FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: KANAPAHA MIDDLE SCHOOL

District Name: Alachua

Principal: Jennifer L Wise

SAC Chair: Chris Willis

Superintendent: Dr. Daniel Boyd

Date of School Board Approval:

Last Modified on: 11/8/2012

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

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

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Jennifer Wise	Specialist Degree in Educational Leadership & Masters Degree in Curriculum & Instruction	12	15	Principal Wise has led Kanapaha to 11 consecutive years as an A school. In 2011-12 KMS 67% of students met High Standards in Reading, 67% met High Standards in Math, 81% met High Standards in Writing, and 59% met High Standards in Science; 69% of students made their Learning Gain in Reading, and 70% made their Learning Gain in Math; 58% of the Lowest 25% made their Learning Gain in reading; and 52% of the Lowest 25% made their Learning Gain in Math. In 2010-11 76% of students met High Standards in Reading, 76% met High Standards in Math, 91% met High Standards in Writing, and 57% met High Standards in Science; 68% of students made their Learning Gain in Reading, and 78% made their Learning Gain in Math; 67% of the Lowest 25% made their Learning Gain in Reading and 68% of the Lowest 25% made their Learning Gain in Math. In 2009-010 77% of students met High Standards in Reading, 76% met High

					Standards in Math, 96% met High Standards in Writing, and 60% met High Standards in Science; 64% of students made their Learning Gain in Reading, and 76% made their Learning Gain in Math; 59% of the Lowest 25% made their Learning Gain and 70% of the Lowest 25% made their Learning Gain in Math.
Assis Principal	Aaron Carter	Master's Degree in Educational Leadership	5	9	Mr. Carter has helped Kanapaha achieve an A every year he has been here. In 2011-12 KMS 67% of students met High Standards in Reading, 67% met High Standards in Math, 81% met High Standards in Writing, and 59% met High Standards in Science; 69% of students made their Learning Gain in Reading, and 70% made their Learning Gain in Math; 58% of the Lowest 25% made their Learning Gain in reading; and 52% of the Lowest 25% made their Learning Gain in Math. In 2010-11 76% of students met High Standards in Reading, 76% met High Standards in Math, 91% met High Standards in Writing, and 57% met High Standards in Science; 68% of students made their Learning Gain in Reading, and 78% made their Learning Gain in Math; 67% of the Lowest 25% made their Learning Gain in Reading and 68% of the Lowest 25% made their Learning Gain in Math. In 2009-010 77% of students met High Standards in Reading, 76% met High Standards in Math, 96% met High Standards in Writing, and 60% met High Standards in Science; 64% of students made their Learning Gain in Reading, and 76% made their Learning Gain in Math; 59% of the Lowest 25% made their Learning Gain and 70% of the Lowest 25% made their Learning Gain in Math.
Assis Principal	Melissa Singleton	Doctorate in Educational Leadership.	2	2	Kanapaha Middle School has received an A during Dr. Singleton's tenure. In 2011-12 KMS 67% of students met High Standards in Reading, 67% met High Standards in Math, 81% met High Standards in Writing, and 59% met High Standards in Science; 69% of students made their Learning Gain in Reading, and 70% made their Learning Gain in Math; 58% of the Lowest 25% made their Learning Gain in reading; and 52% of the Lowest 25% made their Learning Gain in Math. In 2010-11 76% of students met High Standards in Reading, 76% met High Standards in Math, 91% met High Standards in Writing, and 57% met High Standards in Science; 68% of students made their Learning Gain in Reading, and 78% made their Learning Gain in Math; 67% of the Lowest 25% made their Learning Gain in Reading and 68% of the Lowest 25% made their Learning Gain in Math. In 2009-010 77% of students met High Standards in Reading, 76% met High Standards in Math, 96% met High Standards in Writing, and 60% met High Standards in Science; 64% of students made their Learning Gain in Reading, and 76% made their Learning Gain in Math; 59% of the Lowest 25% made their Learning Gain and 70% of the Lowest 25% made their Learning Gain in Math.
Principal					

INSTRUCTIONAL COACHES

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

	Name	Degree(s)/ Certification (s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
No data submitted					

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Regularly scheduled meetings with new teachers with administrators and support staff.	Principal	ongoing	
2	2. Support from Mentor Coach weekly for support in planning, instruction, assessment, and reflection.	Mentor Coach and Principal	ongoing	
3	3. Peer observation and coaching, pairing veteran teachers and teachers with expertise with newer to the profession teachers, or veteran teachers seeking to learn new strategies.	Principal, Assistant Principals, Mentor Coaches	ongoing	
4	4. New teachers will participate in the district Induction Program.	Kathy Shewey and Staff Development Personnel	ongoing	

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
There are none at this time.	

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
55	7.3%(4)	36.4%(20)	29.1%(16)	27.3%(15)	41.8%(23)	98.2%(54)	23.6%(13)	3.6%(2)	18.2%(10)

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
Jared Feria	Kristie Ayers	Mentor certified in special education and experienced in coaching model.	Classroom observations, coaching sessions, goal setting, modeling of best practice, weekly meeting and discussion.

Jared Feria	Eric Long	Mentor certified in reading and language arts and experienced in coaching model.	Classroom observations, coaching sessions, goal setting, modeling of best practice, weekly meeting and discussion.
Jared Feria	Sarah Odom	Mentor certified in reading and language arts and experienced in coaching model.	Classroom observations, coaching sessions, goal setting, modeling of best practice, weekly meeting and discussion.
Jared Feria	Diana Schuh	Mentor certified in language arts and experienced in coaching model.	Classroom observations, coaching sessions, goal setting, modeling of best practice, weekly meeting and discussion.
Jared Feria	Kelli Ross	Mentor certified in language arts and experienced in coaching model.	Classroom observations, coaching sessions, goal setting, modeling of best practice, weekly meeting and discussion.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Aaron Carter, APA; Phyllis Erney & Kristen Mercer, guidance counselors; Amelia Hall and Justin Russell, deans; Bradley Stumpff, staffing specialist; teachers from our Positive Behavior Support (PBS) team.

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

The team meets bi-weekly to monitor the progress of interventions already in place and to analyze current data about additional students experiencing difficulties.

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 team shares data with our SAC, department chairs, and team leaders. They also analyze discipline data and share that with the appropriate committees and teams. All of these stakeholders have input into the School Improvement Plan regarding the interventions that have worked with specific subgroups and individuals, as well as ideas for new strategies.

MTSS Implementation

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

To manage RtI academic data we use the Infinite Campus (IC) data management system. All three tiers take the On-Track testing for math and science and the FAIR test for reading; a portfolio of writing samples is maintained. If a student is identified as needing more intense interventions, they can be referred to a more intensive reading, language arts, or math class, where students are assessed more frequently and utilize even greater variety of assessment instruments. An additional progress monitoring tool are the records teachers keep of benchmark test, and mini-assessment results that are administered as directed in the pacing guides.

We also utilize IC to manage behavior data. This data is used to initially identify the students in need of more intense services that our Tier 1 Positive Behavior Support (PBS) system can provide. Students who receive large numbers of behavior referrals or suspensions are monitored by the Behavior Resource Teacher (BRT), and the Student Services team. The tier 2 and tier 3 students are administered the Behavior Education Program, with the Check-in/Check-out daily point sheet system and personal visits with the BRT. Tier 3 students additionally receive instruction in the "Take Charge" curriculum to help them learn to gain control of their behavior. As students improve, they are moved back down into tiers 2, and 1 as they become more successful.

This year the 6th grade team is implementing a "Zeros Aren't Permitted" (ZAP) program as a Tier 1 intervention for student

who are missing homework assignments. An Excel spreadsheet shared on Google Documents with the 6th grade team teachers lists students who are missing work. Each day during lunch, "Zapped" students are given homework assistance by the administrators, deans, and guidance counselors. Data will be collected to see if we can decrease the number of students with missing assignments.

Describe the plan to train staff on MTSS.

The staffing Specialist will give an in-service to teachers and administrators to give an overview of the RtI process. The PBS team will meet monthly with grade level teams to monitor the implementation of Tier 1 PBS.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The Literacy Committee at KMS is comprised of volunteer teachers from both the reading department and all content areas and grade levels.

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

The LLT meets at least once each semester to revise the Literacy Plan and to monitor its implementation. Team members bring input from the various content areas and grade levels so that the plan is implemented effectively school-wide.

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

The major initiatives of our Literacy Plan this year are a One Book, One School unit to be completed in the spring. The culminating event is one that is looked forward to by students and teachers! Additionally, the plan implements a Drop Everything and Read (DEAR) period once a week for 50 minutes school-wide. We also emphasize the use of a school-wide academic language utilizing the "12 Powerful Words." The Literacy team is supporting the language arts and social studies departments with a Document-Based Question (DBQ) initiative.

Public School Choice

Supplemental Educational Services (SES) Notification

No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

All content area teachers are expected to reinforce reading strategies in their classes. Strategies and plans for this are discussed first in Department Chairs meetings monthly, and then by department, in monthly department meetings. The Social Studies pacing guides have Reading Benchmarks embedded in them. Social Studies and Langauge Arts teachers are collaborating to utilize Document Based Questions to strengthen technical reading and writing. The Literacy Coach demonstrates Literacy Strategies that are used school-wide to reinforce reading in all content and exploratory classes.

*High Schools Only

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

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

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

Postsecondary Transition

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

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	In 2013, at least 31% of students will score a Level 3 in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 28% (239) students scored Level 3 in reading.	At least 31% (261) student will achieve a Level 3 on FCAT reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students may not be exposed to enough variety of research-based high yield instructional strategies in daily classes.	Increase the use of higher order thinking questions and activities to challenge students daily. Increase the use of other research-based instructional strategies to engage and challenge the learner.	Administrators are responsible.	Snapshots and Observations as well as lesson plan monitoring will be used to check for implementation. Assessment results will monitor progress.	Mini-assessments, teacher assessment, FAIR testing, On-Track Testing, Statewide testing data.
2	Student absences, behavioral problems, and lack of student engagement in classrooms are possible barriers.	Utilize an instructional pacing guide for reading that includes a plan for covering all the benchmarks and standards, frequent assessment for progress monitoring, and plans for remediation and enrichment.	Classroom teachers, school administrators.	Review FAIR and mini-assessment test results, analyze Snapshot data.	FAIR test, mini-assessments, Snapshot data.
3	Student absences, behavioral problems, and lack of student engagement in classrooms are possible barriers.	Teachers will implement differentiated instruction strategies. They will utilize research-based instructional strategies such as Kagan Structures, CRISS strategies, and the 12 Powerful Words.	Administrators.	Snapshots and formal teacher observations.	Snapshots, Lesson plan monitoring, ACSB Appraisal Instruments.
4	Many students are reading below grade level.	Teachers will utilize frequent assessment to measure growth and target areas for improvement. Once these areas are identified, research based content materials will be utilized with fidelity.	Classroom teachers, Reading Department Chair, Administrators.	Snapshots, formal observations, lesson plan monitoring.	FAIR Testing data, mini-assessments, FCAT Data.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment:	

Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	Increase the number of students scoring at Levels 4,5, and 6 on the Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 38% (6) students scored at Levels 4,5, or 6 in reading on Florida Alternate Assessment.	In 2013, 42% (7) will score at Levels 4,5, or 6 on Florida Alternate Assessment in Reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need more differentiated core academic instruction to address their individual areas of deficit.	Differentiate core academics to as many levels as needed in each class period. Utilize paraprofessional support to help with small group and one-on-one instruction.	Administrators, Staffing Specialist, and Department Chair.	Lesson plan monitoring, Snapshots, Students' schedule, IEP Team meetings.	Unit Tests, mini-assessments, Alternate Assessment Results.
2	Students may not have access to age-appropriate and engaging Reading Curriculum materials that cover the 5 components of Reading Development.	Acquire research-based, age-appropriate reading materials to teach students the 5 components of reading no matter their present level of functioning.	Classroom teachers, Media Specialists, Staffing Specialists,Administrators.	Lesson plan monitoring, Snapshots, Classroom Observations.	Snapshot/Observation instruments, Mini-assessment results, Unit tests, Alternate Assessment results.

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	In 2013, at least 42% of students will achieve Achievement Level 4 or higher.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 38% (321) students achieved above proficiency in FCAT reading.	In 2013, 42% (354) students will achieve above proficiency in FCAT reading.

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	Many higher level courses do not explicitly teach reading comprehension skills.	Through the school Literacy Plan, content area teachers are given specific reading strategies to use with content area reading.	Administrators and Department Chairs.	Regular lesson plan monitoring, snapshots, and monthly department meetings	Mini-assessments, FAIR Testing, State Assessment, Data Chats with teachers.
2	Many higher level academic courses do not explicitly teach reading comprehension skills.	Through the school Literacy Plan, content area teachers are given specific reading strategies to use with content area reading.	Administrators	Regular checking of on-line lesson planner and Snapshots.	On-line lesson planner and Snapshot and formal observation data.
	Content area vocabulary and non-fiction reading can be a stumbling block, even for students in	Teachers of Advanced social studies and science courses will collaborate with language	Department chairs, Administrators.	Lesson plan monitoring, Snapshots, formal classroom observation, and student artifacts.	Pre and post scores on DBQ rubric, FCAT test results.

3	advanced courses.	arts teachers to implement Document Based Questions (DBQ)to improve student performance in technical reading and writing.			

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	Increase the number of students who score at or above Level 7 in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 31% (5) students scored at or above Level 7 on Florida Alternate Assessment in Reading.	In 2013, 34% (6) will score at or above Level 7 on Florida Alternate Assessment in Reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students may not have access to general education curriculum at levels/access points that are appropriate.	Incorporate more general education benchmarks and standards as applicable to ESE coursework. Send students to general education classes and offer appropriate modified curriculum.	Administrators, Staffing Specialist, and Department Chair.	Lesson plan monitoring, student schedule (time in general education classes), and IEP Team Meetings.	Unit Tests, ongoing classroom assessment and Alternate Assessment Test results.
2	Students may struggle with vocabulary.	Increase the use of research-based instructional strategies and exposures to content vocabulary.	Administrators, Staffing Specialist, and Department Chairs.	Lesson plan monitoring, Snapshots, Classroom Observations.	Unit tests, ongoing classroom assessment, and Alternate Testing results.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	In 2013, at least 73% (555) of students will achieve their learning gain in FCAT reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 66% (504) students achieved their learning gain in FCAT reading.	In 2013, 73% (555) students will achieve their learning gain in FCAT reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are not always engaged in lessons and are frequently not exposed to higher level thinking.	Teachers will implement more Kagan Structures and CRISS Strategies as a way to increase engagement.	Administrators are responsible for monitoring.	Snapshots, formal teacher observation, and lesson plan monitoring will be used to determine effectiveness.	Assessment reults, Snapshot data, lesson plan data collected from the on-line planner.

2	Some students missed some of the benchmarks and standards that were tested on the FCAT.	Utilize an instructional calendar for reading that includes frequent assessment for progress monitoring.	Administrators and Department Chair.	Review FAIR testing results, and Assessment data.	FAIR testing and Assessment data.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	Increase the percentage of students who make their learning gain in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 55% of students made their learning gain.	In 2013, at least 61% of students will make their learning gain in reading.

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 who are working very far below grade level may not be constantly challenged to work at a higher level.	Constant assessment and the utilization of the assessment results to drive lesson planning to help students make their learning gains and reach IEP goals.	Classroom teacher, Administrators, Staffing Specialist, and Department Chair.	Constant progress monitoring.	Mini-assessments, Unit Tests, Alternate Testing Results, IEP Goal evaluation.
2	Students are inconsistent in their performance.	Work on building the capacity for students to have endurance and ability to pay attention to details during testing.	Classroom teachers, Administrators, Staffing Specialist, Department Chair.	Lesson plan monitoring, Snapshots, Classroom Observations.	Mini-assessments, teacher observation, Alternate Assessment Test results.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	In 2013, at least 62% of students in the Lowest 25% will make their learning gain in Reading
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 56% (110) students in the Lowest 25% made their learning gain in Reading.	In 2013, 62% (123) students in the Lowest 25% will make their Learning Gain in Reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are reading at many years below grade level.	Offer researched-based remedial reading courses to Level 1 and 2 students. Also include grade-level and complex text to balance remediation with	Assistant Principal for Curriculum	Progress monitoring of all students in remedial reading courses.	FAIR testing, SRI testing, mini-assessment results.

		exposure to grade-level reading.			
2	Students in the lowest 25% are not skilled in answering higher order thinking (HOT) questions.	Increase the use of HOT questions and complex text in all intensive reading courses.	Administrators and the Reading Department chair are responsible for monitoring.	Lesson plan monitoring, Snapshots, formal teacher observation.	Assessment results, data collected from on-line lesson planner.
3	Students are reading at many years below grade level.	Offer reading courses utilizing Read-180 and Bridges to Literature curricula to all Level 1 and 2 students.	Assistant Principal for Curriculum	Constant progress monitoring of students in remedial reading courses.	FAIR testing, SRI testing, mini-assessment results.
4	Students in the lowest 25% are not skilled in answering higher order thinking (HOT) questions on the FCAT and there are a large percentage of HOT questions on the FCAT.	Increase the use of HOT questions in all intensive reading courses.	Administrators, Literacy Coach	Lesson plan monitoring, CWT, and Formal Classroom Observation.	FAIR testing, FCAT Results.

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # 5A :

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

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	In 2013, the number of black students who do not make their annual learning gain on FCAT reading will be reduced by 10% or more.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 67% (125) black students were below grade level on FCAT reading.	In 2013, 60% (112) or fewer black students will perform below grade level on FCAT reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are not aware of their current level of performance or what their targets are for the school year.	Students are targeted for mentoring and goal setting as part of our Believe Group. They are matched in groups of 5 to teachers and administrators who meet with them at least monthly to talk about performance, progress, and goals.	Administrators and teachers.	Student feedback and progress in their coursework through the year will be monitored, and FCAT scores will demonstrate culminating effectivness.	Feedback surveys, reflective questions during mentoring sessions, and FCAT scores.
	Students do not practice reading to build fluency and comprehension.	The 2012-13 Literacy Plan will provide for a weekly Silent Sustained	School administrators and classroom	Teachers and students will be surveyed about the effectiveness of	FAIR testing results, School-wide SAC Survey,

2		reading program (DEAR) every Wednesday during an extended homeroom for 40 minutes.	teachers.	DEAR and student FCAT score will be monitored.	FCAT results.
3	Students are not aware of their current level of performance, or what their targets are for the school year.	Student conferences to discuss FCAT scores, FAIR testing results, and goal setting will be held.	Reading department chair, administrators, reading teachers.	Goal pages will be revisited quarterly to monitor progress.	FCAT scores and progress monitoring
4	Students are not always engaged in lessons and are frequently not exposed to higher level thinking.	Teachers will implement Kagan Structures and plan lessons that include activities and assignments requiring higher level thinking.	school administrators.	Classroom walk-throughs, formal teacher observations, lesson plan monitoring.	Snapshot,District appraisal instruments, and on-line lesson planner data.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	Reduce the percentage of ELL students NOT making satisfactory progress in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
in 2012, 35% (6) ELL students did NOT make satisfactory progress in Reading.	In 2013, no more than 31% of ELL students will NOT make satisfactory progress in Reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of ESOL Endorsed teachers in all content areas and grade levels.	Review availability of ESOL endorsed teachers and work towards increasing the number if teachers at each grade level and content area who hold ESOL endorsement. Utilize reports from Personnel about teacher certification and take advantage of District-provided ESOL training for teachers who are near or in need of certification.	Assistant Principal for Curriculum and Personnel Department.	Principal will monitor the number of teachers with ESOL endorsement and/or look for teachers with this endorsement during the interview process.	Personnel Certification reports.
2	Students are not engaged in lessons due to lack of English proficiency.	Increase the use of Research-based instructional strategies to increase engagement and comprehension skills in reading classes with ELL students.	Administrators and Reading Department Chair.	Lesson plan monitoring, Snapshots, and Classroom Observations.	FAIR test results, mini-assessment results, FCAT scores.

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:	In 2012, the number of students with disabilities who do not make their annual learning gain on FCAT reading will be reduced by 10% or more.
2012 Current Level of Performance:	2013 Expected Level of Performance:

In 2011, 62% (82) students were below grade level on FCAT reading.	In 2012, 56% (74) or fewer students will perform below grade level on FCAT reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	SWD are not always engaged in lessons and may not be exposed to HOT questions and activities in their courses.	Teachers will utilize high-yield instructional strategies to engage students and include more HOT questions and activities in addition to remedial work.	ESE Staffing Specialist, ESE Department Chair, and Administrators.	Snapshots, formal teacher observation, lesson plan monitoring and department meetings w/ data chats.	assessment reults
2	SWD often display behavior that causes them to miss all or parts of lessons.	Positive Behavior Support (PBS) will be implemented to reinforce desired behaviors and to help extinguish undesired behavior. Teachers will be supported by the administrative team to help reduce the amount of time SWD are out of class.	ESE Staffing Specialist, ESE Department Chair, and Administrators.	Snapshots, formal teacher observation, lesson plan monitoring, and department meetings with data chats.	Discipline data and assessment results.
3	Students do not practice reading to build fluency and comprehension.	The 2011-12 Literacy Plan will provide for a weekly Silent Sustained Reading (DEAR) program every Wednesday during an extended homeroom for 40 minutes.	School administrators and classroom teachers.	Teachers and students will be surveyed about the effectiveness of DEAR and student FCAT scores will be monitored.	School survey results, FCAT scores, FAIR testing results.
4	Many SWD are disfluent.	Offer the six-minute solution in all ESE reading classes to supplement the curriculum and build fluency skills.	ESE staffing specialist, ESE department chair, school administrators.	Monitor Six-Minute Solution charts to document improvement.	Six-minute Solution progression charts, FCAT scores, FAIR testing eresults.
5	Students are not always engaged in lessons and may not be exposed to higher order thinking requirements in their courses.	Teachers will implement Kagan Structures and plan lessons that include activities and assignments requiring higher level thinking.	School administrators.	CWT, formal teacher observation, lesson plan monitoring.	Florida CWT data collection tool, On-Course lesson planner, District appraisal instruments.
6	SWD often need mutil-sensory approach to the content materials.	Teachers will differentiate by content, process,and product in weekly lesson plans.	ESE Staffing Specialist, ESE Department chair, School administrators.	Lesson plan monitoring, CWT, Formal Observations, Lesson Study.	FAIR Test Results, in class assessment, FCAT scores.

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:	In 2013, the number of economically disadvantaged students who do not make their annual learning gain on FCAT reading will be reduced by 10% or more.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 54% (175) of economically disadvantaged students were below grade level on FCAT reading.	In 2013, 49% (159) or fewer economically disadvantaged students will perform below grade level on FCAT reading.

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Students frequently struggle with content area vocabulary and the related reading comprehension.	Increase the number of exposures to content vocabulary so students will "own" the words. Plan lessons that include Before Reading/During Reading/After Reading strategies so students will understand and be able to use their content vocabulary.	Administrators and Department Chairs.	Snapshots, formal teacher observations, lesson plan monitoring, department meetings with data chats.	Assessment results, data collected from on-line lesson planner.
2	Students do not practice reading to build fluency and comprehension.	The 2011-12 Literacy Plan will provide for a weekly Silent Sustained reading program (DEAR) every Wednesday during an extended homeroom for 40 minutes.	School administrators and classroom teachers.	Teachers and students will be surveyed about the effectiveness of DEAR and FCAT scores will be monitored.	FAIR testing results, School-wide SAC Survey results, FCAT results.
3	Students are not aware of their current level of performance, or what their targets are for the school year.	Student conferences to discuss FCAT scores, FAIR testing results, and goal setting will be held.	Reading department chair, administrators, reading teachers.	Goal pages will be revisited quarterly to monitor progress.	FCAT scores and progress monitoring.
4	Students are not always engaged in lessons and are frequently not exposed to higher level thinking.	Teachers will implement Kagan Structures and plan lessons that include activities and assignments requiring higher level thinking.	School administrators.	Classroom walk-throughs, formal teacher observations, lesson plan monitoring.	Florida CWT data collection tool, On-Course lesson planner, District appraisal instrument.
5	Students are not always engaged in lessons due to learner style preferences.	Teachers will differntiate lessons by content, process, and product on a regular basis to improve engagement.	Department Chairs, Literacy Coach, School Administrators	Lesson plan monitoring, CWT, Formal classroom observation.	FAIR test data, in-class mini-assessment results, FCAT scores.

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
Increase the use of Metacognition in daily class activities.	All grades and classes	Principal and Media Specialist	School-wide	Monthly Faculty Meetings.	Lesson plan monitoring, Snapshots, and Formal observations.	Administrators and Department Chairs.
Increase the use of complex text in science and social studies classes.	all grade science and social studies classes.	Media Specialist and Science & Social Studies Chairs.	All science and social studies teachers.	Quarterly	Lesson plan monitoring, Snapshots, Formal Observations, Data Chats.	Administrators and Department Chairs.

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
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

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:	88% of ELL students will score proficient in the Listening/Speaking portion of the CELLA.
2012 Current Percent of Students Proficient in listening/speaking:	
in 2012 83% (15) of ELL students scored proficient in Listening/Speaking on the CELLA.	

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of ESOL certified teachers at all grade levels.	Increase the number of teachers with the ESOL endorsement. Administrators will conference with teachers who need or who are nearing completion of the ESOL endorsement and help them take or finish required coursework offered through ACPS. Place ELL students with ESOL endorsed teachers to the greatest extent possible.	Assistant Principal for Curriculum.	Principal and Personnel will monitor the number of teachers ESOL endorsed at the school.	Teacher certification.

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:	88% of ELL students will score proficient in the Reading portion of the CELLA.
2012 Current Percent of Students Proficient in reading:	
in 2012, 83% (15) of ELL students scored proficient on the Reading portion of the CELLA.	

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	There is a variety of English proficieny amongst ELL students.	Utilize research-based instructional strategies in classrooms to help ELL students with their language acquisition. Make ESOL accommodations and support for ELL students until their proficiency improves.	Administrators and Reading Department Chair.	Lesson plan monitoring, Snapshots, and classroom observations.	CELLA

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	88% of ELL students will be proficient in the Writing portion of the CELLA.
2012 Current Percent of Students Proficient in writing:	
In 2012, 83% (15) ELL students were proficient on the Writing portion of the CELLA.	

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 resources for students to receive small group or one-on-one instruction.	Employ the use of peer tutors, volunteers, interns, and paraprofessionals to support students in their classes.	Administrators.	Lesson plan monitoring, Snapshots, classroom observations.	CELLA

CELLA Budget:

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

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

End of CELLA Goals

Middle School Mathematics Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	In 2013 at least 25% of students (211) will score Level 3 in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012 23% (190) scored Achievement Level 3.	At least 25% (211) students will achieve a level 3 or higher on FCAT Math.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students may not be exposed to enough variety of research-based high yield instructional strategies in daily classes.	Increase the use of higher order thinking questions and activities to challenge students daily. Increase the use of other research-based instructional strategies to engage and challenge the learner.	Administrators are responsible.	Snapshots and Observations as well as lesson plan monitoring will be used to check for implementation. Assessment results will monitor progress.	Mini-assessments, teacher assessment, FAIR testing, On-Track Testing, Statewide testing data.
2	Student absences, behavioral problems, and lack of student engagement are possible barriers to achievement.	Increase the use of manipulatives and technology (Smart Response System) to increase engagement and differentiation.	Math teachers, school administrators.	Monitor lesson plans, Snapshot data, formal and informal classroom observations, assessment results.	Benchmark testing, mini-assessment results, FCAT results.
3	Students may not understand the problem solving process necessary to answer more complex math problems.	Utilize metacognitive strategies when teaching lesson, and emphasize the process of describing and explaining the steps necessary to solve problems.	Math teachers, administrators.	Monitor lesson plans, Snapshot data, formal and informal classroom observations, assessment results.	Benchmark testing, mini-assessment results, FCAT results.
4	Students may not be engaged in the entire class period due to classroom management challenges or learning environments that don't appeal to all learner styles.	Increase student engagement with a variety of techniques. Support teachers with professional development in the area of classroom management. Implement the Gradual Release Model with fidelity to increase student responsibility for their learning.	Administrators and Department Chairs.	Lesson plan monitoring, formal and informal classroom observation, assessment results.	Benchmark testing, mini-assessment results, FCAT results.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	Increase the percentage of students who score Level 4,5, or 6 in mathematics on Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:

In 2012, 38% of students scored Levels 4,5, or 6 on mathematics on Alternate Assessment.	In 2013, 42% or more will score a Level 4,5 or 6 on mathematics on Alternate Assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need more differentiated core academic instruction to address their individual areas of deficit.	Differentiate core academics to as many levels as needed in each class period. Utilize paraprofessional support to help with small group and one-on-one instruction.	Administrators, Staffing Specialist, and Department Chair.	Lesson plan monitoring, Snapshots, Students' schedule, IEP Team meetings.	Unit Tests, mini-assessments, Alternate Assessment Results.
2	ESE Teachers aren't always content area specialists in math.	The Math Department chair will work more closely with ESE teachers who teach students who take the Alternate Assessment to help improve the quality of math instruction. Teachers will also be made aware of District-offered math workshops and able to participate in them.	Administrators, personnel.	Lesson plan monitoring, Staff Development reports, Math Department meetings.	Personnel reports, Certifications.

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	In 2013, at least 48% of students will achieve levels 4 and 5 on FCAT math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 44% (369) students achieved levels 4 and 5 on FCAT math.	In 2013, 48% (405) students will achieve a level 4 or 5 on FACT math.

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	Many higher level courses do not explicitly teach reading comprehension skills.	Through the school Literacy Plan, content area teachers are given specific reading strategies to use with content area reading.	Administrators and Department Chairs.	Regular lesson plan monitoring, snapshots, and monthly department meetings	Mini-assessments, FAIR Testing, State Assessment, Data Chats with teachers.
2	Many of the higher level math courses assume background knowledge and problem solving skills that may not have been mastered.	Make lesson objectives explicit to students and ask students to articulate the problem solving process needed to do higher order math problems.	Math teachers and administrators.	Monitor lesson plans, CWT data, benchmark tests results, and FCAT test.	On Course lesson planner, CWT Florida data collection tool, benchmark and FCAT test results.
3	Student engagement may be insufficient.	Incorporate digital instruction and technology into lessons to increase engagement.	Math teachers and administrators.	Monitor lesson plans, CWT data, benchmark tests results, and FCAT test.	On Course lesson planner, CWT Florida data collection tool,

		(Smart Response system, Smart Boards, web-based ancillary materials.			benchmark and FCAT test results.
4	Instructional minutes may be better utilized with more careful lesson planning.	Incorporate the district lesson planning template and weekly lesson plans monitoring. Offer staff development in lesson planning strategies, with a focus on Higher Order Thinking Questions, and the Gradual Release Model.	Administrators and Department Chairs.	Lesson plan monitoring, classroom observations.	On-line lesson planner, formal and informal classroom observations. Benchmark and FCAT test results.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	Increase the number of students who score a 7 or above on mathematics on Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 31% of students scored Level 7 or above in mathematics on Florida Alternate Assessment.	in 2013, at least 34% of students will score a Level 7 or above in mathematics on Florida Alternate Assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students may not have access to general education curriculum at levels/access points that are appropriate.	Incorporate more general education benchmarks and standards as applicable to ESE coursework. Send students to general education classes and offer appropriate modified curriculum.	Administrators, Staffing Specialist, and Department Chair.	Lesson plan monitoring, student schedule (time in general education classes), and IEP Team Meetings.	Unit Tests, ongoing classroom assessment and Alternate Assessment Test results.
2	Many students have "splinter skills" and gaps in their mathematics knowledge.	Assess to identify gaps in each students' knowledge base, and use that information to plan instruction to fill in the knowledge gaps.	Administrators, Staffing Specialist, and Department Chair.	Monitor mini-assessment results and the ensuing lesson plans to check for differentiation for all students.	Unit tests, ongoing classroom assessment, and Alternate Assessment Test results.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	In 2013, at least 75% of students will achieve their learning gain in FCAT math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 68% (514) students achieved their learning gain in FCAT math.	In 2013, at least 75% (568) students will make their learning gain on FCAT math.

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Students are not always engaged in lessons and are frequently not exposed to higher level thinking.	Teachers will implement more Kagan Structures and CRISS Strategies as a way to increase engagement.	Administrators are responsible for monitoring.	Snapshots, formal teacher observation, and lesson plan monitoring will be used to determine effectiveness.	Assessment reults, Snapshot data, lesson plan data collected from the on-line planner.
2	Some students miss a benchmark or standard they are tested on.	Utilize an instructional calendar for math that includes frequent assessment for progress monitoring.	Administrators and math chair.	Review lesson plans, mini-assessment reults, benchmark test results, and CWT data.	On-line lesson planner, Snapshot data collection tool, benchmark test results, FCAT results.
3	Students may not be exposed to enough higher order questions (HOT Q's) and activities in class to mirror the depth of knowledge thinking required on the FCAT.	Increase the use of planned HOT Questions and explicit reference to the Essential Question in daily lessons.	Administrators, and Math Chair.	Lesson plan monitoring, benchmark and FCAT testing results.	On-line lesson planner, benchmark and FCAT test results.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	Increase the percentage of students who make a gain in mathematics on Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 64% of students made their learning gains in mathematics on Alternate Assessment.	In 2013, at least 70% of students will make their learning gain in mathematics on Florida Alternate Assessment.

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 who are working very far below grade level may not be constantly challenged to work at a higher level.	Constant assessment and the utilization of the assessment results to drive lesson planning to help students make their learning gains and reach IEP goals.	Classroom teacher, Administrators, Staffing Specialist, and Department Chair.	Constant progress monitoring.	Mini-assessments, Unit Tests, Alternate Testing Results, IEP Goal evaluation.
2	Students struggle with word problems on the mathematics portion of Alternate Assessment.	Incorporate more explicit instruction of reading strategies in the math lessons for all students.	Administrators, Staffing Specialist, and Department Chairs.	Lesson plan monitoring, Snapshots, Classroom Observations.	Mini assessment results, Unit tests, and Alternate Assessment Test results.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	In 2013, at least 55% of students in the Lowest 25% will make their learning gain on FCAT math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 50% (100) students in the lowest 25% made their learning gain on FCAT math.	In 2013, at least 55% (109) students in the bottom 25% will make their learning gain on FCAT math.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students in the lowest 25% are not skilled in answering higher order thinking (HOT) questions.	Increase the use of HOT questions and complex text in all intensive reading courses.	Administrators and the Reading Department chair are responsible for monitoring.	Lesson plan monitoring, Snapshots, formal teacher observation.	Assessment results, data collected from on-line lesson planner.
2	Students are many years below grade level in math.	Offer math courses targeted to help students master the skills needed to pass FCAT test and target gaps in their learning.	Assistant Principal for Curriculum.	Constant progress monitoring of students in basic math courses.	Mini-assessment results, On-Track testing results.
3	Students who have not been successful in math are often not engaged in the lessons.	Increase the use of instructional technology and manipulatives to improve engagement.	Administrators.	Lesson plan monitoring, CWT, formal and informal teacher observation.	On-Course Lesson Planner, CWT Florida data collection tool, SBAC appraisal instruments.
4	Students in the bottom quartile are often not exposed to higher order thinking questions and activities in as high a frequency as they are represented on the FCAT.	Increase the use of planned HOT questions and activities in basic math courses.	Administrators, Literacy Coach, Math Department Chair.	Lesson plan monitoring, CWT, formal and informal teacher observation.	On-Course Lesson Planner, CWT Florida data collection tool, SBAC appraisal instruments, FCAT results.

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.			Middle School Mathematics Goal # 5A :			
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	In 2013, no more than 61% (114) of black students will NOT make satisfactory progress in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 68% (127) black students did not make satisfactory progress in mathematics.	In 2013, no more than 61% (114) of black students will NOT make satisfactory progress in mathematics.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students are not aware	Students are targeted for	Administrators and	Student feedback and	Feedback surveys,

1	of their current level of performance or what their targets are for the school year.	mentoring and goal setting as part of our Believe Group. They are matched in groups of 5 to teachers and administrators who meet with them at least monthly to talk about performance, progress, and goals.	teachers.	progress in their coursework through the year will be monitored, and FCAT scores will demonstrate culminating effectivness.	reflective questions during mentoring sessions, and FCAT scores.
2	Students who struggle in math are often not engaged in the lessons.	Increase the use of instructional technology and manipulatives to increase engagement and differentiation.	Math teachers, school administrators.	Monitor lesson plans, Snapshot data, formal and informal classroom observations.	FCAT, benchmark testing, On-line lesson planner, Snapshot data collection tool.
3	Students who struggle in math may have gaps in their knowledge that hamper their progress.	Utilize the mini-assessment process to identify students who need intervention or enrichment.	Math teachers, administrators	Monitor lesson plans, CWT, formal and informal classroom observation, assessment results.	FCAT, benchmark testing, mini-assessment result, On-line Lesson planner.
4	Students in the bottom quartile are often not exposed to higher order thinking questions and activities in as high a frequency as they are represented on the FCAT.	Increase the use of planned HOT questions and activities in basic math courses.	Administrators, Literacy Coach, Department Chair	Monitor lesson plans, CWT, formal and informal classroom observation, assessment results.	On-line Lesson Planner, Snapshot data collection tool, SBAC appraisal instruments.

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:	Reduce the percentage of ELL students who are NOT making satisfactory progress in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 41% (7) ELL students did NOT make satisfactory progress in mathematics.	in 2013, no more than 37% of ELL students will NOT make satisfactory progress in mathematics.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of ESOL Endorsed teachers in all content areas and grade levels.	Review availability of ESOL endorsed teachers and work towards increasing the number if teachers at each grade level and content area who hold ESOL endorsement. Utilize reports from Personnel about teacher certification and take advantage of District-provided ESOL training for teachers who are near or in need of certification.	Assistant Principal for Curriculum and Personnel Department.	Principal will monitor the number of teachers with ESOL endorsement and/or look for teachers with this endorsement during the interview process.	Personnel Certification reports.
2	Varied level of English proficiency amongst ELL students.	Utilize research-based strategies to help ELL students with their language acquisition.	Administrators and Department Chairs.	Lesson plan monitoring, Snapshots, Classroom Observations.	Benchmark Test results and FCAT scores.

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:	In 2013, no more than 62% of Students with Disabilities will NOT make satisfactory progress in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 69% (86) Students with Disabilities did NOT make satisfactory progress in mathematics.	In 2013, no more than 62% (77) of Students with Disabilities will NOT make satisfactory progress in mathematics.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	SWD are not always engaged in lessons and may not be exposed to HOT questions and activities in their courses.	Teachers will utilize high-yield instructional strategies to engage students and include more HOT questions and activities in addition to remedial work.	ESE Staffing Specialist, ESE Department Chair, and Administrators.	Snapshots, formal teacher observation, lesson plan monitoring and department meetings w/ data chats.	assessment reults
2	SWD often display behavior that causes them to miss all or parts of lessons.	Positive Behavior Support (PBS) will be implemented to reinforce desired behaviors and to help extinguish undesired behavior. Teachers will be supported by the administrative team to help reduce the amount of time SWD are out of class.	ESE Staffing Specialist, ESE Department Chair, and Administrators.	Snapshots, formal teacher observation, lesson plan monitoring, and department meetings with data chats.	Discipline data and assessment results.
3	Students are not retaining the steps and process needed to solve math problems.	Teachers will teach metacognitive skills to students so they can express in oral and written language all steps needed to solve math problems.	Math teachers and school administrators	Lesson plan moitoring, Snapshots, formal and informal classroom observations.	On-line Lesson planner, Snapshot data collection tool, District appraisal instruments.
4	Students are not engaged in the lessons.	Increase the use of manipulatives and instructional technology to increase engagement and differentiation.	Math teachers and school administrators.	Lesson plan monitoring, Snapshots, formal and informal classroom observations.	On-line Lesson planner, Snapshot data collection tool, District appraisal instruments.
5	Students are not exposed to the same number of Higher Order Thinking questions and activities in basic level courses as are represented on the FCAT.	Increase the use of planned HOT questions and activities and explicit reference to essential questions in daily lessons.	Math teachers, administrators.	Monitor lesson plans, Snapshots, formal and informal classroom observation, assessment results.	Monitor lesson plans, Snapshots, formal and informal classroom observation, assessment results.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	In 2013, not more than 50% of Economically Disadvantaged students will NOT make learning gains in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:

In 2012, 55% (179) of Economically Disadvantaged students did NOT make satisfactory progress in mathematics.	In 2013, not more than 50% (163) Economically Disadvantaged students will NOT make learning gains in mathematics.

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 frequently struggle with content area vocabulary and the related reading comprehension.	Increase the number of exposures to content vocabulary so students will "own" the words. Plan lessons that include Before Reading/During Reading/After Reading strategies so students will understand and be able to use their content vocabulary.	Administrators and Department Chairs.	Snapshots, formal teacher observations, lesson plan monitoring, department meetings with data chats.	Assessment results, data collected from on-line lesson planner.
2	Students are not retaining the procedures needed to solve math problems.	Teachers will utilize metacognitive skills and require students to be able to express in written and oral language, the steps needed to solve math problems.	Math teachers, school administrators.	Lesson plan monitoring, Snapshots, formal and informal classroom observations, assessment results.	Benchmark and FCAT data, On line Lesson planner, Snapshot data collection tool, district appraisal instruments.
3	Students are not engaged in the instruction.	Increase the use of manipulatives and instructional technology to increase engagement and differentiation.	Math teachers and school administrators.	Lesson plan monitoring, Snapshots, formal and informal classroom observations, assessment results.	Benchmark and FCAT data, On-line Lesson planner, Snapshot data collection tool, district appraisal instruments.
4	Students are not exposed to the same number of Higher Order Thinking questions and activities in basic level courses as are represented on the FCAT.	Increase the use of planned HOT questions and activities and explicit reference to essential questions in daily lessons.	Math teachers and school administrators.	Lesson plan monitoring, Snapshot, formal and informal classroom observations, assessment results.	Benchmark and FCAT data, On-line Lesson planner, Snapshot data collection tool, district appraisal instruments.

Algebra End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	In 2013, no more than 12% (10) of students will score Achievement Level 3.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 13% (11) students scored an Achievement Level 3, all others scored Levels 4&5.	In 2013, no more than 12% (10) of students will score Achievement Level 3.

Problem-Solving Process to Increase Student Achievement

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

			Monitoring	Strategy	
1	Students may not be exposed to enough variety of research-based high yield instructional strategies in daily classes.	Increase the use of higher order thinking questions and activities to challenge students daily. Increase the use of other research-based instructional strategies to engage and challenge the learner.	Administrators are responsible.	Snapshots and Observations as well as lesson plan monitoring will be used to check for implementation. Assessment results will monitor progress.	Mini-assessments, teacher assessment, FAIR testing, On-Track Testing, Statewide testing data.
2	Students may not understand the content vocabulary associated with Algebra 1 topics.	Increase the use of CRISS and Kagan strategies to increase the vocabulary comprehension level for Algebra 1 students.	Administrators and mathematics department chair.	Snapshots and Observations, lesson plan monitoring.	mini-assessments, benchmark testing, TI Inspire Navigator system assessments.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	In 2013, 90% (74) students will score at or above Achievement Level 4 in Algebra.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 87% (71) students scored at or above Achievement Level 4 in Algebra.	In 2013, 90% (74) students will score at or above Achievement Level 4 in Algebra.

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	Many higher level courses do not explicitly teach reading comprehension skills.	Through the school Literacy Plan, content area teachers are given specific reading strategies to use with content area reading.	Administrators and Department Chairs.	Regular lesson plan monitoring, snapshots, and monthly department meetings	Mini-assessments, FAIR Testing, State Assessment, Data Chats with teachers.
2	Students may not use specific problem solving strategies to solve word problems.	Problem solving will be utilized at least once a week as a warm-up in class. Problem-solving techniques will be emphasized and practiced.	Administrators and Math Department Chair.	Snapshots, Observations, and Lesson plan monitoring.	Mini-assessments, benchmark testing, data chats

End of Algebra EOC Goals

Geometry End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students may not be exposed to enough variety of research-based high yield instructional strategies in daily classes.	Increase the use of higher order thinking questions and activities to challenge students daily. Increase the use of other research-based instructional strategies to engage and challenge the learner.	Administrators are responsible.	Snapshots and Observations as well as lesson plan monitoring will be used to check for implementation. Assessment results will monitor progress.	Mini-assessments, teacher assessment, FAIR testing, On-Track Testing, Statewide testing data.

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Many higher level courses do not explicitly teach reading comprehension skills.	Through the school Literacy Plan, content area teachers are given specific reading strategies to use with content area reading.	Administrators and Department Chairs.	Regular lesson plan monitoring, snapshots, and monthly department meetings	Mini-assessments, FAIR Testing, State Assessment, Data Chats with teachers.

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
Students will use the TI Inspire Navigator						

system in class so that teachers can get instant feedback on student mastery of Algebra I topics.	7-8	District Personnel and Vendor support.	7-8 grade Algebra teachers	quarterly staff development with job-embedded follow up.	Teachers review assessment results daily.	Administrators and Math Department Chair.

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
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

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:	At least 63% of all students will make adequate yearly progress in science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 57% of students scored satisfactory or higher in Science.	In 2013 at least 63% of all students will score a Level 3 or higher in science.

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
	Student engagement in science can be low.	Increase the use of hands-on activities with web-quests and other instructional	Science teachers, school administrators.	Lesson plan monitoring, CWT. formal and informal classroom observations,	On-Course lesson Planner, CWT data collection tool, District

1		technology. This will help visual learners and make lessons more interactive.		assessment results.	Appraisal instruments, Benchmark and FCAT test results.
2	Students are not skilled in note taking and study skills.	Use of graphic organizers and cloze notes to increase lesson acquisition and mastery.	Science teachers and school administrators.	Lesson plan monitoring, CWT. formal and informal classroom observations, assessment results.	On-Course lesson Planner, CWT data collection tool, District Appraisal instruments, Benchmark and FCAT test results.
3	Technical reading and writing is an area that students struggle with. Students are unfamiliar with science content vocabulary.	Increase the use of literacy strategies with the science textbook and ancillary materials.	Science teachers and school administrators.	Lesson plan monitoring, CWT. formal and informal classroom observations, assessment results.	On-Course lesson Planner, CWT data collection tool, District Appraisal instruments, Benchmark and FCAT test results.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students do not have a strong background in science; they have often not received explicit instruction in science for years.	Build background knowledge will addressing grade level material in daily science instruction.	Administrators, Staffing Specialist, Department Chair.	Lesson plan monitoring, Snapshots, Classroom Observations.	Unit Tests, mini assessments, Alternate Assessment results.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	At least 23% of students will score at or above Achievement Level 4 on FCAT Science
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 21% (59) students scored at or above achievement level 4 in Science.	In 2013 at least 23% (66) students will score at or above Achievement Level 4 on FCAT Science.

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Students are not in the habit of using higher order thinking skills.	Utilize Problem Based Learning (PBL), an inquirly-based approach to instruction. In this method, students learn science through solving real world problems and they have to utilize higher order thinking. The role of the teacher is to coach the student into making the discoveries.	Science teacher and school administrators.	Lesson plan monitoring, CWT, formal and informal classroom assessment, Benchmark and FCAT test results.	On-Course Lesson planner, CWT data collection tool, District appraisal instruments, Benchmark and FCAT tests.

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:	Increase the percentage of students scoring a Level 7 or higher on science Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students struggle with science content vocabulary.	Increase the use of research-based instructional strategies and multiple exposures to all science content vocabulary to increase acquisition.	Administrators, Staffing Specialist, Department Chair.	Lesson plan monitoring, Snapshots, Classroom observations.	Unit tests, ongoing classroom assessment, and Alternate Assessment results.

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						

Science Budget:

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

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	In 2012, 98% of students will score a 4.0 or higher on FCAT Writing.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2011, 96% (284) students scored a 4.0 or higher on FCAT Writing.	In 2012, at least 98% (306) students will score a 4.0 or higher on FCAT Writing.

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 cannot always bridge the gap between converstaional English and standard/written English.	Use of daily grammar practice (Caught 'Ya), Graphic organizers to show how to organize an essay, and "Mad Libs" as a fun way to teach parts of speech and build vocabulary.	Language arts teachers and school administrators.	Lesson Plan monitoring, CWT, formal and informal classroom observation, assessments.	On-Course Lesson planner, CWT data collection tool, District appraisal instruments, assessment results.
2	Students not proficient in revising own work.	Utilize peer editing, first for content, then for grammar and spelling as they become more proficient.	Language arts teachers and school administrators.	Lesson Plan monitoring, CWT, formal and informal classroom observation, assessments.	On-Course Lesson planner, CWT data collection tool, District appraisal instruments, assessment

					results.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Improving student essay writing through the use of organizational skills and improving the use of writing conventions.	All grades and core content areas.	Language Arts Department Chair.	School-wide core content area teachers.	Quarterly.	Data chats with student sample of high/medium/low writing artifacts. Use of a school-wide writing rubric.	Department Chairs and Administrators.

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
1	Students may not be exposed to enough variety of research-based high yield instructional strategies in daily classes.	Increase the use of higher order thinking questions and activities to challenge students daily. Increase the use of other research-based instructional strategies to engage and challenge the learner.	Administrators are responsible.	Snapshots and Observations as well as lesson plan monitoring will be used to check for implementation. Assessment results will monitor progress.	Mini-assessments, teacher assessment, FAIR testing, On-Track Testing, Statewide testing data.
2	Content area vocabulary and non-fiction reading can be a stumbling block for students.	Content area teachers will implement Document Based Questions (DBQ) to improve student performance in technical reading and writing.	Administrators and department chairs are responsible for monitoring.	Snapshots and Observations as well as lesson plan monitoring will be used to check for implementation. Assessment results will be used to monitor progress.	DBQ results based on rubric grading.

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:	We will reduce the number of students with 10 or more absences by 20%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
94.76% of our students were in attendance in 2012.	In 2012, our average daily attendance rate will be 98% or higher.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
In 2012 there were 141 students with 10 or more absences.	In 2013, there will be 113 or fewer students with 10 or more absences.
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
In 2012 there were 35 students with excessive tardies.	In 2013, there will be 25 or fewer students with excessive tardies.

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	Proper tracking of attendance by teachers.	Ensure teachers enter accurate data regarding attendance, and the attendance clerk manages the daily attendance reports.	Attendance clerk, teachers, assistant principal.	Daily Attendance Rosters completed with 100% accuracy as verified by the attendance clerk.	Infinite Campus Attendance reports.
2	Students with behavior problems are often suspended either in or out of school and miss classes.	Implement PBS with fidelity to reduce office managed referrals that result in suspensions from school.	Teachers, administrators, deans, PBS Team.	Daily Attendance Rosters completed with 100% accuracy as verified by the attendance clerk. Suspension data.	Infinite Campus Attendance 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
No Data Submitted						

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 is to maximize instructional time by reducing in-school and out-of-school suspensions by 20% through the 2nd year of implementation of the Positive Behavior Support (PBS) model.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
In 2012, there were 590 In-School Suspensions.	In 2013, there will be no more than 531 In-School Suspensions.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
In 2012, there were 170 students who were issued In-School Suspensions.	In 2013, there will be no more than 153 students who will receive In-School Suspension.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
In 2012, there were 585 Out-of-School Suspensions.	In 2013, there will be no more than 527 Out-of-School Suspensions.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
In 2012, there were 104 students suspended Out-of-School.	In 2013, there will be no more than 94 students suspended Out-of-School.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of teacher buy-in to school-wide PBS.	School trained a team of teachers and administrators representing all teams. The PBS team in turn, trains the teachers during preplanning. The PBS team meets regularly and reports back to the teams with training ideas, suggestions for incentives and other interventions. Data is shared regularly with all teachers and staff to show progress.	Administrators, Deans, PBS Team members.	CWT to monitor positive reinforcement strategies, data collection using intervention logs and office managed discipline referrals.	CWT data collection tool, Infinite Campus data reports.
2	High mobility rate of student leads to many students being unfamiliar with rules, expectations, consequences, and rewards.	Review routines and procedures with students regularly. Publicize PBS rewards often via school news and during lunchtime announcements-focus on the rewards and show students how to earn Kanapaha Kash.	Deans, Student Support Services Team, PBS Team Members.	Observations and monitor participation in PBS rewards.	IC data reports, records of PBS reward participation.

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						

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.*	To increase parent involvement in their child's academic success.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
In 2012, 60% of parents has a Parent Portal, Infinite Campus access.	In 2013, at least 705% of parents will have access to the Parent Portal of Infinite Campus.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parents are not aware of the availability of Parent Portal access so that they can monitor their child's progress in all classes.	Get information to parents via parent conferences, school newsletter, phonehome system about signing up for the parent portal.	Assistant principal and data base clerk.	Infinite Campus reports of both active Parent Portal accounts and useage.	Infinite Campus 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
No Data Submitted						

Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

Science, Technology, Engineering, and Mathematics (STEM) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	

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						

STEM Budget:

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. CTE CTE Goal #1:	

Problem-Solving Process to Increase Student Achievement

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

CTE Budget:

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

End of CTE Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

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

Differentiated Accountability

School-level Differentiated Accountability Compliance

Priority	Focus	Prevent	NA

Are you a reward school: Yes No

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

No Attachment

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
All funds will be utilized to support the implementation of the SIP through the purchase of instructional materials, PBS supports, or staff development.	$10,000.00

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

The SAC at Kanapaha Middle School meets 8-10 times a year, usually on the second Wednesday of the month. They review progress towards SIP goals, monitor progress in academic and staff development goals for the 2012-13 school year, and make budget decisions.

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Alachua School District KANAPAHA MIDDLE SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	76%	76%	91%	57%	300	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	68%	78%			146	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	67% (YES)	68% (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					581	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Alachua School District KANAPAHA MIDDLE SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	77%	76%	96%	60%	309	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	64%	76%			140	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	59% (YES)	70% (YES)			129	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					578	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested