and implement successful labs and field experiences. GIZMOS participation logs/reports	Formative: Bi-weekly classroom tests, District Interim Assessments results, and lab/field study data. Summative: Results from the 2013 FCAT 2.0 Science assessment

					Science.

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:	Based on the results of the 2012 Florida Alternate Assessment (FAA) 100% of the students achieved Level 9 on the Science portion. Our goal for the 2012-13 school year is to maintain this high level of proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	0% (0)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	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 science. Science Goal #2a:	The results of the 2011-2012 FCAT Science Test indicates that 6% of the students achieved Levels 4 and 5 performance. Our goal for the 2012-2013 school year is to increase the number of students scoring at or above Levels 4 and 5 performance by 2 percentage points to 8%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
6% (18)	8% (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	The area of least success for level 4 & 5 students in the 8th grade as indicated by the 2012 FCAT Science Test was the Earth and Space reporting category 2. Students achieving this level of success need more enrichment activities such as exploratory and research projects, as well as greater access to technological resources.	Provide classroom and after-school opportunities for students to design and develop science and engineering projects to increase scientific thinking, and the development and discussion of inquiry-based activities (i.e. project based learning) that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design as it relates to the Earth and Space Sciences (i.e., Science Fair, SECME, NASA SEMAA,	Multi-Tiered System of Supports (MTSS) /Response to Instruction/Intervention (RtI) Leadership Team	Departmental review of bi-weekly assessments to identify any areas in need of modification. Monitor Science Fair, SECME, NASA SEMAA, Fairchild Challenge projects. Weekly department meeting with grade level lesson study to discuss and share the success of projects and inquiry-based activities.	Formative: Bi-weekly classroom tests and District Interim Assessments results Data obtained from Science Fair, SECME, NASA SEMAA, and Fairchild Challenge. Summative: Results from the 2013 FCAT 2.0 Science assessment

	Fairchild Challenge).			

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:	Based on the results of the 2012 Florida Alternate Assessment (FAA) 100% of the students achieved Level 9 on the Science portion. Our goal for the 2012-13 school year is to maintain this high level of proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (3)	100% (3)

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr>
<td></td>
<td>Anticipated Barrier</td>
<td>Strategy</td>
<td>Person or Position Responsible for Monitoring</td>
<td>Process Used to Determine Effectiveness of Strategy</td>
<td>Evaluation Tool</td>
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<tr>
<td>1</td>
<td>This is due to the limited amount of time spent on labs relating textbook knowledge to real world experiences.</td>
<td>Provide opportunities for students to explore their surroundings for evidence of cause and effect relationships that exist in Earth and Space Science by incorporating lab investigations and field studies. Additionally, GIZMOS will be utilized to conduct virtual studies related to Earth and Space Science.</td>
<td>Multi-Tiered System of Supports (MTSS) /Response to Instruction/Intervention (RtI) Leadership Team</td>
<td>Departmental review of classroom assessments to identify any areas in need of modification.

Weekly department meeting with grade level lesson study to identify, monitor, and implement successful labs and field experiences.

GIZMOS participation logs/reports</td>
<td>Formative: Classroom test results, student sample work, and lab/field study data.

Summative: Results from the 2013 FAA Science assessment</td>
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core Standards	6-8/Science	Department Chair	school-wide	August 17, 2012	Departmental lesson study	Department Chairperson
Project Based Learning	8th grade/Science	Department Chair	Science department designee	September 17, 2012	Student work samples, Science fair projects	Administrative Team, Science Department Chairperson

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
Science Goal 2A: Provide additional contact time for enrichment activities/projects and labs for science students.	Standards Based Instruction/Tutorial	School Based Budget	$1,000.00
			Subtotal: $1,000.00
			Grand Total: $1,000.00

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	The results of the 2011-2012 FCAT Writing Test indicates that 68% of the students achieved proficiency Levels 3.0 and higher. Our goal for the 2012-2013 school year is to increase the number of students achieving proficiency Levels 3.0 and higher by 3 percentage points to 71%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
68% (194)	71% (203)

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	Level 3.0 and higher students in the 8th grade as indicated by the 2012 FCAT Writing Test require additional support in order for them to develop the skills necessary to supply enough supporting details to obtain a higher score on the assessed persuasive writing.	Expose students to the CRISS strategy two column idea-details in which students write important ideas from their writing in one column and add details to support each idea in the other column. Additional descriptive modeling of writing expository paragraphs including topic sentence and relevant information will be implemented, along with	Literacy Leadership Team (LLT)	Departmental review of writing assignments to identify any areas in need of modification. Weekly department meeting with grade level lesson study to discuss and share innovative writing strategies and activities.	Formative: School wide writing assignments and periodic Language Arts writing activities. Summative: Results from the 2013 FCAT 2.0 Writing assessment

		writing exercises in a wide variety of forms.			

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:	Based on the results of the 2012 Florida Alternate Assessment (FAA) 100% of the students achieved Level 9 on the Writing portion. Our goal for the 2012-13 school year is to maintain this high level of proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (3)	100% (3)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Additional support in order for them to develop the skills necessary to supply enough supporting details to obtain a higher score on the assessed persuasive writing.	Expose students to the CRISS strategy two column idea-details in which students write important ideas from their writing in one column and add details to support each idea in the other column. Additional descriptive modeling of writing expository paragraphs including topic sentence and relevant information will be implemented, along with writing exercises in a wide variety of forms.	Literacy Leadership Team (LLT)	Departmental review of writing assignments to identify any areas in need of modification. Weekly department meeting with grade level lesson study to discuss and share innovative writing strategies and activities.	Formative: School wide writing assignments and periodic Language Arts writing activities. Summative: Results from the 2013 FAA Writing 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
CRISS Training	6-8	District CRISS Trainer	Language Arts and ESOL teacher designee	September 26, 2012	Bi-weekly grade level departmental lesson study	Administrative Team, MTSS Leadership Team, and Reading Coach
Elements of Effective Writing	8th grade/Language Arts	District Trainer	Language Arts Teachers	January 18, 2013	Student work samples	Administrative Team, Reading Coach and Department Chairperson

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Civics. Civics Goal #2:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

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

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

Civics Budget:

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

End of Civics Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	The results of the 2011-2012 Attendance Report indicates that our attendance decreased by 0.7%, from 95.82% (778) in 2010-2011 to 95.12% (830) in 2011-2012. Our goal for the 2012-2013 school year is to increase by 0.5 of a percentage point to 95.62% (835) for daily attendance.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
95.12% (830)	95.62% (835)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
280	266
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
135	128

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	Difficulty reaching parents due to incomplete parent contact information.	Update and maintain detailed parent-contact logs, and utilize Connect-Ed in various languages to inform all parents of student absences, tardies, and attendance incentive programs.	Administrative Team, Attendance Manager and Teachers	Evaluate increase/decrease of parent contacts, and ConnectEd reports as they relate to absences and tardies.	Parent-contact logs Attendance Data
2	Students lack incentives to further motivate them to make an extra effort to strive for perfect attendance.	Create an incentive program to reward perfect and improved attendance for the grading period, semester, and year.	Administrative Team, Attendance Manager	Periodic student attendance reports to identify trends in attendance.	Attendance reports
3	Machine made phone calls are impersonal and may not be reaching proper contact.	Implement actual person phone calls in certain instances	Administrative Team, Attendance Manager	Periodic student attendance reports to identify trends in attendance	Attendance data reports

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
"Motivating Strategies for Students" (Goal 1.2)	6 - 8	PD Liaison	School-wide	October 25, 2012 (Early Release)	Monitor Attendance Report	Assistant Principal. Attendance Manager and Teachers

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	Our goal for the 2012-2013 school year is to decrease the number of suspensions by 10%.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
234	211
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
126	113
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions

140	126
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
88	79

	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	Insufficient opportunities to recognize students' positive behavior	Implement school-wide program of Character Education Center as a modification plan of student behavior to be utilized in lieu of indoor suspension.	Administrative Team & Counselor	Monitor number of referrals that result in In-School/Out-of-School suspension to provide positive reinforcement to students on the right track	Monthly suspension report
2	Student knowledge of school-wide & classroom level discipline plans	Post classroom rules and consequences in a visible manner and review frequently	Administrative Team & Counselor	Monitor frequency of students' off-task behavior Administrators' classroom walkthroughs	Suspension data report
3	Community Involvement and knowledge related to student code of conduct	Utilize Community Involvement Specialist to conduct home visits, make telephone contact, and hold informational sessions related to the student code of conduct	Community Involvement Specialist	Maintain record of home visits conducted, telephone contacts made, and informational sessions held	Telephone, contact logs, CIS logs, and meeting logs

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
Positive Behavior Support (PBS) Goal 1.1	6 - 8	Student Services Support	School-wide	November 6, 2012	Monitoring the number of referrals	Assistant Principal

Suspension Budget:

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

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	Please see the Parental Involvement Plan (PIP)
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
1267	1394

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	Please see PIP				

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

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:	Miami Lakes Middle School currently participates in the District's Science fair, and has a Legal Studies Magnet program that not only focuses on civics education, but also provides an accelerated Mathematics and Science curriculum. For the 2012-2013 school year Miami Lakes Middle School will continue to compete in the district science fair. Based on an analysis of school performance an increase in the number of students enrolled in upper level math and science courses is crucial to elevating the overall outcome of proficiency.

	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	Limited common teacher planning time to collaborate on science fair project organization, development, and judging as well as facilitating resources and providing sufficient guidance to participating students.	Provide resources for before and after school planning and implementation of science fair project implementation programs. Affording students with more contact time with science fair coordinators to develop	Math and Science department chairpersons	In house science fair project presentation as well as collaborative math and science department meetings to discuss and analyze progress of the science fair projects.	Formative: Bi-weekly classroom tests and District Interim Assessments results Data obtained from Science Fair, and Fairchild Challenge.

		higher quality projects/presentations.			Summative: Results from the 2013 FCAT 2.0 Math and Science assessments

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Science Fair	6-8 Math & Science	Department Chair	School site science fair sponsors	December 13, 2012 (early release)	Results of Science fair competition	Math and Science Department Chairpersons

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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	In the 2011-2012 school year preparation programs for CTE courses were delivered through the Social Studies classes via ePEP. For the 2012-2013 school year CTE courses will be delivered through social studies & business technology

CTE Goal #1:			classes, as well as FBLA. However, students will create portfolios through www.flchoices.org instead of ePEP. This online resource will allow the students to explore career possibilities, as well as make plans for their future in preparation for higher level high school CTE courses.		

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The implementation of career themed lessons and activities has been challenging due in part to lack of expertise in a wider variety of occupations.	The Community Involvement Specialist (CIS) will enlist and recruit volunteers from the community as guest speakers representing the various career paths available to students. Speakers will afford students the opportunity to discuss careers of interest with experts in the field. Thereby providing clarity about the various career paths of choice.	Administrative Team & CIS	Departmental review of online portfolio participation to identify any areas in need of modification. Department meetings with CIS to discuss student involvement in discussions with experts and lessons infused with career themes.	Number of students selecting technical classes such as Business technology, and academy enrollment. Feeder high school articulation subject selection of CTE courses/academies by graduating eighth graders.

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

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

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

CTE Budget:

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

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

End of CTE Goal(s)

Additional Goal(s)

N/A Goal:

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. N/A Goal N/A Goal #1:		N/A*			
2012 Current level:		2013 Expected level:			
*		*			
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				

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

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

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

Budget:

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

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

End of N/A Goal(s)

FINAL BUDGET

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

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

Technology

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

Professional Development

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

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Goals 5C, 5D, and 5E: Provide additional contact time for lower level and ELL students.	Standards Based Instruction/Tutorial	School Based Budget	$5,000.00
CELLA	Extended time component strategies 2 & 3	Standards Based Instruction/Tutorial	School Based Budget/Title III Grant	$3,250.00
Mathematics	Math Goals 1a, 4a & 5C: Provide additional contact time for level 3 students exhibiting deficiencies on interim assessments, lower level, and ELL students.	Standards Based Instruction/Tutorial	School Based Budget	$5,000.00
Mathematics	Algebra Goals 1, 2, & 3E: Provide additional contact time for Algebra students exhibiting deficiencies on interim assessments.	Algebra Camp (intensive instruction/tutorial program)	School Based Budget	$1,000.00
Science	Science Goal 2A: Provide additional contact time for enrichment activities/projects and labs for science students.	Standards Based Instruction/Tutorial	School Based Budget	$1,000.00
				Subtotal: $15,250.00
				Grand Total: $15,250.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

jn Priority	jn Focus	jn Prevent	jn NA

Are you a reward school: jn Yes   jn No

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

No Attachment (Uploaded on 10/12/2012)

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
Rewards and incentives to encourage students to achieve learning gains and better attendance per attendance strategy 1.2	$2,000.00
Purchase of materials/supplies to support student learning as per aforementioned reading, math, and science strategies	$2,000.00

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

The Educational Excellence School Advisory Council will implement a periodic review of the school improvement plan, review and evaluate data provided by the school leadership team to ensure the effectiveness of the allocation of resources for support of the school improvement plan, maintain and improve contacts within the local business community to obtain more partners, sponsor activities to increase parental involvement in school related programs and functions, as well as assist the school to create and analyze school climate surveys for parents and students this upcoming school year.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Dade School District
MIAMI LAKES MIDDLE SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	71%	69%	83%	40%	263	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	63%	70%			133	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?	64% (YES)	74% (YES)			138	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					534	
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
MIAMI LAKES MIDDLE SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	67%	67%	83%	42%	259	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	65%	72%			137	3 ways to make gains: • Improve FCAT Levels • Maintain Level 3, 4, or 5 • Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	69% (YES)	66% (YES)			135	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					531	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested