FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: HORACE O'BRYANT MIDDLE SCHOOL

District Name: Monroe

Principal: Michael J. Henriquez

SAC Chair: Ms. Irene Fernandez

Superintendent: Mr. Mark Porter

Date of School Board Approval: 11/11/2012

Last Modified on: 11/13/2012

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

Dr. Mike Grego, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
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	Michael J. Henriquez	MEd in Educational Leadership Holds Principal Certification as well as School Leadership,Mathematics Middle Grades	8	17	2011-2012 School Grade – A ,Meeting High SSS in Reading 58% and 65% in Math; Learning Gains in Reading 67% and 73% in Math; Low 25% Learning Gains in Reading 65% and 63% in Math. 2010-2011 School Grade – A, 69% AYP; Meeting High SSS in Reading 74% and 79% in Math; Learning Gains in Reading 63% and 71% in Math; Low 25% Learning Gains in Reading 57% and 63% in Math 2009-2010 School Grade - A, 69% AYP; Meeting High SSS in Reading 74% and 79% in Math; Learning Gains in Reading 63% and 71% in Math; Low 25% Learning Gains in Reading 57% and 63% in Math; 2008-2009 School Grade - A, 77% AYP; Meeting High SSS in Reading 75% and 81% in Math; Learning Gains in Reading 65% and 71% in Math; Low 25% Learning Gains in Reading 62% and 64% in Math; 2007-2008 School Grade - A, 74% AYP; Meeting High SSS in Reading 74% and 80% in Math; Learning Gains in Reading 66% and 76% in Math; Low 25% Learning Gains in Reading 59%

					and 68% in Math ;2006-2007 School Grade A, 72% AYP; Meeting High SSS in Reading 70% and 75% in Math; Learning Gains in Reading 61% and 70% in Math; Low 25% Learning Gains in Reading 57% and 66% in Math ; 2005-2006 School Grade A, 74% AYP; Meeting High SSS in Reading 70% and 74% in Math; 62% Learning Gains in Reading and 73% in Math; Low 25% Learning Gains in Reading 59%.
Assis Principal	Denise Santiago	MEd in Educational Leadership. Hold Principal Certification as well as middle grades language arts certification	25	11	2011-2012 School Grade – A ,Meeting High SSS in Reading 58% and 65% in Math; Learning Gains in Reading 67% and 73% in Math; Low 25% Learning Gains in Reading 65% and 63% in Math 2010-2011 School Grade – A, 69% AYP; Meeting High SSS in Reading 74% and 79% in Math; Learning Gains in Reading 63% and 71% in Math; Low 25% Learning Gains in Reading 57% and 63% in Math 2009-2010 School Grade - A, 69% AYP; Meeting High SSS in Reading 74% and 79% in Math; Learning Gains in Reading 63% and 71% in Math; Low 25% Learning Gains in Reading 57% and 63% in Math; 2008-2009 School Grade - A, 77% AYP; Meeting High SSS in Reading 75% and 81% in Math; Learning Gains in Reading 65% and 71% in Math; Low 25% Learning Gains in Reading 62% and 64% in Math; 2007-2008 School Grade - A, 74% AYP; Meeting High SSS in Reading 74% and 80% in Math; Learning Gains in Reading 66% and 76% in Math; Low 25% Learning Gains in Reading 59% and 68% in Math ;2006-2007 School Grade A, 72% AYP; Meeting High SSS in Reading 70% and 75% in Math; Learning Gains in Reading 61% and 70% in Math; Low 25% Learning Gains in Reading 57% and 66% in Math ; 2005-2006 School Grade A, 74% AYP; Meeting High SSS in Reading 70% and 74% in Math; 62% Learning Gains in Reading and 73% in Math; Low 25% Learning Gains in Reading 59%.
Assis Principal	Brett Unke	MEd in Educational Leadership. Hold Principal Certification as well as ESE certification K-12.	3	7	2011-2012 School Grade – A ,Meeting High SSS in Reading 58% and 65% in Math; Learning Gains in Reading 67% and 73% in Math; Low 25% Learning Gains in Reading 65% and 63% in Math;2010-2011 School Grade – A, 69% AYP; Meeting High SSS in Reading 74% and 79% in Math; Learning Gains in Reading 63% and 71% in Math; Low 25% Learning Gains in Reading 57% and 63% in Math 2009-2010 School Grade - A, 69% AYP; Meeting High SSS in Reading 74% and 79% in Math; Learning Gains in Reading 63% and 71% in Math; Low 25% Learning Gains in Reading 57% and 63% in Math; 2008-2009 School Grade - A, 77% AYP; Meeting High SSS in Reading 75% and 81% in Math; Learning Gains in Reading 65% and 71% in Math; Low 25% Learning Gains in Reading 62% and 64% in Math; 2007-2008 School Grade - A, 74% AYP; Meeting High SSS in Reading 74% and 80% in Math; Learning Gains in Reading 66% and 76% in Math; Low 25% Learning Gains in Reading 59% and 68% in Math ;2006-2007 School Grade A, 72% AYP; Meeting High SSS in Reading 70% and 75% in Math; Learning Gains in Reading 61% and 70% in Math; Low 25% Learning Gains in Reading 57% and 66% in Math ; 2005-2006 School Grade A, 74% AYP; Meeting High SSS in Reading 70% and 74% in Math; 62% Learning Gains in Reading and 73% in Math; Low 25% Learning Gains in Reading 59%.

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.

			# of	# of Years as	Prior Performance Record (include prior School Grades, FCAT/Statewide

Subject Area	Name	Degree(s)/ Certification(s)	Years at Current School	an Instructional Coach	Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading and Language Arts	Leslie P. McComsey	MEd in Educational Leadership. Bachelor of Science (secondary education (communications). Elementary Certification (1-6). National Board Certified Early Adolescent Generalist. Reading Endorsed. Mentor/Peer Teacher.	17	8	2011-2012 School Grade – A, Meeting High SSS in Reading 58% and 65% in Math; Learning Gains in Reading 67% and 73% in Math; Low 25% Learning Gains in Reading 65% and 63% in Mathin 2010-2011 School Grade – A, 69% AYP; Meeting High SSS in Reading 74% and 79% in Math; Learning Gains in Reading 63% and 71% in Math; Low 25% Learning Gains in Reading 57% and 63% in Math 2009-2010 School Grade - A, 69% AYP; Meeting High SSS in Reading 74% and 79% in Math; Learning Gains in Reading 63% and 71% in Math; Low 25% Learning Gains in Reading 57% and 63% in Math; 2008-2009 School Grade - A, 77% AYP; Meeting High SSS in Reading 75% and 81% in Math; Learning Gains in Reading 65% and 71% in Math; Low 25% Learning Gains in Reading 62% and 64% in Math; 2007-2008 School Grade - A, 74% AYP; Meeting High SSS in Reading 74% and 80% in Math; Learning Gains in Reading 66% and 76% in Math; Low 25% Learning Gains in Reading 59% and 68% in Math ;2006-2007 School Grade A, 72% AYP; Meeting High SSS in Reading 70% and 75% in Math; Learning Gains in Reading 61% and 70% in Math; Low 25% Learning Gains in Reading 57% and 66% in Math ; 2005-2006 School Grade A, 74% AYP; Meeting High SSS in Reading 70% and 74% in Math; 62% Learning Gains in Reading and 73% in Math; Low 25% Learning Gains in Reading 59%.

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	All sources of recruitment are used to find high quality, highly qualified teachers/staff to meet the academic needs of our school. Teachers have been recruited from around the country. Once employed, teachers are provided ongoing support from the school district as well as our school. Mentor or Peer teachers are assigned to help monitor teacher progress and lend additional assistance. School support is continued throughout the year by the administration and support staff from the district and school. Ongoing professional development is offered to help continue the high level of expected education for all teachers. All staff is highly qualified except some teachers have not completed all thier ESOL hours.	Michael Henriquez	9,30,12	

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
Not applicable!	

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
45	0.0%(0)	17.8%(8)	53.3%(24)	28.9%(13)	51.1%(23)	100.0%(45)	26.7%(12)	4.4%(2)	26.7%(12)

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
NaNette Murray	Kenni Gross	Nanette Murray has a BA in Elementary Education and Social Psychology. She has been instrumental in developing our district math pacing guides, curriculums, and course exams, while also closing the achievement gap in Mathematics at HOB. Nanette is a proven leader with proven results, as well as, a trained Mentor/Peer Teacher.	MCSD has a mentoring program in place, which defines the mentoring activities. This includes weekly meetings and portfolio creation of professional development activities.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

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.

Horace O'Bryant's RtI leadership team consists of administrators,counselors, PBS leader,Team Leaders, academic coach and teachers. Team members include: Melissa Alsobrooks- Team Leader,Kristen Condella- Team Leader, Kyle Sheer - Team Leader, Sibba Velasco - Team Leader, Katie Holtcamp - Team Leader, Darcie Parra - Team Leader, Deborah Dingler - Team Leader, Leslie Whalen-Academic Coach, Callie Hubbell/PBS Leader, Bill Robinson-Counselor,Brett Unke-Assistant Principal, Denise Santiago-Assistant Principal and Mike Henriquez-Principal.

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?

Grade Level teams meet once a week during common planning time as a Professional Learning Community (PLC) to determine appropriate strategies for students. Each team consists of teachers in each core curricular area as well as a combination of ESE and ESOL teachers. Academic coaches, administrators, and counselors assist in this process. Each team leader is a member of the building level planning team and leadership team. All teachers are members of their department. Departments meet monthly to determine areas of focus, look at data and to determine school wide strategies that are needed. Department heads are a part of the school leadership team. The school leadership team determines the school-wide focus and school-wide strategies that need to be implemented. The RTI leadership team will review Tier 1, 2, and 3 data and interventions and will use this information in the problem-solving process to ensure student success at every tier. The team will provide the support necessary to teachers and staff for instruction and interventions developed through the problem solving process.

The following roles will be utilized:
• Co-chairs (Denise Santiago and Callie Hubbell): Oversee the implementation of RtI school-wide and help to coordinate and effectuate the efforts and action plans of the School-Based RtI Leadership Team.
• Facilitator (Team Leaders and Department Heads): Supports the teams' efforts through active involvement, reporting team efforts to staff, and leading the team in the problem solving process at School-Based RtI Leadership Team meetings.
• Intervention Specialists: The intervention specialists will monitor the progress of action plans developed by the School-

Based RtI Teams for their respective subjects between meetings and report results to the team. Reading intervention specialists will include Leslie McComsey, April Ortiz, and Barbara Fahey. Math intervention specialists will include Kristen Condella and Samantha Hall. Science intervention specialists will include Melissa Alsobrooks. Writing intervention specialists will include Leslie McComsey and Stephanie Manaher.

MTSS Specialists: Dr. Pam Bruenig will monitor the implementation and progress of the action plans developed by the School-Based Teams. She will coordinate the necessary MTSS staff development throughout the year and monitor team progress.

• Recorder and Time Keeper (Kristen Condella): Takes meeting minutes and creates action plans during problem solving sessions and communicates them to the team and appropriate personnel.

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?

A professional development plan was established for the MTSS. Areas of focus were determined by the school leadership team reviewing data and individual student behavior and academics on each team. Team Leaders will meet regularly to implment the MTSS plan and focus on developing MTSS strateiges and interventions for individual students on their team.

MTSS Implementation

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

The "Performance Matters" program provides progress monitoring data for each child. The Performance Matters program also provides benchmark assessment data to each teacher after testing. PMRN provides the FAIR reading data for teachers. Also, teacher made assessments will be utilized. Teams will keep data and notes on individual students for interventions.

The TERMS and "SWIS" program will be utilized to keep discipline data for our Positive Behavior Support (PBS) program discipline goals and our attendance goals.

Describe the plan to train staff on MTSS.

Our school leadership team met with Dr. Pam Bruenig in July/August of 2012 to coordinate and plan our MTSS Initiative at H.O.B. this school year. Staff development and activities will occur throughout the school year on the following topics: 1. Establishing team and school norms for student expectations and behaviors, 2. LEAPS PD for all teachers, 3. teacher will teach behavior lessons plans from LEAPS targeting student needs, 4. group counseling sessions for the students identified as Tier 3 on grade level teams and 5. reviewing academic data to determine Tier 2 groups for academic remediation and 5. Positive Behavior reward systems for all students meeting expectations.

Describe the plan to support MTSS.

During the 2012-2013 H.O.B. has contracted with Dr. Pam Bruenig to coordinate the MTSS Initiative at H.O.B. this school year. Staff development and activities will occur throughout the school year on the following topics: 1. Establishing team and school norms for student expectations and behaviors, 2. LEAPS PD for all teachers, 3. teacher will teach behavior lessons plans targeting student needs based on grade level teams, 4. group counseling sessions for the students identified as Tier 3 on grade level teams, 5. reviewing academic data to determine Tier 2 groups for academic remediation and 6. Positive Behavior reward systems for all students meeting expectations.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Leslie McComsey- Academic / Reading Coach and Intensive Reading Teacher Grade 8
Patti Tielkemeier – Grade 8 Great Books Advanced Reading and Grade 8 LA Teacher
Stephanie Manaher - Grade 8 Language Arts and Drama Teacher
April Ortiz - Grade 7 Reading and LA Teacher and Department Head
Kathryn Hodgdon - Grade 6 Reading and LA Teacher and Intensive Reading Teacher Grade 6
Lori Tejera - ELL Teacher
Denise Santiago- Assistant Principal
Mike Henriquez - Principal

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

The LLT meets quarterly to review school-wide reading and writing data, looking at historical data and focusing on trend data. Professional Development opportunities are planned to align with the data trends. Whole-school student reading and writing initiatives are developed or adjusted based on the data and the success of prior initiatives. Reading / Language Arts Teachers meet as a department on a monthly basis to discuss initiatives, new curriculum and Common Core implementation, classroom successes and challenges, progress monitoring, reading coach minutes from prior meeting, working strategies and new items teachers wish to place on the agenda.

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

The LLT will review school-wide assessment data from the first 9 weeks to determine school-wide needs. Based on trends from the past year, we are expecting to focus energy and resources toward the new SpringBoard curriculum and the upcoming change to the rigorous Common Core Standards. Informational text and marking the text will be school wide implementations. Our Language Arts teachers will also increase emphasis on correct English conventions, as well as the quality of details, relevant and logical support and depth and thoroughness as part of the new FCAT 2.0 writing criteria. We will also continue to focus on ensuring that our Tier 1 instruction in all grade levels is at an appropriate yet challenging level and support the classrooms which are unable to attain or maintain the 80% mark. The CWT process will be utilized to insure appropriate instructional techniques are being utilized to achieve higher literacy rates throughout the school. Student reading and writing initiatives will include: Rigorous Reading and Higher Level Questioning, utilization of computer based reading programs such as Voyager, FCAT Explorer and FLCIM and building vocabulary through direct instruction in prefix, root and suffix words - not in isolation but attaching to meaningful text.

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.

Teachers have been trained in FRI, The Essential Six, WIRC strategies from A.V.I.D., Interactive Notebooks, DBQs, and other research based reading strategies and are expected to implement them in their curriculum areas. In addition, all Langauge Arts teachers were trained during August 2012 in the Springboard curriculum. All reading teachers will be trained in November 2012 in the Voyager Reading series. Departments and teams meet on a consistent basis and professional learning communities are established to enhance reading and writing best-practices across curriculums. All teachers are aware of overall school and grade level deficiencies in reading and are asked to help our students improve these areas of concern within their own classrooms. Specific areas of focus are targeted and teachers will be explicitly trained in the content of this domain and how to best address it within their classroom. All teachers build on both meaningful content and challenging vocabulary and are expected to model, explicitly teach and have students practice quality reading and vocabulary study habits.

*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:	At least 45%(288 of 639 enrollment) of our total students in grades 6-8 will demonstrate proficiency in Reading scoring a level 3 on the 2013 Reading FCAT Test. HOB will also show at least a 10% reduction in the % of students scoring below grade level to meet safe harbor.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (179)	45% (288)

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	Attendance, Background Knowledge, Vocabulary, Reading Comprehension, Basic Skills Mastery, Discipline, ELL Language, More rigorous curriculum for struggling learners	Proper and explicit institution of the new rigorous SpringBoard curriculum, Smooth segue and proper integration of the upcoming Common Core Standards (CCS), Reading and writing support from all curriculums, Progress Monitoring, Extended Intervention courses, Resource courses, Vertical Teaming with Elementary and High Schools, Pacing guides, Mentoring, Home/School Connection, Parent Involvement, Professional Development, AVID Program Direct Instruction in identification of text structures, levels of meaning, language conventionality and clarity across all content areas. PLCs to share best practices and conduct lesson study using CCS.	April Ortiz, Leslie McComsey, Reading/LA Dept., Denise Santiago, Brett Unke through Lesson Plan evaluations	Displayed evidence in all curriculum areas. Highlighted texts. Increase in grades and scores. More active learning in classrooms.	FCIM as well as FAIR and Performance Matters progress monitoring data Mid-Terms and Final exams SpringBoard Embedded Assessments and Reflections
	Limited Vocabulary and Comprehension skills and “fix” strategies	Direct instruction in prefix, suffix and root words in context Teaching the recognition of signal words and text features Explicit instruction of	April Ortiz in R/LA Department Meetings and Denise Santiago and Brett Unke through Lesson Plan evaluations.	Evidence of: Cornell Notes, Vocabulary maps becoming more in-depth Word walls building upon multiple meanings, root words, etc.	Florida Continuous Improvement Model (FCIM) as well as progress monitoring tests. SpringBoard embedded

2		FCAT vocabulary and other common technical terms Student silent sustained reading Teachers interacting with students individually during silent reading Active questioning Teacher modeled read aloud sessions Socratic Seminars		Daily sustained silent reading Active note-taking	assessments and Reflections Improvement in scores in students essay writing
3	Attendance, Discipline and ELL	Rigorous SpringBoard Curriculum with differentiated activities and high interest pieces Smooth implementation of the Common Core Standards Proper use of Progress Monitoring data to design groups Counseling Leaps Program Mentoring Home/School Connection Parent Involvement Professional Development Charlotte Danielson Strategies to Enhance Instruction AVID Program RtI Process	Denise Santiago and Brett Unke	CWTs Referral and attendance tracking Consistent communication with ELL teachers and district ELL liaison	2013 Reading FCAT scores, FAIR and Performance Matters data, Improved attendance, Lower referral rate

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:	20% (2 out of 10) will score a level 4, 5 or 6 in Reading on the 2013 Alternative Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
10% (1 out of 10)	20% (2 out of 10)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student's cognitive ability.	Florida access Points Unique Learning	Maria Pierce/Chris Novak	Teacher made tests Unique learning assessments	2013 F.A.A. Results Unique Learning reports

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:	At least 35% (224 of 639 enrollment) of students in grades 6-8 will achieve above proficiency (level 4 or 5) on the 2013 Reading FCAT test.
2012 Current Level of Performance:	2013 Expected Level of Performance:

30% (192)	35% (224)

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	Reading a wide range of quality texts with appropriate and challenging complexity.	Direct instruction in identification of text structures and exposure to appropriate, complex, high quality text. Implementation of SpringBoard curriculum and Common Core Standards. Meaningful and on-going data chats with students. Offer Great Books courses.	Leslie McComsey April Ortiz Patty Tielkemeier	PLCs, Lesson Plans, Lesson Study, Quality classroom libraries or access to rigorous material within appropriate Lexile ranges	FCAT, FAIR, Performance Matters, Teacher Assessments, SpringBoard embedded assessments.
2	Limited vocabulary strategies	Direct instruction in prefix, suffix and root words as well as signal words and FCAT vocabulary.	April Ortiz in Department Meetings and Denise Santiago and Brett Unke through Lesson Plan evaluations and CWTs.	Displayed evidence in all curriculum areas of academic and challenging vocabulary. Word walls showing roots and derivatives.	Florida's Continuous Improvement Model (FCIM) assessments and Progress Monitoring 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 reading. Reading Goal #2b:	70% (7 out of 10) will score a level 7 or higher in Reading on the 2013 Alternative Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
70% (7 out of 10)	70% (7 out of 10)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student's cognitive ability.	Florida access Points Touch Math Unique Learning	Maria Pierce/Chris Novak	Teacher made tests Unique learning assessments	2013 F.A.A. Results Unique Learning reports

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:	At least 75%(480 out of 639) will make learning gains in reading based on the 2013 FCAT Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:

67% (428)	75% (480)

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	Attendance, Background Knowledge, Vocabulary, Reading Comprehension, Basic Skills Mastery, Discipline, ELL Language, More rigorous curriculum for struggling learners	Proper and explicit institution of the new rigorous SpringBoard curriculum, Smooth segue and proper integration of the upcoming Common Core Standards (CCS), Reading and writing support from all curriculums, Progress Monitoring, Extended Intervention courses, Resource courses, Vertical Teaming with Elementary and High Schools, Pacing guides, Mentoring, Home/School Connection, Parent Involvement, Professional Development, AVID Program Direct Instruction in identification of text structures, levels of meaning, language conventionality and clarity across all content areas. PLCs to share best practices and conduct lesson study using CCS.	April Ortiz, Leslie McComsey, Reading/LA Dept., Denise Santiago, Brett Unke through Lesson Plan evaluations, CWT	Displayed evidence in all curriculum areas. Highlighted texts. Increase in grades and scores. More active learning in classrooms.	FCIM as well as FAIR and Performance Matters progress monitoring data Mid-Terms and Final exams SpringBoard Embedded Assessments and Reflections 2013 2.0 FCAT
2	Limited Vocabulary and Comprehension skills and “fix” strategies	Direct instruction in prefix, suffix and root words in context Teaching the recognition of signal words and text features Explicit instruction of FCAT vocabulary and other common technical terms Student silent sustained reading Teachers interacting with students individually during silent reading Active questioning Teacher modeled read aloud sessions Socratic Seminars	April Ortiz in R/LA Department Meetings and Denise Santiago and Brett Unke through Lesson Plan evaluations.	Evidence of: Cornell Notes, Vocabulary maps becoming more in-depth Word walls building upon multiple meanings, root words, etc. Daily sustained silent reading Active note-taking	Florida Continuous Improvement Model (FCIM) as well as progress monitoring tests. SpringBoard embedded assessments and Reflections Improvement in scores in students essay writing. 2013 2.0 FCAT
	Attendance, Discipline and ELL	Rigorous SpringBoard Curriculum with differentiated activities and high interest pieces Smooth implementation of the Common Core Standards Proper use of Progress Monitoring data to design	Denise Santiago and Brett Unke	CWTs Referral and attendance tracking Consistent communication with ELL teachers and district ELL liaison	2013 Reading FCAT scores, FAIR and Performance Matters data, Improved attendance, Lower referral rate

3		groups Counseling Leaps Program Mentoring Home/School Connection Parent Involvement Professional Development Charlotte Danielson Strategies to Enhance Instruction AVID Program RtI Process			

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:	80% (8 out of 10) will make learning gians in reading on the 2013 Alternative Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
70% (7 out of 10)	80% (8 out of 10

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student's cognitive ability.	Florida access Points Unique Learning	Maria Pierce/Chris Novak	Teacher made tests Unique learning assessments	2013 F.A.A. Results Unique Learning reports

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:	At least 75% (75 out of 160) of our students in the low 25% will make learning gains based on the 2013 FCAT Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
65% (104)	75% (120)

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
	Limited vocabulary, fluency and comprehension strategies. Lack of exposure to, and time spent, reading high	Use of computer based programs (FCAT Explorer, and Voyager programs to target specific skill areas. PLCs to share best practices and strategies,	April Ortiz through department meetings, Lori Tejera with ELL students and Denise Santiago	Tracking and sharing data with students, parents and other Reading teachers based on computer assessments. Student	Improvement in assessment scores on FAIR and performance Matters progress monitoring as well

1	quality, high interest text, including informational text.	daily reading time with high interest text including informational text. More research and enhanced computer skills and applications. Oral presentations.	and Brett Unke though Lesson Plan reviews.	Reading Logs, PLC minutes, Lesson Study Artifacts.	as teacher assessments and SpringBoard embedded assessments. 2013 2.0 FCAT Results
2	Motivation	High interest, high quality texts for daily reading during class. Teacher sharing knowledge of high-quality, high interest text, including informational text.	Lori Tejera April Ortiz Leslie McComsey	Student reading logs and book choices. PLC minutes, Lesson Study artifacts, higher attendance, student engagement.	Improvement in assessment scores on FAIR and Performance Matters progress monitoring assessments and other computer evaluation tools as well as classroom/teacher assessments and anecdotes. Attendance records. 2013 2.0 FCAT Results
3	Limited background knowledge	Increased exposure to high quality, high interest informational text. Disguised learning increasing reading and writing connections and exposure to all curriculum areas.	Lori Tejera April Ortiz Leslie McComsey	PLC minutes, Lesson Study artifacts, lesson plans, increased positive behavior.	Improvement in assessment scores on FAIR and Performance Matters progress monitoring assessments and other computer evaluation tools as well as classroom/teacher assessments. More two-sided conversation.2013 2.0 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 : Horace O'Bryant will close the achievement gap by meeting our annual AMOs in each minority subgroup through the interventions and strategies listed in each of the goal areas.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	58%	68%	71%	74%	77%	

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:	White 80%(198 out of 247) White students,Black 53%(67) out of 127 Black students,Hispanic 65%(163)out of 236 Hispanic students in our subgroups (white, black, hispanic) will demonstrate proficiency in Reading on the 2013 Reading FCAT or at least a 10% reduction will occur in the % of students scoring below grade level to meet safe harbor.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White 71%(175),Black 35%(45),Hispanic 52%(123)	White 80%(198),Black 53%(67),Hispanic 65%(163)

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 vocabulary, fluency and comprehension skills. Limited time reading outside of school. Lack of motivation.	Use of computer based reading programs such as FCAT Explorer, FCIM and Voyager to target deficit skill areas. PLC's to share best-practices and strategies, increased class time spent on student reading of self selected text, including exposure to informational text. Availability of multi-cultural text.	April Ortiz in department meetings and Denise Santiago and Brett Unke during lesson plan reviews.	Tracking and discussing data with the students and parents. PLC minutes, Lesson Study artifacts. Comparative results on Performance Matters.	FAIR data and Performance Matters progress monitoring tools, classroom assessments and 2013 FCAT Reading 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:	
5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	At least 36%(57)of our 159 total ELL students in grades 6-8 will show proficiency in Reading (level 3) or at least a 10% reduction will occur in the % of students scoring below grade level to meet safe harbor.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (45)	36% (57 out of 159) will be proficient 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	Limited vocabulary, fluency and comprehension skills. Limited time spent reading at home.	More availability of multi-cultural text. Teaching cognates. Extensive vocabualry building.	April Ortiz, Lori Tejera, Barbara Fahey, Leslie McComsey	Confidence building when reading and writing. Student Reading Logs.	ELL reports, CELLA, FCAT 2013, Performance Matters.
2	Limited English or education of parents to support students.	Use of computer based reading programs such as FCAT Explorer, FCIM and Voyager to target deficit skill areas. Class time for students to read self-selected materials, including informational text.	April Ortiz in department meetings and Denise Santiago and Brett Unke during lesson plan reviews.	More parent meetings and meetings with our district ELL support person. Increase in parent participation.	Higher turn-out at Parent Nights for our ELL parents.

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:	43%(43) out of 100 students with disabilities of our students with disabilities not making progress in reading will be proficient in Reading or at least a 10% reduction will occur in the % of students scoring below grade level to meet safe harbor.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (28)	43% (43)will be proficient 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	Limited vocabulary, fluency and comprehension skills. Limited time spent reading.	Use of computer based reading programs such as FCAT Explorer, FCIM and Voyager to target deficit areas. Class time for students to read self-selected materials, including informational texts.	April Ortiz in department meetings and Denise Santiago and Brett Unke in Lesson Plan reviews.	Improvement in data and data chats with students and parents. Student reading logs. PLC minutes and Lesson Study artifacts.	FAIR data, progress monitoring using computer programs, classroom and teacher assessments.
2	Poor study and/or organizational skills	More parent involvement and peer or teacher assistance to help with organization and homework.	Teacher mentors	Obvious improvement in organization and homework as noted by the mentors.	Better grades on classwork and improved test 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:	At least 56%(190 out of 338) of our economically disadvantaged students will make satisfactory progress in Reading or at least a 10% reduction will occur in the % of students scoring below grade level to meet safe harbor.
2012 Current Level of Performance:	2013 Expected Level of Performance:
44% (149)	56% (190 of 338)to 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	Limited vocabulary, fluency and comprehension skills. Limited time spent reading. Limited exposure to high quality, high interest text.	Use of computer based programs such as FCAT Explorer, FCIM and Voyager to target deficit skill areas. Daily class time spent reading student selected text. Availability of high quality,high interest text, including informational texts.	April Ortiz in department meetings and Denise Santiago and Brett Unke in Lesson Plan reviews.	Data improvement and data chats with students and parents. Student Reading Logs. PLC minutes and Lesson Study Artifacts.	FAIR data, Performance Matters progress monitoring and 2013 FCAT as well as teacher assessments.
2	Limited role models	Pair students up with teachers and USCG and TSIC mentors.	Department heads for teachers and Mike Henriquez for High School mentors.	Increased organization, increased willingness for outside help and increased desire for higher education.	FAIR data, progress monitoring and FCAT as well as teacher assessments.

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

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

PD Content / Topic and / or PLC Focus	Grade Level / Subject	PD Facilitator and / or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up / Monitoring	Person or Position Responsible for Monitoring
New SpringBoard Language Arts Curriculum	6, 7, 8 Reading and Language Arts	SpringBoard personnel	All Reading/Language Arts teachers	3 pre-planning workdays prior to the start of the 2012-2013 school year.	Mini lessons and assessments on the SpringBoard professional development site. A posting in the community forum.	Michael Robinson
Visual Thesaurus	6, 7, 8 all curriculums	Visual Thesaurus through Reading Coaches then self-taught through website	All interested teachers in all curriculum areas.	Brief announcement and email sent end of first quarter for expected implementation second quarter and beyond.	Self assessment of ease of implemetation, usage and student success.	Self-monitor and Michael Robinson may want to follow-up to see if it's a program to support in the future.
Monthly Department Meetings	6, 7, 8	April Ortiz, Leslie McComsey, and any teacher with specific successes to share	All reading/language arts teachers	Monthly	Conversation, email, success stories, concerns...	April Ortiz
Voyager Readng Program	6-8 Reading Teachers	Voyager Personnel	6-8 Reading Teachers	November 2013	Implement program in all reading lab classes	Leslie Whalen, April Oritz

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:	75%(71) out of 94 ELL students will score at the proficient level on the listening/speaking portion of the 2013 CELLA Assessment.

2012 Current Percent of Students Proficient in listening/speaking:

60% (45/75)HOB ELL population proficient

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1A.1. Lack of parental involvement, language acquisition not fully acquired, lacking prior knowledge.	1A.1.Oral/listening language support through guided teaching , use of buddy system in content area classes, read alouds, dialogues, modeling, vocabulary building strategies (ie. Affixes), use of computer based supplemental programs ESLreading Smart, Rosetta Stone and ELLIS in ELL classes.	1A.1.Barbara Fahey, Lori Tejera, HOB Administration	1A.1.Identify and document the outcomes, activities, and indicators to be evaluated, and assess the quantity and quality of the program's achievements. Evaluation of strategies include Benchmark Assessment, Curriculum Based Assessments, Teacher –Made Assessments, Data Collection, Student Portfolios.	1A.1.LLK Benchmark Assessment, teacher observation and 2013 CELLA Assessment

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:	40%(38)out of 94 ELL students will score at the proficient level on the reading portion of the 2013 CELLA Assessment.

2012 Current Percent of Students Proficient in reading:

(21%)(16)of 75 students

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2A.2 Lack of vocabulary, Lack of parental support, prior knowledge.	2A.2 Context clues, graphics, use of buddy system in content area classes, use of native language dictionary, affixes, repetition and routine, read-alouds, vocabulary building strategies (ie. Affixes), computer based programs for ESL students (ESL Reading Smart, ELLIS), FCAT Explorer	2A.2 Barbara Fahey, Lori Tejera, HOB Administration	Identify and document the outcomes, activities, and indicators to be evaluated, and assess the quantity and quality of the program's achievements. Evaluation of strategies include Benchmark Assessment, Curriculum Based Assessments, Teacher –Made Assessments, Data Collection, Data Chats, Student Portfolios	2A.2 Anecdotal records, teacher observation, weekly vocabulary quizzing, 2013 CELLA Assessment

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	40%(38)out of 94 ELL students will score at the proficient level on the reading portion of the 2013 CELLA Assessment.
2012 Current Percent of Students Proficient in writing:	
(31%)(23)of 75 students	

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3A.1 Lack of parental involvement, prior knowledge, unfamiliarity with American writing styles	3A.1.Student visits to core LA classes on a monthly or bi-monthly basis, graphics, use of buddy system in content area classes, use of native language dictionary, repetition and routine, use of writing roadmap program, graphic organizers. ELL Parent Night will be held in November 2012.	3A.1 Barbara Fahey, Lori Tejera, HOB Administration	3A.1 Identify and document the outcomes, activities, and indicators to be evaluated, and assess the quantity and quality of the program's achievements. Evaluation of strategies include Benchmark Assessment, Curriculum Based Assessments, Teacher –Made Assessments, Data Collection, Embedded Assessments (SpringBoard), Student Portfolios	Teacher observation, 2013 CELLA Assessment, Embedded Assessments (SpringBoard)

CELLA Budget:

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

Middle School Mathematics Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	At least 35%(224) out of our 639 total students in grades 6-8 will show proficiency in Mathematics (level 3) on the 2013 FCAT or at least a 10% reduction will occur in the % of students scoring below grade level to meet safe harbor.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30%(177)out of 586	35% (224)out of 639

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1A.1. Lack of mathematical vocabulary in students hinders their ability to process higher order questioning.	1A.1. Block scheduling allows for 78 minutes of math instruction daily. Use of Cornell Notes and Marking the Text as a research based strategy to enhance vocabulary skills and engage students with complex text.	1A.1. Sam Hall	1A.1. Data review of district based assessments as well as classroom assessments through the math department, use of the common board configuration highlighting important vocabulary.	1A.1. Performance Matters Progress Monitoring, FCAT 2.0 Math, District Mid terms and Final exams, classroom based evaluation tools.
2	1A.2. Students do not retain material from year to year. This hinders their ability to incorporate new knowledge on known schema and also hinders their ability to achieve on the FCAT as it tests material from multiple years.	1A.2. Use of guided inquiry activities such as guided note taking and project based learning as a researched based strategy will promote meaningful questioning leading to understanding and retention. Per grade level selected students will receive math intervention to address knowledge gaps as determined through base line data. During the EEI period. Common Planning for all Math teachers.	1A.2. Samantha Hall	1A.2. Lesson plans will be reviewed weekly to ensure students are receiving access to research based practices on multiple occasions. students receiving intervention will take a pre and post assessment to evaluate increase in the knowledge base.	1A.2. Performance Matters Progress Monitoring, FCAT 2.0 Math, District Mid terms and Final exams, classroom based evaluation tools.
3	1A.3. Students show a weakness in the areas of number sense, measurement and geometry across the grade levels.	1A.3 Interdisciplinary strategies on the topic of measurement in science and math. Per grade level selected students will receive math intervention to address knowledge gaps as determined through base line data. During the EEI period.	1A.3. Samantha Hall	1A.3. Students in intervention will take both a pre and post test to determine if they have learned the necessary material. Progress will also be tracked through mid year progress monitoring as well as FCAT 2.0 Math data.	1A.3. Performance Matters Progress Monitoring, FCAT 2.0 Math, classroom based evaluation tools.

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:	At least 40%(4) out of our 10 total students in grades 6-8 will score levels 4-6 on the F.A.A. Exam.
2012 Current Level of Performance:	2013 Expected Level of Performance:
20%(2)students	40%(4) of students

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student's cognitive ability.	Florida access Points Touch Math Unique Learning	Maria Pierce/Chris Novak	Teacher made tests Unique learning assessments	2013 F.A.A. Results Unique Learning reports

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:	At least 35% (224) out of our 639 total students in grades 6-8 will score a level 4 or 5 on the 2013 Mathemaitcs FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30%(178) out of 586	35% (224)out of 639

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2A.1.The criteria for advanced course placement was too rigid.	2A.1. 7th and 8th grade students will be placed in additional sections of Algebra 1 and Algebra 1 Honors. 6th grade students will be given the opportunity to take 7th grade advanced math. Increase in the number of students taking Geometry Honors.	2A.1.Samantha Hall	2A.1. Data review of district based assessments as well as classroom assessments through the math department, Block scheduling allows for 78 minutes of math instruction daily. All Math teachers are Highly Qualified in Math 6-8. All Math teachers have common planning.	2A.1. Performance Matters Progress Monitoring, FCAT 2.0 Math, District Mid terms and Final exams, classroom based evaluation tools.
2	2A.2 Students lack of problem solving and critical thinking skills.	2A.2. Teachers will incorporate higher level questions within lessons. An intervention section is available to students during the EEI period.	2A.2. Samantha Hall	2A.2. Students in intervention will take both a pre and posttest to determine if they have learned the necessary material. Progress will also be tracked through mid year progress monitoring as well as FCAT 2.0 Math data.	2A.2. Performance Matters Progress Monitoring, FCAT 2.0 Math, classroom based evaluation tools.
	2A.3. Need for greater articulation with elementary schools- lack of consistent math	2A.3. Through vertical teaming and monthly department meetings	2A.3. Samantha Hall	2A.3. Math department will meet for vertical teaming and discuss ways to improve	2A.3. Meeting agendas and teacher portfolio.

3	curriculum.			relationship with elementary schools in order to build a better foundation in mathe and allow more students achieve at a higher level.	

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:	At least 50%(5) out of our 10 total students in grades 6-8 will score level 7 or higher on the F.A.A. Math Exam.
2012 Current Level of Performance:	2013 Expected Level of Performance:
60%(6)	50%(5)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student's cognitive ability.	Florida access Points Touch Math Unique Learning	Maria Pierce/Chris Novak	Teacher made tests Unique learning assessments	2013 F.A.A. Results Unique Learning reports

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:	At least 85%(593) will make learning gains in Mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
80% (558)	85% (593)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack organization and understanding of mathematics vocabulary.	All students are using the AVID style 3 ring binders. All teachers are using Cornell Notes which has a focus on key vocabulary and Commonboard configurations.	Sam Hall/Kathy Brady	Homeroom teachers check notebooks every Monday for organization. Math teachers will monitor the math section of the notebooks.	2012 FCAT Math Scores and Performance Matters Progress monitoring
2	Students do not possess prerequisite arithmetic skills.	On-line math software an textbook will help student build foundational skills to perform at a higher level. FASST Math and Fraction	Sam Hall/Kathy Brady	Computer data reports	2012 FCAT Math Scores and Performance Matters Progress monitoring

		Nation. This will occur before, during and after school.			
3	School personnel need to conduct more data analysis	Instructional Focus Calendars to target deficit strands by grade level.	Sam Hall/Kathy Brady/Mike Henriquez	Evaluating the item analysis report from progress monitoring. CWTs and lesson plans.	2012 FCAT Math Scores and Performance Matters Progress monitoring

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:	At least 80%(8) will make learning gains in Mathematics on the F.A.A..
2012 Current Level of Performance:	2013 Expected Level of Performance:
50%(10)	80%(8)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student's cognitive ability	Florida access Points Touch Math Unique Learning	Maria Pierce/Chris Novak	Teacher made tests Unique learning assessments	2013 F.A.A. Results Unique Learning reports

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:	At least 70% (112) of our students in the low 25% will make learning gains in Mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
63%(138)	70% (112)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5B.1 Students do not possess prerequisite arithmetic skills.	5B.1 On-line math software and textbook will help students build foundational skills to perform at a higher level. 78 minute block schedule daily in Math. On-line textbook. Intervention during the EEI period. Common Planning for all Math teachers.	5B.1 Samantha Hall	5B.1. Students in intervention will take both a pre and posttest to determine if they have learned the necessary material. Progress will also be tracked through mid year progress monitoring as well as FCAT 2.0 Math data.	5B.1. Performance Matters Progress Monitoring, FCAT 2.0 Math, classroom based evaluation tools.
	5B.2 Students don't feel	5B.2. Teachers and staff	5B.2. Team	5B.2. Monitor grades and	5B.2. Performance

2	connected or attached to school.	as mentors.	Leaders	follow up with mentors.	Matters Progress Monitoring, FCAT 2.0 Math, classroom based evaluation tools.
3	5B.3. Lack of organizational skills.	5B.3. All students will have a 3 ring binder and a student planner for organization. Students will utilize the Commonboard configurations to maintain update their planners daily. Cornell Notes will be used when note taking and as a study guide.	5B.3. Samantha Hall	5B.3. Homeroom teachers will conduct notebook checks and Math teachers will monitor their section in the notebook.	5C.3. Performance Matters Progress Monitoring, FCAT 2.0 Math, classroom based evaluation tools.

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 : Horace O'Bryant will close the achievement gap by meeting our annual AMOs in each minority subgroup through the interventions and strategies listed in each of the goal areas.

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	65%	71%	74%	77%	80%	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	79%(195) out of 247 White students,57%(73)out of our (127)Black students,67%(158) out of our 236 Hispanic students in the ethnic subgroups (white, black, hispanic,) will be proficient in Mathematics or at least a 10% reduction will occur in the % of students scoring below grade level to meet safe harbor.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White 72%(177);Black 50%(64);Hispanic 60%(142)	79%(195) White:57%(73) Black:67%(158)Hispanic

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5B.1 Students do not possess prerequisite arithmetic skills.	5B.1. On-line math software and online textbook will help students build foundational skills to perform at a higher level. 78 minute block schedule daily in Math. On-line textbook. Intervention during the EEI period. Common Planning for all Math teachers.	5B.1. Samantha Hall	5B.1. Students in intervention will take both a pre and posttest to determine if they have learned the necessary material. Progress will also be tracked through mid year progress monitoring as well as FCAT 2.0 Math data.	5B.1. Performance Matters Progress Monitoring, FCAT 2.0 Math, classroom based evaluation tools.
2	5B.2Students don't feel connected or attached to school	5B.2Teachers and staff as mentors	5B.2Team Leaders	5B.2 Monitor grades and follow up with mentors	5B.2. Performance Matters Progress Monitoring, FCAT 2.0 Math,

					classroom based evaluation tools.
3	5B.3. Lack of organizational skills.	5B.3. All students will have a 3 ring binder and a student planner for organization. Students will utilize the Commonboard configurations to maintain update their planners daily. Cornell Notes will be used when note taking and as a study guide.	5B.3. Samantha Hall	5B.3. Homeroom teachers will conduct notebook checks and Math teachers will monitor their section in the notebook.	5B.3. Performance Matters Progress Monitoring, FCAT 2.0 Math, classroom based evaluation tools.

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:	At least 46%(73) of our total 159 ELL students in grades 6-8 will show proficiency in Mathematics (level 3) or at least a 10% reduction will occur in the % of students scoring below grade level to meet safe harbor.
2012 Current Level of Performance:	2013 Expected Level of Performance:
35%(52)	46%(73)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5C.1. ESOL Language	5C.1 Employ paraprofessionals and parent lessons in native language. Paraprofessional work in the classroom with ESOL students and translate instruction. Parent liaison works with the school and parents to communicate, wants and needs. Intervention during the EEI period helps to remediate skills.	5C.1 Administration	5C.1. Students in intervention will take both a pre and posttest to determine if they have learned the necessary material. Progress will also be tracked through mid year progress monitoring as well as FCAT 2.0 Math data.	5C.1. Performance Matters Progress Monitoring, FCAT 2.0 Math, classroom based evaluation tools.
2	5C.2. ELL students lack the math vocabulary to perform at a higher level.	5C.2. Use of Marking the Text as a research based strategy to enhance vocabulary skills. Cornell note taking skills help to deliver direct instruction.	5C.2. Samantha Hall	5C.2. Data review of district based assessments as well as classroom assessments through the math departments use of common board configuration highlighting important vocabulary.	5C.2 Performance Matters Progress Monitoring, FCAT 2.0 Math, classroom based evaluation tools.
3	5C.3. Students do not feel connected or attached to school because of language barrier	5C.3. Assign school based mentors per grade level.	5C.3. Team Leaders and Teachers	5C.3. Monitor grades and follow up with mentors.	5C.3 Performance Matters Progress Monitoring, FCAT 2.0 Math, classroom based evaluation tools.

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	48%(48) out of 100 students with disabilities will be

satisfactory progress in mathematics. Mathematics Goal #5D:	proficient in Mathematics or at least a 10% reduction will occur in the % of students scoring below grade level to meet safe harbor.
2012 Current Level of Performance:	2013 Expected Level of Performance:
34% (34)	48% (48)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5D.1 Students do not possess prerequisite arithmetic skills.	5D.1. On-line math software and online textbook will help students build foundational skills to perform at a higher level. 78 minute block schedule daily in Math. Intervention during the EEI period. All SWD students receive an extra resource period weekly. Common Planning for all Math teachers.	5D.1. Samantha Hall	5D.1. Students in intervention will take both a pre and posttest to determine if they have learned the necessary material. Progress will also be tracked through mid year progress monitoring as well as FCAT 2.0 Math data.	5D.1. Performance Matters Progress Monitoring, FCAT 2.0 Math, classroom based evaluation tools.
2	5D.2 Students don't feel connected or attached to school	5D.2. Teachers and staff as mentors	5D.2. Team Leaders	5D.2. Monitor grades and follow up with mentors.	5D.2. Performance Matters Progress Monitoring, FCAT 2.0 Math, classroom based evaluation tools.
3	5D.3. Lack of organizational skills.	5D.3. All students will have a 3 ring binder and a student planner for organization. Students will utilize the Commonboard configurations to maintain update their planners daily. Cornell Notes will be used when note taking and as a study guide.	5D.3. Samantha Hall	5D.3. Homeroom teachers will conduct notebook checks and Math teachers will monitor their section in the notebook.	5D.3. Performance Matters Progress Monitoring, FCAT 2.0 Math, classroom based evaluation tools.

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:	60%(202) of the total 338 economically disadvantaged students will be proficient in Mathematics or at least a 10% reduction will occur in the % of students scoring below grade level to meet safe harbor.
2012 Current Level of Performance:	2013 Expected Level of Performance:
53%(179)	60%(202)

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	5E.1. Students don't not feel connected or attached to school.	5E.1 School provided breakfast and lunch. Organizing and distributing of school supplies to students to promote academic success in the Math classroom. PBS (positive behavior reward system). Block Schedule, students receive 78 minutes of math instruction weekly. Student mentor program.	5E.1 Administration and Staff.	5E.1. Progress will be tracked through, quarterly grades, mid-year progress monitoring as well as FCAT 2.0 Math data. Students are also monitored for needs by teachers, counselors and administration.	5E.1. Performance Matters Progress Monitoring, FCAT 2.0 Math, classroom based evaluation tools
2	5E.2. Lack of organizational skills and resources.	5E.2. All students will have a 3 ring binder and a student planner for organization. Students will utilize the Commonboard configurations to maintain update their planners daily. Cornell Notes will be used when note taking and as a study guide. Materials are avaible for free for those in need.	5E.2. Samantha Hall	5E.2. Data review of district based assessments as well as classroom assessments through the math department use of common board configuration highlighting important vocabulary.	5E.2 Performance Matters Progress Monitoring, FCAT 2.0 Math, classroom based evaluation tools.

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:	At least 45%(185) of our total students in grades 7-8 will show proficiency on the 2013 State Algebra EOC by scoring a Level 3.
2012 Current Level of Performance:	2013 Expected Level of Performance:
45%(71)out of 158	30%(83)out of 185

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3A.1 Students lack understanding of Mathematical, skills and vocabulary hinders their ability to process higher order questioning.	3A.1. Use of Cornell Notes and Marking the Text as a research based strategy to enhance vocabulary skills and engage students with complex text. 78 minute block schedule daily in Math.	3A.1. Samantha Hall	3A.1. Data review of district based assessments as well as classroom assessments through the math department, use of the common board configuration highlighting important vocabulary.	3A.1. Performance Matters Progress Monitoring, State Algebra EOC, District Mid terms and Final exams, classroom based evaluation tools.

		On-line textbook. Intervention during the EEI period.			

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:	At least 45%(185) of our total students in grades 7-8 will demonstrate proficiency on the State Algebra E.O.C. by scoring Level 4 or higher.
2012 Current Level of Performance:	2013 Expected Level of Performance:
44%(70 out of 158 students	45%(185) of our total students

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1A.1 Students lack understanding of Mathematical, skills and vocabulary hinders their ability to process higher order questioning.	3A.1. Use of Cornell Notes and Marking the Text as a research based strategy to enhance vocabulary skills and engage students with complex text. 78 minute block schedule daily in Math. On-line textbook. Intervention during the EEI period.	3A.1. Samantha Hall	3A.1. Data review of district based assessments as well as classroom assessments through the math department, use of the common board configuration highlighting important vocabulary.	3A.1. Performance Matters Progress Monitoring, State Algebra EOC, District Mid terms and Final exams, classroom based evaluation tools.

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:	At least 10%(3) of our total 29 students in grade 8 will demonstrate proficiency on the State Gemoetry EOC by scoring (level 3) or higher.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0%(0)of our total students	10%(3) of our total students

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
	3A.1 Students lack understanding of	3A.1. Use of Cornell Notes and Marking the	3A.1. Samantha Hall	3A.1. Data review of district based	3A.1. Performance

1	Mathematical, skills and vocabulary hinders their ability to process higher order questioning.	Text as a research based strategy to enhance vocabulary skills and engage students with complex text. 78 minute block schedule daily in Math. On-line textbook. Intervention during the EEI period.		assessments as well as classroom assessments through the math department, use of the common board configuration highlighting important vocabulary.	Matters Progress Monitoring,State Geometry EOC, District Mid terms and Final exams, classroom based evaluation tools

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:	At least 90%(26) of our total 29 Geometry students in grade 8 will demonstrate proficiency on the 2013 State Geometry E.O.C. by scoring Level 4 or higher.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100%(27)students scored Tier 3 in 2012	90%(26)students

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3A.1 Students lack understanding of Mathematical, skills and vocabulary hinders their ability to process higher order questioning.	3A.1. Use of Cornell Notes and Marking the Text as a research based strategy to enhance vocabulary skills and engage students with complex text. 80 minute block schedule daily in Math. On-line textbook. Intervention during the EEI period.	3A.1. Samantha Hall	3A.1. Data review of district based assessments as well as classroom assessments through the math department, use of the common board configuration highlighting important vocabulary.	3A.1. Performance Matters Progress Monitoring, State Geomtery EOC, District Mid terms and Final exams, classroom based evaluation tools

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
No Data Submitted						

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 40%(94 students)out of our 241 8th grade students will score a level 3 on the FCAT 2.0 2012 FCAT Science Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
32%(78)	40% (94)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1A.1. Lack of scientific vocabulary in students hinders their ability to process higher order questioning.	1A.1. Use of Marking the Text as a research based strategy to enhance vocabulary skills and engage students with complex text.	Melissa Alsobrooks	1A.1. Data review of district based assessments as well as classroom assessments through the science department, use of the common board configuration highlighting important vocabulary.	1A.1. Performance Matters Progress Monitoring, FCAT 2.0 Science, District Mid terms and Final exams, classroom based evaluation tools
	1A.2. Students do not retain material from year to year. This hinders their ability to incorporate new knowledge on known	1A.2. Use of guided inquiry activities such as labs and project based learning as a researched based strategy will promote	Melissa Alsobrooks	1A.2. Lesson plans will be reviewed weekly to ensure students are receiving access to research based practices on multiple	1A.2. Performance Matters Progress Monitoring, FCAT 2.0 Science, District Mid terms

2	schema and also hinders their ability to achieve on the FCAT as it tests material from multiple years.	meaningful questioning leading to understanding and retention. In 8th grade, students will receive science intervention to address knowledge gaps as determined through base line data.		occasions. 8th grade students receiving intervention will take a pre and post assessment to evaluate increase in the knowledge base.	and Final exams, classroom based evaluation tools
3	1A.3. Instructional time was reduced due to new schedule.	1A.3. 8th grade students will receive interventions, during an intervention period, on specific benchmarks and strands, as indicated by base line data, throughout the year in order to increase achievement on FCAT 2.0 Science.	Melissa Alsobrooks	1A.3. Students in intervention will take both a pre and posttest to determine if they have learned the necessary material. Progress will also be tracked through mid year progress monitoring as well as FCAT 2.0 Science data.	1A.3. Performance Matters Progress Monitoring, FCAT 2.0 Science, classroom based evaluation tools

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:	At least 25%(1 out of 4 student) of our 8th grade students will score a level 4-6 on the 8th grade F.A.A. Science Exam.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (1)	25% (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
1	1B.1. Lack of scientific vocabulary in students hinders their ability to process higher order questioning	1B.1. Students will receive explicit vocabulary instruction focusing on tier 2 and tier 3 vocabulary in order to strengthen science vocabulary skills.	1B.1. Melissa Alsobrooks	1B.1. Data review of district based assessments as well as classroom assessments through the science department, use of the common board configuration highlighting important vocabulary.	1B.1. Florida Alternate Assessment, classroom based assessments
2	1B.2. Loss of total instructional time due to change in arrangement of schedule.	1B.2. Students will receive interventions during a resource period throughout the year in order to reinforce important concepts.	1B.2. Melissa Alsobrooks	1B.2. Data review of district based assessments as well as classroom assessments through the science department, lesson plans reviewed at department level.	1B.2. Florida Alternate Assessment, classroom based 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:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	At least 38% (88 students) out of our 241 8th grade students will score a level 4 or 5 on the FCAT 2.0 Science.

2012 Current Level of Performance:	2013 Expected Level of Performance:
22%(53)	38%(88)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2A.1. Lack of scientific vocabulary in students hinders their ability to process higher order questioning.	2A.1. Use of Marking the Text as a research based strategy to enhance vocabulary skills and engage students with complex text.	2A.1. Melissa Alsobrooks	2A.1. Data review of district based assessments as well as classroom assessments through the science department, use of the common board configuration highlighting important vocabulary.	2A.1. Performance Matters Progress Monitoring, FCAT 2.0 Science, District Mid terms and Final exams, classroom based evaluation tools
2	2A.2. Instructional time was reduced due to new schedule.	2A.2. 8th grade students will receive interventions, during an intervention period, on specific benchmarks and strands, as indicated by base line data, throughout the year in order to increase achievement on FCAT 2.0 Science.	2A.2. Melissa Alsobrooks	2A.2. Students in intervention will take both a pre and posttest to determine if they have learned the necessary material. Progress will also be tracked through mid year progress monitoring as well as FCAT 2.0 Science data.	2A.2. Performance Matters Progress Monitoring, FCAT 2.0 Science, classroom based evaluation tools
3	2A.3. Need for greater articulation with elementary schools- lack of consistent science curriculum.	2A.3. Through vertical teaming and monthly department meetings	2A.3. Melissa Alsobrooks	2A.3. Science department will meet for vertical teaming and discuss ways to improve relationship with elementary schools in order to build a better foundation in science and allow more students achieve at a higher level.	2A.3. Meeting agendas and teacher portfolio artifacts.

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:	At least 50% (2 students) of our 8th grade students will score a level 4 or 5 on the FCAT 2.0 Science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (2 students)	50% (2 students)

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
	2B.1. Lack of scientific	2B.1. Students will	2B.1. Melissa	2B.1. Data review of	2B.1. Florida

1	vocabulary in students hinders their ability to process higher order questioning.	receive explicit vocabulary instruction focusing on tier 2 and tier 3 vocabulary in order to strengthen science vocabulary skills.	Alsobrooks	district based assessments as well as classroom assessments through the science department, use of the common board configuration highlighting important vocabulary.	Alternate Assessment, classroom based assessments
2	2B.2. Less inclusion in general education classroom	2B.2. Students will be scheduled into inclusion science course in order to receive general science education curriculum and increase exposure to the guided inquiry based process.	2B.2. Melissa Alsobrooks	2B.2. Data review of district based assessments as well as classroom assessments through the science department, lesson plans reviewed at department level.	2B.2. Florida Alternate Assessment, classroom based assessments

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

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

PD Content / Topic and / or PLC Focus	Grade Level / Subject	PD Facilitator and / or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up / Monitoring	Person or Position Responsible for Monitoring
AP Annual Conference	6,7,8	Conference with multiple facilitators- AP and Collegeboard	As it is a national conference it is open to all teachers, grades 6,7,8 participated from our school.	August 2012	Teachers will disseminate relevant information gleaned from the conference to teachers of other subjects (writing, math). Lesson plans will show evidence of best practices from training.	Melissa Alsobrooks, Science Department Head
Vertical Teaming	6,7,8- inclusion of elementary as possible	Melissa Alsobrooks	Science in grades 6, 7 and 8 as well as participating teachers from elementary schools	Grades 6,7,8 will meet monthly, articulation with elementary during district PD days- twice annually	Teachers will submit lesson plans emphasizing lessons that address areas of concern based on school performance data.	Melissa Alsobrooks, Science Department Head
Florida International University (FIU) Partnership	6,7,8	Camilla Burton, FIU Faculty	District wide science training emphasizing research based practices and technology integration.	August 2012- meet each nine weeks following	Teachers will submit lesson plans demonstrating concepts and technology as demonstrated as a best practice by FIU faculty.	Melissa Alsobrooks, Science Department Head

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:	At least 60% (145)of the 241 students in grade 8 will make adequate yearly progress in all subroups by scoring (level 4 or higher) on the FCAT writing.
2012 Current Level of Performance:	2013 Expected Level of Performance:
34%(86)	60% (145)

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	ESOL Langauge	Target ELL students, especially 8th graders, will be included in the Language Art classes at least twice a week in January and February. Students will work with peer mentors within the L.Arts' classes.	Stephanie Manaher	L. Arts teachers will monitor progress via writing samples and Stop, Drop and Write on a quarterly basis.	2013 FCAT Writing Test and Performance Matters progress monitoring
2	Students lack knowledge about the format of the 6 point rubric for writing.	FCAT Bootcamp will address all the components of the rubric during January and February after school.	Stephanie Manaher	L. Arts teachers will monitor progress via writing samples.	2013 FCAT Writing Test and Performance Matters Progress Monitoring
3	New focus on conventions, grammar and spelling.	Teachers will incorporate more emphasis on conventions, grammar and spelling through the Spring Board program.	All Teachers	L. Arts teachers will monitor progress via writing samples on a daily basis and through Stop, Drop and Write on a quarterly basis.	2013 FCAT Writing Test and Progress Monitoring

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:	At least 75%(3 out of 4 students) in 8th grade will score a level 4-6 on the 8th grade F.A.A. Writing Exam.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	75%(3 students)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student's cognitive ability.	Florida access Points Unique Learning	Maria Pierce	Teacher made tests Unique learning assessments	2013 F.A.A. Results Unique Learning 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
Writing Powerpoint and calibration training by Reading coach and L.Arts teacher	6-8 teachers	Leslie Whalen and Stephanie Manaher	6-8 teachers	September and November 2012	CWTs to look for strategies bein implemented	2013 FCAT Writing scores Leslie Whalen, April Ortiz and Denise Santiago

---

Writing Budget:

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

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

End of Writing Goals

Civics End-of-Course (EOC) Goals

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

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

Problem-Solving Process to Increase Student Achievement

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

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

Civics Budget:

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

End of Civics Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to “Guiding Questions”, identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	H.O.B.s overall attendance rate will exceed 95%. We will also decrease the number of excesive absences and excessive tardiness by 10% during the 2012-13 school year.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
94.43 (639)	Expected attendance rate for 2012 2013 is 95% or higher. (639)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)

297	Reduction of excessive absences by 15% represents an expected number of students with excessive absences for 2012 to be 252.
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
88	Reduction of excessive tardies by 10% represents an expected number of students with excessive tardies for 2012 to be 79 or less.

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	Attachment to school and parental support.	Attendance tracking to target students. Multi-agency approach throuhg our MTSS system.	D. Santiago A.P. B.Unke A.P D. Wardlow Attendance	Monthly and quarterly attendance as recorded by TERMS/Pinnacle	End of year data as recorded by TERMS/Pinnacle

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

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:	During the 2012-2013 school year, our goal is to reduce both the total number of ISS and OSS incidents as well as the total number of students suspended both in and out of school by a minimum of 10% in each category.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
(233)106	(213) (at least a 10% reduction)
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
(106)	96(at least a 10% reduction)
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
(49)	(44) (at least a 10% reduction)
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
(78)	(70)(at least a 10% reduction)

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 the prosocial skills to handle situations in a non-violent manner.	Emotion Regulation counseling groups/mentoring Anti-Bullying efforts with posters, orientation, LEAPS and pledge.	Denise Santiago, Brett Unke, Assistant Principals	Monitor discipline data for students assigned to counseling/mentoring program	ISS and OSS data from SWIS
2	During non-academic time (class changes, lunch recess), student misconduct increased.	Reduction from four to three minutes for class changes / revision of supervision schedule	Denise Santiago, Brett Unke, Assistant Principals	Monitor SWIS data regarding location of incidents resulting in ISS or OSS	ISS and OSS data from SWIS
3	The area of disrespect was the most common discipline infraction identified for the 2010-11 school year. The majority of these offenses resulted in ISS or OSS.	Positive Behavior Support Model /MTSS/Buccaneer Code of Honor	Denise Santiago, Brett Unke, Assistant Principals	Quarterly monitoring of ISS/OSS data through the SWIS program in relation to the area of disrespect.	ISS/OSS data from SWIS

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.*	At least 100% (639) students' parent or guardian will attend at least one school event during the 2012-2013 school year.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:

50%	100% (639) parents will attend at least one event.

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 say they don't have the time or don't know what to do.	Increase the number of evening events to provide more opportunity and educate parents on how to help their children. Open House for all, Curriculum Night for 8th graders, AVID nights. 6th grade orientation for new students.	Mike Henriquez, P.I. Coordinator	Determine the Attendance Rate	Attendance Sheets, VISA program reports and Climate Survey
2	A lot of our parents don't speak English. Therefore, they won't attend.	We will host a Multicutural Night for our non English speaking Parents.	Mike Henriquez, P.I. Coordinator	Determine the Attendance Rate and survey the parents	Attendance Sheets and Climate Survey
3	Parents are not involved in their child's education because of lack of communication.	Connect Ed Calls, Emails from Teams, School and district Website, Parent Conferences, Marquee, School Newsletter	Mike Henriquez, P.I. Coordinator	Mike Henriquez, P.I. Coordinator	Attendance Sheets, VISA program reports and Climate Survey

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

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

PD Content / Topic and / or PLC Focus	Grade Level / Subject	PD Facilitator and / or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up / Monitoring	Person or Position Responsible for Monitoring
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:	Given that this is the first year of implementation of STEM based programs at Horace O'Bryant Middle school, the goal for 2012-2013 is to increase participation in STEM based programs from currently 27 students in Engineering, 73 students in FLVS and to 74 students in our IT Academy through access to multiple STEM based programs. Currently, HOB has 27% of our students enrolled in a STEM related program.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Lack of multiple trained teachers who can execute research based practices supporting a STEM based program / curriculum.	1.1. Through different PD opportunities such as National Science Teachers Association, and College Board, multiple teachers can attend workshops to enhance their knowledge of STEM curriculum. Use of web based PD as offered through NSTA and PD360.	1.1. Melissa Alsobrooks	1.1. Teachers who attend or participate in STEM related PD will receive PD credit as well as complete a follow up activity documented in their lesson plans.	1.1. Monitoring of lesson plans by the Science Department. My Learning Plan documentation of received PD points, completed follow up activities.
2	1.2. Lack of technological resources and equipment related to STEM based programs/ curriculum.	1.2. Conduct community outreach to attract donations of equipment and materials to create the basis of a STEM laboratory for students. Seek grant opportunities that provide for STEM technology.	1.2. Melissa Alsobrooks	1.2. Through partnerships with the community and other organizations, materials for a STEM program will be utilized in a STEM based curriculum. Teachers will document effective use of technology in their classrooms through artifacts in a portfolio.	1.2. Monitoring of lesson plans by the Science Department and inclusion of relevant portfolio artifacts.
3	1.3. Current lack of district support and PD for staff.	1.3. PD should be provided to staff to encourage participation in STEM related activities and programs to increase interest and implementation.	1.3. Mike Henriquez	1.3. Conduct interest surveys and develop a PD calendar and implementation timeline.	1.3. Interest surveys and PD to support those teachers and staff who will implement the programs. Also, to address the

					changes in the new legislation.

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
AP Annual Conference	6,7,8	Conference with multiple facilitators- AP and Collegeboard	As it is a national conference it is open to all teachers, grades 6,7,8 participated from our school.		on its effectiveness, report at department meeting.	
Florida International University (FIU) Partnership	6,7,8	Camilla Burton, FIU Faculty	District wide science training emphasizing research based practices and technology integration.	August 2012-meet each nine weeks following	Teachers will submit lesson plans demonstrating concepts and technology as demonstrated as a best practice by FIU faculty.	Melissa Alsobrooks, Science Department Head

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:	Offer CTE related programs and activities at HOB. Currently, 74 students are particpating in our IT Academy. Currently, HOB has 12% of our students enrolled in a STEM related program.

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	Implementation of the program will require teacher training and technology compatibility.	Increase computer access and offer the IT academy as part of the elective periods.	Mike Henriquez	Students will have an opportunity to earn industry cetification in the Microsoft programs.	Review the results of those students who take the certifcation exams.

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

Additional Goal(s)

Students taking advanced coursework Goal:

Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	
1. Students taking advanced coursework Goal Students taking advanced coursework Goal #1:	We will increase the percentage of students taking advanced Coursework (Algebra I, Algebra 1 Honors or Geometry Honors) by 15%(222) during the 2012-2013 school year.
2012 Current level:	2013 Expected level:
25% (185) students out of all 7th and 8th graders)	72% (222) students out of all 7th and 8th graders)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1A.1. Lack of mathematical vocabulary in students hinders their ability to process higher order questioning.	1A.1. Block scheduling allows for 78 minutes of math instruction daily. Use of Cornell Notes and Marking the Text as a research based strategy to enhance vocabulary skills and engage students with complex text.	Mike Henriquez	1A.1. Data review of district based assessments as well as classroom assessments through the math department, use of the common board configuration highlighting important vocabulary.	1A.1. Performance Matters Progress Monitoring, FCAT 2.0 Math, District Mid terms and Final exams, classroom based evaluation tools.
2	1A.2. Students do not retain material from year to year. This hinders their ability to incorporate new knowledge on known schema and also hinders their ability to achieve on the FCAT as it tests material from multiple years.	1A.2. Use of guided inquiry activities such as guided note taking and project based learning as a researched based strategy will promote meaningful questioning leading to understanding and retention. Per grade level selected students will receive math intervention to address knowledge gaps as determined through base line data. During the EEI period. Common Planning for all Math teachers.	Mike Henriquez	1A.2. Lesson plans will be reviewed weekly to ensure students are receiving access to research based practices on multiple occasions. students receiving intervention will take a pre and post assessment to evaluate increase in the knowledge base.	1A.2. Performance Matters Progress Monitoring, FCAT 2.0 Math, District Mid terms and Final exams, classroom based evaluation tools.

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

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

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

Budget:

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

End of Students taking advanced coursework Goal(s)

Social Studies Department Goal:

Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	
1. Social Studies Department Goal Social Studies Department Goal #1:	Social Studies teachers in grades 6-8 will become members of the Teaching American History Grant and create a Vertical Team with middle school teachers to develop core skills and strategies to build academic success.
2012 Current level:	2013 Expected level:
66% (4 HOB teachers)	100% (6 HOB teachers)

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
	Time and Grant requirements	Lesson Study PLC through the TAH Grant. PLC will meet one time	Eric Nelson	Each PLC participant is required to write and teach a lesson based	An outside evaluator will come and

1		per month. HOB teachers will also meet 3 times per year with all TAH participants in a seminar setting. Discussion groups with a resident Historian will focus on historical content and pedagogy.		ona historic thinking skill. This year's skill is comparison and contextualization.	observe the teachers that developed a lesson related to historical thinking skills.

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

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

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

Budget:

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

End of Social Studies Department Goal(s)

AVID Program Reading Goal:

Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	
1. AVID Program Reading Goal	At least 80% of the (73) Total AVID students in grades

AVID Program Reading Goal #1:	6-8 will make learning gains in Mathematics and Reading as measured by the scale scores on the 2013 FCAT 2.0 Math and Reading Exam.
2012 Current level:	2013 Expected level:
58% (49)	80% (58)

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	AVID students will be placed in more rigorous courses. They need the support of the tutors.	Tutors are actual teachers providing support to AVID teachers during the EEI period.	Jennifer Walker/Kristen Condella/Jamie Gwidt	Quarterly monitoring of student performance in classes. AVID meeting discussions on student performance.	2013 FCAT data and Performance Matters progress monitoring

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
AVID Summer Institute in Orlando	6-8	AVID Trainers	6-8 teacher in all content areas	July 2012	AVID meetings and CWTs	AVID Team

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

AVID Program Math Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. AVID Program Math Goal AVID Program Math Goal #1:	At least 80% (73) of the AVID students will make learning gains in Math.
2012 Current level:	2013 Expected level:
69% (58)	80% (58)

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	AVID students will be placed in more rigorous courses. They need the support of the tutors.	Tutors are actual teachers providing support to AVID teachers during the EEI period.	Jennifer Walker/Kristen Condella/Jamie Gwidt	Quarterly monitoring of student performance in classes. AVID meeting discussions on student performance.	2013 FCAT data and Performance Matters progress monitoring

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
AVID Summer Institute in Orlando	6-8	AVID Trainers	6-8 teachers in all content areas	July 2012	AVID meetings and CWTs	AVID Team

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 AVID Program Math Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
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 (Uploaded on 10/10/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.

☑ Yes. Agree with the above statement.

Describe projected use of SAC funds	Amount
No data submitted	

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

The H.O.B. School Advisory will be workign on the following initiatives:

1. School Improvement - Academic, Behavior and Attendance goals

2. Transtion -Our school will be transitioning from a middle school to a K-8 school. We have established a timeline which includes activites and tasks that must be completed throughout the year.
3. Construction - Our school is in the third and final year of construction. We have 5 buildings that will be completed this year. Our SAC will continue to monitor the project and look for ways to fund some of the landscaping activities that need to be completed.

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

Monroe School District HORACE O'BRYANT MIDDLE SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	76%	79%	93%	54%	302	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%	80%			148	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	69% (YES)	79% (YES)			148	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					598	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Monroe School District HORACE O'BRYANT MIDDLE SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	75%	77%	86%	63%	301	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	62%	73%			135	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?	58% (YES)	64% (YES)			122	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					558	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested