

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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325 West Gaines Street
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School Name: CORNER LAKE MIDDLE

District Name: Orange

Principal: Enrique Vela

SAC Chair: Katrina Gaither

Superintendent: Barbara Jenkins

Date of School Board Approval: Pending

Last Modified on: 11/13/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Enrique Vela	MS School Administration MA School Psychology BA Psychology	2	12	<p>2011/2012: School Grade = A; Reading Level 3+ = 52%; Math Level 3+ = 59%; Learning Gains in Reading = 69 %; Learning Gains in Math = 62%; Lowest 25% in Reading = 67%; Lowest 25% in Math = 53%.</p> <p>2010/2011: School Grade = A; Reading Level 3+ = 51%; Math Level 3+ = 81%; Learning Gains in Reading = 49 %; Learning Gains in Math = 74%; Lowest 25% in Reading = 40%; Lowest 25% in Math = 57%. AYP: No</p> <p>2009/2010: School Grade = A; Reading Level 3+ = 52%; Math Level 3+ = 79%; Learning Gains in Reading = 50%; Learning Gains in Math = 71 %; Lowest 25% in Reading = 38 %; Lowest 25% in Math = 55%. AYP: No</p> <p>2008/2009: School Grade = B; Reading Level 3+ = 49%; Math Level 3+ = 77%; Learning Gains in Reading = 52%; Learning</p>

					<p>Gains in Math = 75%; Lowest 25% in Reading = 49%; Lowest 25% in Math = 62%. AYP: No</p> <p>2007/2008: School Grade = D; Reading Level 3+ = 52%; Math Level 3+ = 78%; Learning Gains in Reading = 54 %; Learning Gains in Math = 75%; Lowest 25% in Reading = 44%; Lowest 25% in Math = 63%. AYP: No</p>
Assis Principal	Carol Thompson	MS Educational Leadership	15	24	<p>2011/2012: School Grade = A; Reading Level 3+ = 52%; Math Level 3+ = 59%; Learning Gains in Reading = 69 %; Learning Gains in Math = 62%; Lowest 25% in Reading = 67%; Lowest 25% in Math = 53%.</p> <p>2010/2011: School Grade = A; Reading Level 3+ = 75%; Math Level 3+ = 74%; Science Level 3+ = 52%; Learning Gains in Reading = 64%; Learning Gains in Math = 68%; Lowest 25% in Reading = 67%; Lowest 25% in Math = 64%. AYP: No</p> <p>2009/2010: School Grade = A; Reading Level 3+ = 75%; Math Level 3+ = 74%; Learning Gains in Reading = 64%; Learning Gains in Math = 70%; Lowest 25% in Reading = 61%; Lowest 25% in Math = 70%. AYP: No</p> <p>2008/2009: School Grade = A; Reading Level 3+ = 70%; Math Level 3+ = 68%; Learning Gains in Reading = 63%; Learning Gains in Math = 65%; Lowest 25% in Reading = 67%; Lowest 25% in Math = 56%. AYP: No</p> <p>2007/2008: School Grade = A; Reading Level 3+ = 70%; Math Level 3+ = 71%; Learning Gains in Reading = 63%; Learning Gains in Math = 70%; Lowest 25% in Reading = 66%; Lowest 25% in Math = 68%. AYP: No</p>
Assis Principal	Rolando Rivera-Maldonado	MS Educational Leadership	2	12	<p>2011/2012: School Grade = A; Reading Level 3+ = 52%; Math Level 3+ = 59%; Learning Gains in Reading = 69 %; Learning Gains in Math = 62%; Lowest 25% in Reading = 67%; Lowest 25% in Math = 53%.</p> <p>2010/2011: School Grade = A; Reading Level 3+ = 86%; Math Level 3+ = 87%; Learning Gains in Reading = 69%; Learning Gains in Math = 82%; Lowest 25% in Reading = 71%; Lowest 25% in Math = 73%. AYP: No</p> <p>2009/2010: School Grade = A; Reading Level 3+ = 90%; Math Level 3+ = 90%; Learning Gains in Reading = 75%; Learning Gains in Math = 84%; Lowest 25% in Reading = 68%; Lowest 25% in Math = 80%. AYP: No</p> <p>2008/2009: School Grade = A; Reading Level 3+ = 87 %; Math Level 3+ = 90%; Learning Gains in Reading = 72%; Learning Gains in Math = 82%; Lowest 25% in Reading = 69%; Lowest 25% in Math = 78 % . AYP: No</p> <p>2007/2008: School Grade = A; Reading Level 3+ = 85%; Math Level 3+ = 90%; Learning Gains in Reading = 71%; Learning Gains in Math = 85%; Lowest 25% in Reading = 68%; Lowest 25% in Math = 76%. AYP: No</p>

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
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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)
Learning Resource Teacher	Katrina Norris Gaither	BS Social Studies Education MS Social Studies Education	14	2	<p>2011/2012: School Grade = A; Reading Level 3+ = 52%; Math Level 3+ = 59%; Learning Gains in Reading = 69 %; Learning Gains in Math = 62%; Lowest 25% in Reading = 67%; Lowest 25% in Math = 53%.</p> <p>2010/2011: School Grade = A; Reading Level 3+ = 75%; Math Level 3+ = 74%; Science Level 3+ = 52%; Learning Gains in Reading = 64%; Learning Gains in Math = 68%; Lowest 25% in Reading = 67%; Lowest 25% in Math = 64%. AYP: No</p> <p>2009/2010: School Grade = A; Reading Level 3+ = 75%; Math Level 3+ = 74%; Learning Gains in Reading = 64%; Learning Gains in Math = 70%; Lowest 25% in Reading = 61%; Lowest 25% in Math = 70%. AYP: No</p> <p>2008/2009: School Grade = A; Reading Level 3+ = 70%; Math Level 3+ = 68%; Learning Gains in Reading = 63%; Learning Gains in Math = 65%; Lowest 25% in Reading = 67%; Lowest 25% in Math = 56%. AYP: No</p> <p>2007/2008: School Grade = A; Reading Level 3+ = 70%; Math Level 3+ = 71%; Learning Gains in Reading = 63%; Learning Gains in Math = 70%; Lowest 25% in Reading = 66%; Lowest 25% in Math = 68%. AYP: No</p>
Reading Coach	Tammy Tannehill	BA Psychology	13	2	<p>2011/2012: School Grade = A; Reading Level 3+ = 52%; Math Level 3+ = 59%; Learning Gains in Reading = 69 %; Learning Gains in Math = 62%; Lowest 25% in Reading = 67%; Lowest 25% in Math = 53%.</p> <p>2010/2011: School Grade = A; Reading Level 3+ = 75%; Math Level 3+ = 74%; Science Level 3+ = 52%; Learning Gains in Reading = 64%; Learning Gains in Math = 68%; Lowest 25% in Reading = 67%; Lowest 25% in Math = 64%.</p> <p>2009/2010: School Grade = A; Reading Level 3+ = 75%; Math Level 3+ = 74%; Learning Gains in Reading = 64%; Learning Gains in Math = 70%; Lowest 25% in Reading = 61%; Lowest 25% in Math = 70%. AYP: No</p> <p>2008/2009: School Grade = A; Reading Level 3+ = 70%; Math Level 3+ = 68%; Learning Gains in Reading = 63%; Learning Gains in Math = 65%; Lowest 25% in Reading = 67%; Lowest 25% in Math = 56%. AYP: No</p> <p>2007/2008: School Grade = A; Reading Level 3+ = 70%; Math Level 3+ = 71%; Learning Gains in Reading = 63%; Learning Gains in Math = 70%; Lowest 25% in Reading = 66%; Lowest 25% in Math = 68%. AYP: No</p>

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	eRecruit online services is used to recruit and prescreen highly qualified teachers	Administration	Ongoing	
2	Partnership with University of Central Florida is used to recruit and retain highly qualified teachers	Administration	Ongoing	
3	Hosting interns is used to recruit highly qualified teachers	Clinical Educators	ongoing	
4	New Eagle Starting Teacher (NEST) program is used to retain high quality, effective teachers through a support	LRS	ongoing	

	network.			
5	Professional Learning Communities is used to retain high quality, effective teachers through a support and collaboration network.	PLC Facilitators	ongoing	
6	SMILE (Supporting Members in Life Experiences) is used to retain high quality, effective teachers through a support network.	Marianne Morin	ongoing	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
9% [8]	Complete ELL courses Professional Improvement Plan with more classroom observations

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
87	3.4%(3)	47.1%(41)	39.1%(34)	10.3%(9)	34.5%(30)	96.6%(84)	11.5%(10)	3.4%(3)	17.2%(15)

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
Katrina Gaither	Michelle Ezelle Samantha Dale Stephanie Buehler	Instructional Coach	Professional development, pre and post conferencing for Instructional Coaching, individual help sessions
Tamala Tannehill	Shawna Penilla-Williams Lindsay Brown Kathleen Lewis Abigail Zayas-Vargas Shannon Kassim	Reading teachers	Coaching, Collaboration, and Mentoring sessions

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition

programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A

N/A - We are not a Title I school.

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.

The MTSS team at Corner Lake Middle School consists of Principal Enrique Vela, Assistant Principal Carol Thompson, Assistant Principal Rolando Rivera Maldonado, Deans Danielle Kendall and Anthony Mehlich, Learning Resource Specialist Katrina Gaither, Reading Coach Tamala Tannehill, School Staffing Specialist Dawn Rourke, Response to Intervention Coach Arsha Jackson, Media Specialist Mark Zeiler, Guidance Counselors Deborah Yeasted, Suzanne Lawe, and Mary Ellen Jackson, and Curriculum Leaders Tausha Madden Courtney (LA), Marsha Selby (Science), Jennifer Adkison (Social Studies), Melanie and Samuel DeMarco (Math), Derrick Yamonaco (Wellness), Diane Johnson (Career and College Readiness), and Christina Hart

(Fine Arts), Social Worker Iraida Velazquez, School Psychologist Leanne Thomes, Speech and Language Pathologist Kim Blunt, School Resource Officer Kyle Peterson, Itinerant Deaf/Hard Hearing Specialist Pam Fisher, Physical Therapist Maria Devera, and Occupational Therapist Samarra Jean-Charles.

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?

Principal Enrique Vela with the administrative team, Carol Thompson, Rolando Rivera, Danielle Kendall and Anthony Mehlich provide a common vision for the use of data-based decision-making. They ensure that the school-based team is implementing MTSS, conduct assessment of MTSS skills of school staff, ensure implementation of intervention support and documentation, ensure adequate professional development to support MTSS implementation, and communicate with parents regarding school-based MTSS plans and activities. Select General Intermediate Education Teachers, including ELL Compliance Coordinator, Mary Jackson, with Curriculum Leaders Marsha Selby, Tausha Madden-Courtney, Melanie and Sam DeMarco, Jennifer Adkison, Christina Hart, Diane Johnson, and Derrick Yamonaco will provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities. Exceptional Student Education (ESE) School Staffing Specialist Dawn Rourke participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as coteaching. Instructional Coach and Learning Resource Specialist, Katrina Gaither, develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. She identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring. Reading Coach, Tamala Tannehill, provides guidance on K-12 reading plan; leads the whole-school screening program to determine placement for reading compliance, facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data based instructional planning; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans and conducts state FAIR testing for reading. Media Specialist, Mark Zeiler, provides support for school-wide literacy through data management, literacy focused staff development trainings, technical assistance to teachers and students and provides implementation of the project based Summer Reading program. School Psychologist LeAnne Thomes, participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities. RTI Coach Arsha Jackson provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, she works with school social workers continuing to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success as RTI behavior plan leader.

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

The team analyzed data to determine the focus points of the School Improvement Plan, and then researched strategies to address those focus points. Mini-teams were then assigned to coordinate and monitor the focus points included in this School Improvement Plan.

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.

Testings results, including teacher made, FCAT, Benchmark, FAIR and End of Course, attendance, and discipline, are used as data source. The state and/or district provides management systems, such as Pearson Access and Educational Data Warehouse (EDW) as the management systems.

Reading, Math, Science, and Writing Tier I: Baseline data - Edusoft Benchmark assessments, FCAT, teacher observation and teacher made assessments

Reading, Math, Science, and Writing Tier II: Baseline data plus FAIR assessment, DAR as needed, Curriculum based assessment tools, CELLA

Reading, Math, Science, and Writing Tier III: Baseline data plus FAIR assessment, DAR as needed, Curriculum based assessment tools, CELLA, Brigance, the Woodcock Johnson Battery as needed, Compass Learning for course recovery as needed

Behavior Tier I: CLMS School-wide Eagle Pride Expectations, Student Code of Conduct Quarterly Rviews, Bully Prevention Week, Red Ribbon Week, School wide supervision before school, during class change, and after school, grade level iniatives, Students with Academic Gains

Behavior Tier II: Baseline management plus Anger Management groups, peer mediation, Self Esteem group, Social Skills group, no contact contracts, positive behavior certificates, mentor students one by one, parent contracts, grief and loss groups, intervention services, counseling/direction, referral SAFE counselor, referral to S.R.O,Parent Teacher Conferences

Behavior Tier III: Response to Intervention Coach, Threat Assessment, Weekly Progress Report, Principal/Parent Conferences, Alternative placement for severe behavior

Describe the plan to train staff on MTSS.

The team provides monthly trainings to staff based on the needs of the staff as determined by the continuous monitoring of school data. The trainings are held on Thursday mornings and facilitated by members of the team.

Describe the plan to support MTSS.

MTSS is the cornerstone of all programs at Corner Lake Middle School. The team coordinates and monitors all student programs and meets as a team to ensure that all staff members are working for the common goal of student success.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Tamala Tannehill, Katrina Gaither, Mark Zeiler, Shannon Kassim, Arlene Peters, Carolyn Ibarra, Bonnie Corley, Jennifer o'Neill, and Jennifer Adkison

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

Reading and Literacy Coach Tamala Tannehill will lead monthly meetings with the team. The function of the Literacy team will be to promote the four elements of literacy (reading, writing, speaking, and listening)and the six Common Core shifts (increase reading of informational text, text complexity, academic vocabulary, text based answer, increase writing from sources, and literacy instruction in all content areas). The team will construct a working calendar for the promotion of school wide literacy.

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

1. The LLT will coordinate annual "Curriculum Night", an evening event where faculty members from all content areas provide tips for parents to extend their child's learning beyond the classroom. The strategies emphasis comprehension and vocabulary strategies in all content areas.
2. After a general overview of Text Complexity professional development is delivered, the LLT will follow-up with content area specific implementations and recommendations for classroom activities that promote the use of text complexity and build academic vocabulary.
3. The LLT will collaborate to create monthly student writing prompts and DBQs.

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.

Progress monitoring of reading power benchmarks will occur in science and social studies as well as reading and language arts classes. Teachers in these content areas will also unwrap the power strands and work collaboratively to create and implement lessons that align with the benchmarks. Select science and social studies teachers will also be trained as Common Core Blackbelts along side reading and language arts teachers. All teachers will be trained in text complexity and will work with the LLT to incorporate a variety of text and build academic vocabulary in all subject areas.

*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:	Increase student achievement on the 2012 - 2013 Reading FCAT by ten percent which is an increase of four percentage points
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% [416]	37% [467]

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are not given enough opportunities for critical thinking	Teachers use all levels of Webb's Depth of Knowledge questions stems throughout instruction.	Administration	Monitoring of lesson plans and teacher observation	Required lesson plan components and teacher observation
2	Availability and use of data to inform instruction	Teachers will use the Instructional Management System (IMS) and Edusoft to monitor student performance.	Professional Learning Community Facilitator	Teacher and PLC reflection	Achievement scores
3	Teachers need a deeper understanding of benchmarks and item specifications	Teachers will collaborate to unwrap standards and create activities that clearly meet benchmarks	PLC Facilitators, Administration, Reading Coach, LRS, Staffing Specialists	Monitoring of lesson plans, observation of teacher in classroom, and continuous monitoring of student data	Standardized test results, teacher made test results, and GPA
4	Students need additional exposure to a variety of text complexities	Increase the amount and variety of complex text students are exposed to in academic classes.	Administration	Monitoring of lesson plans and instruction	Required lesson plan components and teacher observation

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:	Students will maintain current level or increase by one or more levels
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% [4]	41% [5]

Problem-Solving Process to Increase Student Achievement

	Person or	Process Used to
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Students need extended repetition	Ongoing review and reteaching of skills to mastery	InD Teacher	Teacher checklists, IEP goal data log, FAA practice tasks	Florida Alternate Assessment (FAA)
2	Students need exposure to real world situations	CBI (Community Based Instruction) Trips	InD Teachers and Paraprofessional	Teacher observations	Florida Alternate Assessment (FAA)

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:	Increase student achievement on the 2012 - 2013 Reading FCAT by four percentage points which is ten percent
2012 Current Level of Performance:	2013 Expected Level of Performance:
32% [404]	36% [455]

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are not given enough opportunities for critical thinking	Implementation of all levels of Webb's Depth of Knowledge throughout instructions	Classroom teachers, Administration	Monitoring of lesson plans, observation of teachers	Required lesson plan components, student achievement
2	Students need increase academic rigor	Teachers will facilitate more student led activities	Teachers, Administration	Monitoring of lesson plans, observation of teachers	Required lesson plan components, student achievement, iObservations
3	Teachers need a deeper understanding of benchmarks and item specifications	Teachers will collaborate to unwrap the standards and to create activities that clearly meet benchmarks.	PLC Facilitator, Administration, Reading Coach, LRS, and Staffing Specialist	Monitoring of lesson plans, observation of teacher instructional delivery, continuous monitoring of students progress	Standardized testing, teacher made tests
4	Students need additional opportunities for critical and evidenced based thinking.	Increase non-fiction text reading through Document Based Questions (DBQs).	LRS, Reading Coach, and Social Studies Department	Students will complete one DBQ quarterly in social studies and score from that will be used to guide teachers where to enhance instruction.	DBQ

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:	Students scoring at level 6 or higher will increase by one level or maintain level 7 or higher
2012 Current Level of Performance:	2013 Expected Level of Performance:
17% [2]	25% [3]

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need extended practice	Ongoing review and reteaching for mastery	InD teachers	Teacher checklists, IEP goal data logs, and FAA practice tasks	Florida Alternate Assessment (FAA)
2	Students need exposure to real world situations	CBI (Community Based Trips) Trips	InD teachers and paraprofessionals	Teacher observation	Florida Alternate Assessment (FAA)

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:	Increase student achievement on the 2012 - 2013 Reading FCAT by seven percentage points which is ten percent
2012 Current Level of Performance:	2013 Expected Level of Performance:
68.7% [868]	76% [960]

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need additional support systems	RtI monitoring and mentoring	RtI Coach, Reading Coach, LRS, Staff Specialist, Deans, Administration, Guidance, Classroom teachers	Continuous monitoring of student data	Testing results and frequent observation
2	Students need additional practice with content	Tutorial session, in school and/or on Saturday Online tutorials, such as FCAT Explorer and Edmodo	RtI Coach, Reading Coach, LRS	Continuous monitoring of student data	Testing results and frequent observation
3	Instruction needs to include the use of a variety of text complexities	Increase the amount and varieties of text complexities used in academic classes	Administration, LRS, and Reading Coach	Monitoring of lesson plans and teacher observation	Required lesson plan components and teacher observation
4	Students need more exposure to academic vocabulary	Teachers explicitly implement best practices in vocabulary instruction	Administration, LRS, and Reading Coach	Monitoring of lesson plans and observation of teacher instructional practice	Required lesson plan components and teacher observation

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	Increase student achievement
2012 Current Level of Performance:	2013 Expected Level of Performance:
Indeterminable - sample size too small	Indeterminable - sample size too small

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	Increase student achievement on the 2012-2013 Reading FCAT by seven percentage points which is ten percent
2012 Current Level of Performance:	2013 Expected Level of Performance:
66.7% [211]	74% [234]

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' frustration in intensive remedial classes because they struggle to see their progress.	Teacher celebrates student successes based on progress monitoring.	RtI Coach, Classroom teachers	Progress monitoring	Benchmark tests
2	Struggling readers who dislike reading	Students will be placed in appropriate reading classes based on the K12 Reading Plan Decision Trees Implementation of Read 180 which includes frequent progress monitoring	Reading Coach, Reading teachers	Data monitoring to ensure effectiveness of strategies implementation	Benchmark tests FAIR Testing
3	Students need additional practice with content	Tutorial sessions during school and/or on Saturdays Online tutorials such as FCAT Explorer and Edmodo	RtI Coach, LRS, Reading Coach	Continuous monitoring of student data	Test results and frequent observation
4	High ESE population who are reading below grade level	ESE model provides multiple tiers of support; facilitative, co-taught, and pull out options for LA instruction in addition to reading instruction	School Staffing Specialist, Reading Coach, Administration	Teacher feedback, Observations of classroom teachers, continuous monitoring of student data	Benchmark testings FAIR testing
5	Students lack of exposure to reading outside the classroom	Implement Accelerated Reader and other reading incentives, such as Accelerated Reader, eReaders, book clubs, etc.	Reading Coach, Media Specialist, classroom teachers, Administration	Monitor Accelerated Reader progress, teacher feedback, continuous monitoring of student data	Compare circulation data and testing results

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

Reading Goal #

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

The overall proficiency of students at Corner Lake Middle School will increase each year by three percentage points.

5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	64	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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading.	Increase student achievement on the 2012 - 2013 Reading FCAT by decreasing the number of non-proficient by thirteen
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Reading Goal #5D:	percentage points
2012 Current Level of Performance:	2013 Expected Level of Performance:
71% nonproficient/29% proficient	58% nonproficient/42% 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	Ineffective use of accommodations	Teachers use accommodations that match the needs of the students and the lesson	Teachers, Administration	Monitoring of lesson plans, PLC discussions, Classroom walkthroughs, Continuous monitoring of student data	Required lesson plan components, Standardized test results, teacher made test results
2	Varying ability levels among group or class members	Data driven differentiated instruction based on the needs of individual students Offer three models to meet needs of students: pull-out, co-taught, and facilitative	Classroom Teacher, Administration	Continuous monitoring of student data	Standardized test results, Teacher made test results
3	Low basic skills	Intensive classroom instruction in area of weakness	Classroom Teacher	Continuous monitoring of student data	Standardized test results, Teacher made test results
4	Need for additional support systems	Free Afterschool Zone (Boys and Girls Club) offers targeted homework help	Danielle Kendall, Program workers	Continuous monitoring of student data	Standardized test results, GPAs

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

Problem-Solving Process to Increase Student Achievement

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

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
FCIM - PLC Focus	6 - 8	PLC Facilitator, Administration	Grade level - Content teachers	Weekly	Teacher feedback, PLC reflection, student data	Administration
Differentiated Instruction	6 - 8	Arlene Peters	All teachers	Quarterly	Teacher feedback, implementation, student data	LRS Katrina Gaither
Common Core Shifts	6 - 8	LRS and Reading Coach	All teachers	Monthly	Teacher feedback, implementation, and PLC reflection	Administration
ELA Common Core Blackbelt	6 - 8	District Personnel	Katrina Gaither Tamala Tannehill Mark Zeiler Stephanie Beirne Terri Davidson Arlene Peters Sabrina Kristich	ongoing	TBD	Administration
Instructional Management System	6 - 8	IMS Champion & Co-Champion	All teachers	ongoing	Teacher feedback and usage for data collection	Tamala Tannehill Katrina Gaither
Webb's Depth of Knowledge	6 - 8	LRS	All teachers	ongoing	Teacher feedback and implementation	Katrina Gaither
Response to Intervention	6 - 8	RTI Coach	All teachers	monthly	Teacher feedback and student data	Administration
Effective Co-taught Practices	6-8	School Staffing Specialist	Co-teaching pairs	quarterly	Teacher feedback and observation of implementation	Administration
Marzano Effective Instructional Strategies	6 - 8	LRS, Deans	All teachers	Quarterly	Teacher implementation evaluation	Administration
Unwrapping the Standards	6-8	LRS and Reading Coach	All ELA teachers	First Semester	PLC and department meetings	Administration
Effective Reading Instruction	6-8	LRS/District	Select Teachers	ongoing	PLC and department meetings	Administration

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Use of Common Core Exemplar text	Two additional novels per grade level	Textbooks	\$4,000.00
Buckle Down Common Core Resource	Teacher's Guide for Common Core Shifts	Textbooks	\$384.00
			Subtotal: \$4,384.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
eReaders	Additional reading opportunities for students	General and grant	\$2,000.00
eBooks	Additional reading materials for eReaders	General and grant	\$5,000.00
Read180	Reading program for double block classes	General	\$45,000.00
Accelerated Reading	Reading monitoring program	General	\$8,000.00
			Subtotal: \$60,000.00
Professional Development			

Strategy	Description of Resources	Funding Source	Available Amount
Common Core Blackbelt	District training requires 4 guest teachers	District	\$500.00
Unwrapping the Standards - ELA Part 1	One guest teacher for each ELA teacher	Grant	\$1,750.00
Unwrapping the Standards - ELA Part II	One guest teacher for each ELA teacher	SIP	\$1,750.00
Effective Reading Instruction	Guest teacher needed for each teacher	SIP	\$2,235.00
			Subtotal: \$6,235.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Saturday Tutorials	Students receive additional practice with content	SAI	\$10,000.00
			Subtotal: \$10,000.00
			Grand Total: \$80,619.00

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.		maintain student achievement at or above 95 percent			
CELLA Goal #1:					
2012 Current Percent of Students Proficient in listening/speaking:					
95% [19]					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students reluctant to speak during early stage of language acquisition	Teachers use think pair share and other peer supported strategies	Classroom Teachers	Continuous monitoring of student data	Standardized test results; Teacher observation

Students read in English at grade level text in a manner similar to non-ELL students.					
2. Students scoring proficient in reading.		Increase student achievement by ten percent which is five percentage points			
CELLA Goal #2:					
2012 Current Percent of Students Proficient in reading:					
50% [10]					
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	Multiple levels of ELL students with varied reading instruction needs	Implement differentiated instruction in all ELL, Reading, and CAR classes	Reading Coach, classroom teachers	Progress Monitoring Data	Benchmark Testing Teacher made assessments
2	Low basic skills	Intensive classroom instruction in area of weakness	Classroom Teacher	Continuous monitoring of student data	Standardized test results, Teacher made test results
3	Need for increased delivery and documentation of accommodations	Teachers document accommodations specific to lesson	Teachers, Administration	Monitoring of lesson plans, Classroom walkthroughs, Continuous monitoring of student data	Required lesson plan components, Standardized test results, teacher made test results
4	Need for additional support systems	Free Afterschool Zone (Boys and Girls Club) offers targeted homework help	Danielle Kendall, Program workers	Continuous monitoring of student data	Standardized test results, GPAs

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

3. Students scoring proficient in writing.

CELLA Goal #3:

Increase student achievement by ten percent or six percentage points

2012 Current Percent of Students Proficient in writing:

60% [12]

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need comprehensive instruction in language arts in grades 6, 7, and 8	Develop and implement a vertical team approach to writing instruction	Language Arts Curriculum Leader, LRS, Reading Coach, and Administration	PLC Reflection, Analysis of data, Lesson plan alignment	School wide writing data, FCAT Writing Scores
2	Students need practice writing for a variety of purposes in a variety of settings (across content areas)	Develop meaningful activities (opportunities) in all content areas through PLCs	Administration, LRS, Reading Coach, Curriculum Leaders(Language Arts, Social Studies, Science, Math, Fine Arts, Career and College Readiness and Wellness)	PIC Reflection, Analysis of data, Classroom Walkthrough, Lesson Plan Monitoring	School wide writing data, FCAT Writing Scores

CELLA Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
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Additional reference resources for Media Center and classrooms	Dictionaries, etc.	Textbook	\$200.00
			Subtotal: \$200.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
			Grand Total: \$200.00

End of CELLA Goals

Middle School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	Increase student achievement on the 2012 - 2013 Math FCAT by seven percentage points which is twenty percent
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% [416]	40% [504]

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are not given enough opportunities for critical thinking	Teachers use all levels of Webb's Depth of Knowledge questions stems throughout instruction.	Administration	Monitoring of lesson plans and teacher observation	Required lesson plan components and teacher observation
2	Availability and use of data to inform instruction	Teachers will use the Instructional Management System (IMS) and Edusoft to monitor student performance.	Professional Learning Community Facilitator	Teacher and PLC reflection	Achievement scores
3	Teachers need a deeper understanding of benchmarks and item specifications	Teachers will collaborate to unwrap standards and create activities that clearly meet benchmarks	PLC Facilitators, Administration, Reading Coach, LRS, Staffing Specialists	Monitoring of lesson plans, observation of teacher in classroom, and continuous monitoring of student data	Standardized test results, teacher made test results, and GPA

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:	Students in the levels 4-6 will maintain or increase by 1 or more levels
2012 Current Level of Performance:	2013 Expected Level of Performance:
22% [2]	33% [3]

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need extended repetition	Ongoing review and reteaching of skills to mastery	InD Teacher	Teacher checklists, IEP goal data log, FAA practice tasks	Florida Alternate Assessment (FAA)
2	Students need exposure to real world situations	CBI (Community Based Instruction) Trips	InD Teachers and Paraprofessional	Teacher observations	Florida Alternate Assessment (FAA)

3	Student health and/or attendance	Instruction in good hygiene skills	InD Teachers and Paraprofessionals	Teacher observations	Attendance rate
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	Increase student achievement on the 2012-2013 Math FCAT by four percentage points which is fifteen percent
2012 Current Level of Performance:	2013 Expected Level of Performance:
26% [327]	30% [378]

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are not given enough opportunities for critical thinking	Implementation of all levels of Webb's Depth of Knowledge throughout instructions	Classroom teachers, Administration	Monitoring of lesson plans, observation of teachers	Required lesson plan components, student achievement
2	Students need increase academic rigor	Teachers will facilitate more student led activities	Teachers, Administration	Monitoring of lesson plans, observation of teachers	Required lesson plan components, student achievement, Observations
3	Teachers need a deeper understanding of benchmarks and item specifications	Teachers will collaborate to unwrap the standards and to create activities that clearly meet benchmarks.	PLC Facilitator, Administration, Reading Coach, LRS, and Staffing Specialist	Monitoring of lesson plans, observation of teacher instructional delivery, continuous monitoring of students progress	Standardized testing, teacher made 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 mathematics. Mathematics Goal #2b:	Students scoring level 7 or higher will maintain or increase by one level
2012 Current Level of Performance:	2013 Expected Level of Performance:
22% [2]	33% [3]

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need extended practice	Ongoing review and reteaching for mastery	InD teachers	Teacher checklists, IEP goal data logs, and FAA practice tasks	Florida Alternate Assessment (FAA)
2	Students need exposure to real world situations	CBI (Community Based Trips) Trips	InD teachers and paraprofessionals	Teacher observation	Florida Alternate Assessment (FAA)

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:	Increase student achievement on the 2012-2013 Math FCAT by nine percentage points which is fifteen percent
2012 Current Level of Performance:	2013 Expected Level of Performance:
61.8% [779]	71.5% [895]

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need additional support systems	RtI monitoring and mentoring	RtI Coach, Reading Coach, LRS, Staff Specialist, Deans, Administration, Guidance, Classroom teachers	Continuous monitoring of student data	Testing results and frequent observation
2	Students need additional practice with content	Tutorial session, in school and/or on Saturday Online tutorials, such as FCAT Explorer and Edmodo	RtI Coach, Reading Coach, LRS	Continuous monitoring of student data	Testing results and frequent observation

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:	Indeterminable
2012 Current Level of Performance:	2013 Expected Level of Performance:
Indeterminable - sample size too small	Indeterminable - sample size too small

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	Increase learning gains on the 2012-2013 Math FCAT by eight percentage points which is seventeen percent
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2012 Current Level of Performance:	2013 Expected Level of Performance:
51.7% [163]	60% [189]

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' frustration in intensive remedial classes because they struggle to see their progress.	Teacher celebrates student successes based on progress monitoring.	Rtl Coach, Classroom teachers	Progress monitoring	Benchmark tests
2	Struggling students who dislike math	Implement differentiated instruction, including open-ended questions and real world applications Intensive math classes scheduled for the morning when students are more alert	Math teachers Administration	Progress Monitoring	Benchmark tests Teacher made assessments
3	Students need additional practice with content	Tutorial sessions during school and/or on Saturdays Online tutorials such as FCAT Explorer and Edmodo	Rtl Coach, LRS, Reading Coach	Continuous monitoring of student data	Test results and frequent observation

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Middle School Mathematics Goal # The overall proficiency of students at Corner Lake Middle School will increase each year by three percentage points.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	62	67	70	73	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 mathematics. Mathematics Goal #5B:	Increase student achievement on the Math FCAT by decreasing nonproficient by four to ten percentage points
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black = 55% proficient/45% nonproficient White = 64% proficient/36% nonproficient	Blacks = 65% proficient/35% nonproficient White = 68% proficient/ 32% nonproficient

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool
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			Monitoring	Strategy	
1	Varying student ability levels in group or class members	Data driven differentiated instruction based on the needs of individual students	Classroom Teacher, Administration	Continuous monitoring of student data	Standardized test results, Teacher made test results
2	Need for additional support systems	Free Afterschool Zone (Boys and Girls Club) offers targeted homework help	Danielle Kendall, Program workers	Continuous monitoring of student data	Standardized test results, GPAs
3	Cultural differences	Implementation of "homerom" to build teacher/student relationships	First period teachers	Observation of classroom environment	Standardized test results, Teacher made test results
4	Low basic skills	Intensive classroom instruction in area of weakness	Classroom Teacher	Continuous monitoring of student data	Standardized test results, Teacher made test results

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	Increase student achievement on the Math FCAT by decreasing nonproficient by nine percentage points
2012 Current Level of Performance:	2013 Expected Level of Performance:
39% proficient/61% non-proficient	47% proficient/53% non-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	Ineffective use of accommodations	Teachers use accommodations that match the needs of the students and the lesson	Teachers, Administration	Monitoring of lesson plans, Discussions in PLC, Classroom walkthroughs, Continuous monitoring of student data	Required lesson plan components, iObservations
2	Need for additional reference/learning resources	Make dictionaries and other resources available in classrooms and in the Media Center for individual check out Allow and encourage students to access digital resources via cellphones when available	Teachers, Media Specialist, ELL Compliance Coordinator	Continuous monitoring of student data	Standardized test results, teacher made test results
3	Low basic skills	Intensive classroom instruction in area of weakness	Classroom Teacher	Continuous monitoring of student data	Standardized test results, Teacher made test results
4	Need for additional support systems	Free Afterschool Zone (Boys and Girls Club) offers targeted homework help	Danielle Kendall, Program workers	Continuous monitoring of student data	Standardized test results, GPAs

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	Increase student achievement on the 2012-2013 Math FCAT by decreasing nonproficient by thirteen percentage points

2012 Current Level of Performance:	2013 Expected Level of Performance:
22% proficient/78% non-proficient	35% proficient/65% non-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	Ineffective use of accommodations	Teachers use accommodations that match the needs of the students and the lesson	Teachers, Administration	Monitoring of lesson plans, PLC discussions, Classroom walkthroughs, Continuous monitoring of student data	Required lesson plan components, Standardized test results, teacher made test results
2	Varying ability levels among group or class members	Data driven differentiated instruction based on the needs of individual students Offer three models to meet needs of students: pull-out, co-taught, and facilitative	Classroom Teacher, Administration	Continuous monitoring of student data	Standardized test results, Teacher made test results
3	Low basic skills	Intensive classroom instruction in area of weakness	Classroom Teacher	Continuous monitoring of student data	Standardized test results, Teacher made test results
4	Need for additional support systems	Free Afterschool Zone (Boys and Girls Club) offers targeted homework help	Danielle Kendall, Program workers	Continuous monitoring of student data	Standardized test results, GPAs

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:	Increase student achievement on the 2012-2013 Math FCAT by decreasing non-proficient by five percentage points
2012 Current Level of Performance:	2013 Expected Level of Performance:
52% proficient/ 48% non-proficient	58% proficient/ 42% non-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	Varying ability levels among group or class members	Data driven differentiated instruction based on the needs of individual students	Classroom Teacher, Administration	Continuous monitoring of student data	Standardized test results, Teacher made test results
2	Need for additional support systems	Free Afterschool Zone (Boys and Girls Club) offers homework help	Danielle Kendall, Program workers	Continuous monitoring of student data	Standardized test results, GPAs
3	Socioeconomic differences	Teachers study and implement the work of Dr. Ruby Payne in Understanding the Framework of Poverty	LRS	Continuous monitoring of student data, Observation of students	Standardized test results, Teacher made test, Teacher observations

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:	Increase student achievement on the 2012-2013 Algebra End of Course test by five percentage points which is ten percent
2012 Current Level of Performance:	2013 Expected Level of Performance:
48% [96]	53% [106]

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are not given enough opportunities for critical thinking	Teachers use all levels of Webb's Depth of Knowledge questions stems throughout instruction.	Administration	Monitoring of lesson plans and teacher observation	Required lesson plan components and teacher observation
2	Availability and use of data to inform instruction	Teachers will use the Instructional Management System (IMS) and Edusoft to monitor student performance.	Professional Learning Community Facilitator	Teacher and PLC reflection	Achievement scores
3	Teachers need a deeper understanding of benchmarks and item specifications	Teachers will collaborate to unwrap standards and create activities that clearly meet benchmarks	PLC Facilitators, Administration, Reading Coach, LRS, Staffing Specialists	Monitoring of lesson plans, observation of teacher in classroom, and continuous monitoring of student data	Standardized test results, teacher made test results, and GPA

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:	Increase student achievement on the 2012-2013 Algebra End of Course test by four percentage points which is ten percent
2012 Current Level of Performance:	2013 Expected Level of Performance:
41% [82]	45% [90]

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are not given enough opportunities for critical thinking	Implementation of all levels of Webb's Depth of Knowledge throughout instructions	Classroom teachers, Administration	Monitoring of lesson plans, observation of teachers	Required lesson plan components, student achievement

2	Students need increase academic rigor	Teachers will facilitate more student led activities	Teachers, Administration	Monitoring of lesson plans, observation of teachers	Required lesson plan components, student achievement, iObservations
3	Teachers need a deeper understanding of benchmarks and item specifications	Teachers will collaborate to unwrap the standards and to create activities that clearly meet benchmarks.	PLC Facilitator, Administration, Reading Coach, LRS, and Staffing Specialist	Monitoring of lesson plans, observation of teacher instructional delivery, continuous monitoring of students progress	Standardized testing, teacher made tests
4	Students need additional opportunities for critical thinking	Implementation of all levels of Webb's Depth of Knowledge throughout instructions	Classroom teachers, Administration	Monitoring of lesson plans, observation of teachers	Required lesson plan format, student achievement
5	A variety of skill and knowledge levels in all classrooms	Teachers will implement differentiated lessons based on identified needs to students in the class	PLC Facilitator, Administration, Reading Coach, LRS, and Staffing Specialist	Monitoring of lesson plans, observation of teacher instructional delivery, continuous monitoring of students progress	Standardized testing, teacher made tests, GPA
6	A need for additional technology in the classroom to simulate and practice for online testing	Create model classrooms with computers for small group instruction	Administration	Monitor effective use of resources through lesson plans and classroom walk throughs	Standardized test results, teacher made test results, GPA

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:	Increase student achievement on the Geometry End of Course by three percentage points which is ten percent
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% [18]	31% [20]

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are not given enough opportunities for critical thinking	Teachers use all levels of Webb's Depth of Knowledge questions stems throughout instruction.	Administration	Monitoring of lesson plans and teacher observation	Required lesson plan components and teacher observation
2	Availability and use of data to inform instruction	Teachers will use the Instructional Management System (IMS) and Edusoft to monitor student performance.	Professional Learning Community Facilitator	Teacher and PLC reflection	Achievement scores
3	Teachers need a deeper understanding of benchmarks and item specifications	Teachers will collaborate to unwrap standards and create activities that clearly meet benchmarks	PLC Facilitators, Administration, Reading Coach, LRS, Staffing Specialists	Monitoring of lesson plans, observation of teacher in classroom, and continuous monitoring of student	Standardized test results, teacher made test results, and GPA

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:	Increase student achievement on the Geometry End of Course by seven percentage points which is ten percent
2012 Current Level of Performance:	2013 Expected Level of Performance:
69% [44]	76% [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	Students are not given enough opportunities for critical thinking	Implementation of all levels of Webb's Depth of Knowledge throughout instructions	Classroom teachers, Administration	Monitoring of lesson plans, observation of teachers	Required lesson plan components, student achievement
2	Students need increase academic rigor	Teachers will facilitate more student led activities	Teachers, Administration	Monitoring of lesson plans, observation of teachers	Required lesson plan components, student achievement, iObservations
3	Teachers need a deeper understanding of benchmarks and item specifications	Teachers will collaborate to unwrap the standards and to create activities that clearly meet benchmarks.	PLC Facilitator, Administration, Reading Coach, LRS, and Staffing Specialist	Monitoring of lesson plans, observation of teacher instructional delivery, continuous monitoring of students progress	Standardized testing, teacher made tests
4	Students need additional opportunities for critical thinking	Implementation of all levels of Webb's Depth of Knowledge throughout instructions	Classroom teachers, Administration	Monitoring of lesson plans, observation of teachers	Required lesson plan format, student achievement
5	A variety of skill and knowledge levels in all classrooms	Teachers will implement differentiated lessons based on identified needs to students in the class	PLC Facilitator, Administration, Reading Coach, LRS, and Staffing Specialist	Monitoring of lesson plans, observation of teacher instructional delivery, continuous monitoring of students progress	Standardized testing, teacher made tests, GPA
6	A need for additional technology in the classroom to simulate and practice for online testing	Create model classrooms with computers for small group instruction	Administration	Monitor effective use of resources through lesson plans and classroom walk throughs	Standardized test results, teacher made test results, GPA

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
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FCIM - PLC Focus	6 - 8	PLC Facilitator, Administration	Grade level - Content teachers	Weekly	Teacher feedback, PLC reflection, student data	Administration
Common Core Shifts	6 - 8	LRS and Reading Coach	All teachers	Monthly	Teacher feedback, implementation, and PLC reflection	Administration
Differentiated Instruction	6 - 8	Arlene Peters	All teachers	Quarterly	Teacher feedback, implementation, student data	LRS Katrina Gaither
Math Common Core Blackbelt	6 - 8	District Personnel	Melanie DeMarco, Amanda Sheeran, Jennifer Clum, Hollie Schwartz	ongoing	TBD	Administration
Advanced Math Lead Teacher	7-8	District Personnel	SAM DeMarco - Algebra, Nevine Zein-El-Din - Geometry	ongoing	TBD	Administration
Instructional Management System	6 - 8	IMS Champion & Co-Champion	All teachers	ongoing	Teacher feedback and usage for data collection	Tamala Tannehill Katrina Gaither
Webb's Depth of Knowledge	6 - 8	LRS	All teachers	ongoing	Teacher feedback and implementation	Katrina Gaither
Response to Intervention	6 - 8	RTI Coach	All teachers	monthly	Teacher feedback and student data	Administration
Effective Co-taught Practices	6-8	School Staffing Specialist	Co-teaching pairs	quarterly	Teacher feedback and observation of implementation	Administration
Textbook Training	6-8	District Math Team	Math Teachers	TBD	Teacher feedback and observation of implementation	ADministration
Marzano Effective Instructional Strategies	6 - 8	LRS, Deans, Administration	All teachers	Quarterly	Teacher implementation and evaluation	Administration
Unwrapping the Standards	6-8	LRS and Reading Coach	All math teachers	First Semester	PLC and department meetings	Administration

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Common Core Shifts	Buckle Down Resource Books	Textbooks	\$384.00
			Subtotal: \$384.00
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
Common Core Blackbelt	District training - guest teachers needed	District	\$1,000.00
Unwrapping the Standards - Parts I and II	One guest teacher for each math teacher	Title II	\$3,250.00
			Subtotal: \$4,250.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$4,634.00

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:			Increase student achievement by seven percentage points which is seventeen percent		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
41% [173]			48% [203]		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teacher lack of familiarity with new instructional materials	Extensive teacher training for new resources/curriculum	Science Department Chairperson Marsha Selby, Administration	Teacher feedback, observation, student achievement	Science benchmarks
2	Students lack of background information and science experience	Teachers will review basic science information through bellwork, hands on experiences, and inquiry labs	Teachers, PLC Facilitator, Administration	Progress monitoring assessments	Science benchmarks and 8th grade FCAT

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
2a. FCAT 2.0: Students scoring at or above					

Achievement Level 4 in science. Science Goal #2a:		Increase student achievement on the 2012-2013 Science FCAT by at least one percentage point which is ten percent			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
13% [55]		14% [59]			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are not given enough opportunities for critical thinking	Implement all levels of Webb's Depth of Knowledge questions stems throughout instruction	Classroom teachers, PLC Facilitator, Administration	Monitoring of lesson plans, observation of classroom teachers, progress monitoring data	Required lesson plan format, student achievement

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:		Increase student achievement			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
Indeterminable - sample size too small		Indeterminable - sample size too small			
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
Marzano Effective Instructional Strategies	6 - 8	LRS, Deans, Administration	All teachers	quarterly	Teacher implementation and evaluation	Administration

Webb's Depth of Knowledge	6 - 8	LRS	All teachers	ongoing	Teacher feedback and implementation	Katrina Gaither
Science Best Practices	6 - 8	District Science Personnel	Science teachers	quarterly	Teacher feedback and observation of implementation	Administration
FCIM - PLC Focus	6 - 8	PLC Facilitator, Administration	Grade level - Content teachers	Weekly	Teacher feedback, PLC reflection, student data	Administration
Common Core Blackbelt	6 - 8	District Personnel	Peter McCormick Kristy Muir	ongoing	TBD	Administration
Unwrapping the Standards	6-8	LRS and Reading Coach	All science teachers	First Semester	PLC and department meetings	Administration

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Buckle Down Common Core Resource books	Resource books	Textbook	\$128.00
			Subtotal: \$128.00
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
Common Core Blackbelt Training	District provided - two guest teachers needed	District	\$250.00
Unwrapping the Standards	One guest teacher	SIP	\$1,375.00
			Subtotal: \$1,625.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,753.00

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:	Increase student achievement on the 2012-2013 Writing FCAT by eight percentage points which is ten percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:

81% [345]		89% [379]			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need comprehensive instruction in language arts in grades 6,7, and 8	Develop and implement a vertical team approach to writing instruction	Language Arts Curriculum Leader, LRS, Reading Coach, and Administration	PLC Reflection, Analysis of data, Lesson plan alignment	School wide writing data, FCAT Writing Scores
2	Students need regular practice with timed writing	Provide school wide writing prompts monthly alternating between expository and persuasive	Teachers and Administration	PLC Reflection, Analysis of data, Classroom walkthrough, Lesson Plan Monitoring	School wide writing data, FCAT Writing scores
3	Students are not given enough opportunities to practice writing for a variety of purposes in a variety of settings (across content areas)	Develop meaningful activities (opportunities) in all content areas through PLCs LA and SS teachers collaborate on DBQ and writing (Sandra Day O'Connor Act)	Administration, LRS, Reading Coach, Curriculum Leaders(Language Arts, Social Studies, Science, Math, Fine Arts, Career and College Readiness and Wellness)	PLC Reflection, Analysis of data, Classroom Walkthrough, Lesson Plan Monitoring	School wide writing data, FCAT Writing 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 group:

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	Increase student achievement
2012 Current Level of Performance:	2013 Expected Level of Performance:
Indeterminable - sample size too small	Indeterminable - sample size too small

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
Marzano Effective Instructional Strategies	6 - 8	LRS, Deans, Administration	All teachers	monthly	Teacher implementation and evaluation	Administration
Understanding FCAT Writing Rubric	6-8	LA Curriculum Leader	Language Arts Teachers	monthly	Teacher Implementation	Administration

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Not applicable			\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Not applicable			\$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:		Not applicable			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
N/A		N/A			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students are not given	Teachers use all levels	Administration	Monitoring of lesson	Required lesson

1	enough opportunities for critical thinking	of Webb's Depth of Knowledge questions stems throughout instruction.		plans and teacher observation	plan components and teacher observation
2	Availability and use of data to inform instruction	Teachers will use the Instructional Management System (IMS) and Edusoft to monitor student performance.	Professional Learning Community Facilitator	Teacher and PLC reflection	Achievement scores
3	Teachers need a deeper understanding of benchmarks and item specifications	Teachers will collaborate to unwrap standards and create activities that clearly meet benchmarks	PLC Facilitators, Administration, Reading Coach, LRS, Staffing Specialists	Monitoring of lesson plans, observation of teacher in classroom, and continuous monitoring of student data	Standardized test results, teacher made test results, and GPA
4	The barrier to our students mastering the Civics benchmarks is the lack of proper teacher training for our staff. Due to the implementation of the Civics NGSSS in 2012, teachers have not had enough professional development to ensure student achievement.	In order to properly train the teachers involved with implementing the Civics benchmarks, an ongoing professional development plan needs to be put in place which will include both content and pedagogy instruction.	Jennifer Adkison (Department Chair)	- In-House trainings given by the properly trained facilitators (i.e. LRS on pedagogy, department chair for content, etc.) - Outside trainings given by organizations associated with Civics enrichment (ex. FJCC, Federal Reserve, Justice Teaching Institute, etc.)	In order to ensure teachers have acquired the proper knowledge to teach 7th Grade Civics, a pre- and post-observation by the district curriculum specialist (Janie Phelps or Natalie Stevens) and administrator should be put into place.

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:	Not applicable
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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
In house pedagogy training	Seventh grade - Civics	Learning Resource Specialist	Seventh grade - Civics teachers	Early release Wednesdays - bimonthly	PLC	PLC Facilitator
In house content training	Seventh grade Civics	Social Studies Department Chairperson	Seventh grade - Civics teachers	Early release Wednesdays - bimonthly	PLC	PLC Facilitator
Outside trainings provided by organizations associated with Civics enrichment	Seventh grade - Civics	Outside agency	Seventh grade - Civics teachers	When available via online modules	PLC	PLC Facilitator
Marzano Effective Instructional Strategies	Seventh grade - Civics	LRS, Deans, Administration	All teachers	monthly	Teacher implementation and evaluation	Administration
Unwrapping the Standards	6-8	LRS and Reading Coach	All social studies teachers	First Semester	PLC and department meetings	Administration

Civics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Reading in the Content Area books	"Improving Reading, Writing, and Content Learning for Students in Grades 4-12" by Rosemarye Taylor, UCF	SIP	\$100.00
End of Course Printout	A full printout of the Civics EOC test specifications for each teacher		\$0.00
NGSSS Standards and Benchmarks	Adequate printouts of the NGSS Civics Standards and Benchmarks		\$0.00
			Subtotal: \$100.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Edusoft Access	Progress Monitoring Tool		\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Content training	Free online modules		\$0.00
Unwrapping the Standards	One guest teacher for each SS teacher	SIP	\$1,250.00
			Subtotal: \$1,250.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,350.00

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:	Seventy-five percent of students will have no more than 10 absences and one percent of students will have no more than ten tardies
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
96%	97%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
554	498
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
59%	53%

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 suspended from bus and cannot get to school	Alternate consequences for students that do not have transportation	Deans	Parental Contact	Monitor absences using SMS
2	Students skip school without parent's knowledge	Call/notify parents when students have reached three absences using automated system calls daily	Attendance Clerk, Deans, Counselors	Parental Contact Meet with student	Monitor absences using SMS
3	Students loiter in halls and are late	LOP - Lose of Privileges	Deans	Monitor number of tardies and LOPs	Monitor tardies using ProgressBook an SMS

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
LOP Process	6-8	Deans	All teachers	ongoing	Implementation	Deans, Administration

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal # 1:	CLMS will strive to provide interventions to all faculty o help reduce reduce total number of out-of-school suspensions by ten percent and increase attendance and punctuality within the student body by ten percent
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
Not applicable	Not applicable
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
Not applicable	Not applicable
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
364	327
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
188	169
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	- Insubordination - Criminal Acts - Physical Conflicts - Drug and Alcohol	- Tier 1, 2, 3 interventions - Documentation - Data wall	Deans, Administration	SharePoint, Community Outreach, ConnectEd	Discipline Procedure Guide Code of Conduct

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
Marzano Effective Instruction	6 - 8	Danielle Kendall	All teachers	monthly	Teacher observation	Administration

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: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>		Increase parental and community participation by three percentage points which is ten percent			
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
35% [445]		38% [486]			
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	Community awareness and response	Promote school meetings time by ConnectEd, email, flyers, and personal invitation in English and Spanish Effective use of outdoor marquee	Administration, PTSA, SAC	Agenda reflections and parent involvement in scheduled meetings	Sign in sheets

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:			to foster competencies in science, technology, engineering, and mathematics which build upon each other and can be used in real world problem solving applications.		
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	Teacher lack of experience and time constraints	Provide teachers with ready to use activities	Diane Johnson, Administration	Teacher feedback	Exit cards

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
What is an MEA? How can I use it?	6 - 8	Diane Johnson	Math and LA	During the school year	Teacher feedback	D. Johnson, Administration
STEM Activities for the Science Classroom	6 - 8	Diane Johnson	Science	During the school year	Teacher feedback	D. Johnson, Administration

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
C-Palms Lesson Plans	FL DOE Resource	Free	\$0.00
OCPS - Webbased Curriculum	CIA Blueprints	Free	\$0.00
			Subtotal: \$0.00
Technology			

Strategy	Description of Resources	Funding Source	Available Amount
Computer and internet	Acquiring materials	Already in place	\$0.00
Projector	Student viewing	Already in place	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
In house professional development	D. Johnson to facilitate	Faculty member	\$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:		to inform and provide support to classroom teachers concerning college and career readiness for seventh and eighth grade 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	Misconceptions about curriculum (what we do in class)	Staff development to show teachers what is being done in Business Tech classroom and show connections between the LA classroom which supports the business technology career path	CTE Teacher Keith Lucas, Administration	Pre and Post Teacher Survey	Standardized Assessment

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
CTE and CLMS	7 - 8	Keith Lucas	7th and 8th grade language arts teachers	During the school year	Pre and Post Survey	Keith Lucas, Administration

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
CTE at CLMS	Keith Lucas, Facilitator	Faculty member	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of CTE Goal(s)

Additional Goal(s)

Enrollment and Performance in Advanced Programs AVID - Advancement Via Individual Determination 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. Enrollment and Performance in Advanced Programs AVID - Advancement Via Individual Determination Goal Enrollment and Performance in Advanced Programs AVID - Advancement Via Individual Determination Goal #1:	Increase program awareness by teachers and increase student participation in the AVID program by one additional class period which is twenty percent
2012 Current level:	2013 Expected level:
90 students	11 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	Lack of open access to advanced work for level 2s and 3s	Earn teacher support through use of data and professional development	Guidance and AVID Coordinator	Examination of End of Course scores and final grade calculations	Test scores and math GPA
2	Students missing prerequisites for Algebra course	Provide support for students through tutorials in AVID classes in addition to afterschool study groups	AVID Coordinator	Analysis of tutorial grades	Tutorial Assessments
3	Teacher knowledge of WICOR strategies	Provide professional development for teachers and implement ready made student WICOR activities	LRS, Reading Coach, AVID Site Team	Teacher Feedback	Teacher observations

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

WICOR (Writing, Inquiry, Collaboration, Organization, and Reading strategies)	6 - 8	LRS, Reading Coach, Site Team members	All teachers	Bi-weekly	Teacher Feedback	Site Team, Administration
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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
WICOR Strategies	Biweekly presentations	Faculty members	\$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 Enrollment and Performance in Advanced Programs
AVID - Advancement Via Individual Determination Goal(s)*

Increase Fine Arts Enrollment 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. Increase Fine Arts Enrollment Goal	Increase Fine Arts Enrollment by increasing enrollment in Drama courses by fifty percent				
Increase Fine Arts Enrollment Goal #1:					
2012 Current level:	2013 Expected level:				
65 students	130 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	Available sections of Drama	Added three additional sections	Administration	Monitoring of Master Schedule and enrollment	Enrollment reports

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

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

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

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 Increase Fine Arts Enrollment Goal(s)

Increase Career and College Readiness 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. Increase Career and College Readiness Goal Increase Career and College Readiness Goal #1:	Increase Career and College Readiness enrollment and performance through AVID, Honors, and other courses.
2012 Current level:	2013 Expected level:
87 students in AVID 64 students in Geometry	Increase enrollment and performance in advanced programs by 5% to at least 280 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	Availability of advanced courses	Create additional advanced programs: Spanish 1 Agriscience Intro to Info Tech	Administration, Guidance, Teachers	Administration and Guidance will monitor enrollment in advanced programs; teachers will monitor performance in advanced courses	Enrollment Report; Progress monitoring of course standards

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 Increase Career and College Readiness Goal(s)

Enrollment and Performance in HS course - refer to Algebra and Geometry goals Goal:

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 Enrollment and Performance in HS course - refer to Algebra and Geometry goals Goal(s)

Decrease the Achievement Gap for Each Identified Subgroup - refer to Reading and Math goals 5B Goal:

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 Decrease the Achievement Gap for Each Identified Subgroup - refer to Reading and Math goals 5B Goal(s)

Classification in Special Education 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. Classification in Special Education Goal			Decrease disproportionate classification in Special Educations		
Classification in Special Education Goal #1:					
2012 Current level:			2013 Expected level:		
White students make up 56.2% of Special Education and 47.6% of school's population			Decrease disproportionate classification by at least one percent		
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	Teachers need additional support and training to work with	Implement Response to Intervention program to provide additional	RtI team, Administration	PLC, trainings, classroom observations	Progress monitoring of academic and

unique student needs	support and training		behavioral standards
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

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

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Use of Common Core Exemplar text	Two additional novels per grade level	Textbooks	\$4,000.00
Reading	Buckle Down Common Core Resource	Teacher's Guide for Common Core Shifts	Textbooks	\$384.00
CELLA	Additional reference resources for Media Center and classrooms	Dictionaries, etc.	Textbook	\$200.00
Mathematics	Common Core Shifts	Buckle Down Resource Books	Textbooks	\$384.00
Science	Buckle Down Common Core Resource books	Resource books	Textbook	\$128.00
Writing	Not applicable			\$0.00
Civics	Reading in the Content Area books	"Improving Reading, Writing, and Content Learning for Students in Grades 4-12" by Rosemarye Taylor, UCF	SIP	\$100.00
Civics	End of Course Printout	A full printout of the Civics EOC test specifications for each teacher		\$0.00
Civics	NGSSS Standards and Benchmarks	Adequate printouts of the NGSS Civics Standards and Benchmarks		\$0.00
STEM	C-Palms Lesson Plans	FL DOE Resource	Free	\$0.00
STEM	OCPS - Webbased Curriculum	CIA Blueprints	Free	\$0.00
				Subtotal: \$5,196.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	eReaders	Additional reading opportunities for students	General and grant	\$2,000.00
Reading	eBooks	Additional reading materials for eReaders	General and grant	\$5,000.00
Reading	Read180	Reading program for double block classes	General	\$45,000.00
Reading	Accelerated Reading	Reading monitoring program	General	\$8,000.00
CELLA				\$0.00
Writing				\$0.00
Civics	Edusoft Access	Progress Monitoring Tool		\$0.00
STEM	Computer and internet	Acquiring materials	Already in place	\$0.00
STEM	Projector	Student viewing	Already in place	\$0.00
				Subtotal: \$60,000.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Common Core Blackbelt	District training requires 4 guest teachers	District	\$500.00
Reading	Unwrapping the Standards - ELA Part I	One guest teacher for each ELA teacher	Grant	\$1,750.00
Reading	Unwrapping the Standards - ELA Part II	One guest teacher for each ELA teacher	SIP	\$1,750.00
Reading	Effective Reading Instruction	Guest teacher needed for each teacher	SIP	\$2,235.00
CELLA				\$0.00
Mathematics	Common Core Blackbelt	District training - guest teachers needed	District	\$1,000.00

Mathematics	Unwrapping the Standards - Parts I and II	One guest teacher for each math teacher	Title II	\$3,250.00
Science	Common Core Blackbelt Training	District provided - two guest teachers needed	District	\$250.00
Science	Unwrapping the Standards	One guest teacher	SIP	\$1,375.00
Writing				\$0.00
Civics	Content training	Free online modules		\$0.00
Civics	Unwrapping the Standards	One guest teacher for each SS teacher	SIP	\$1,250.00
STEM	In house professional development	D. Johnson to facilitate	Faculty member	\$0.00
CTE	CTE at CLMS	Keith Lucas, Facilitator	Faculty member	\$0.00
Enrollment and Performance in Advanced Programs AVID - Advancement Via Individual Determination	WICOR Strategies	Biweekly presentations	Faculty members	\$0.00
				Subtotal: \$13,360.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Saturday Tutorials	Students receive additional practice with content	SAI	\$10,000.00
CELLA				\$0.00
Writing	Not applicable			\$0.00
				Subtotal: \$10,000.00
				Grand Total: \$88,556.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

No Attachment (Uploaded on 11/13/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Professional development opportunities for teachers	\$6,710.80

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

The School Advisory Council will continue to monitor the climate of the school by surveying all stakeholders and receiving monthly

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

Orange School District CORNER LAKE MIDDLE 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	75%	74%	90%	52%	291	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	64%	68%			132	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	67% (YES)	64% (YES)			131	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					554	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Orange School District CORNER LAKE MIDDLE 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	75%	74%	90%	50%	289	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	64%	70%			134	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?	61% (YES)	70% (YES)			131	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					554	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested