

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

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

School Name: OLSEN MIDDLE SCHOOL

District Name: Broward

Principal: Valerie Y. Thomas

SAC Chair: Tina Walls and Shaundas Preston

Superintendent: Robert Runcie

Date of School Board Approval: December 4, 2012

Last Modified on: 10/29/2012

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 at Olsen Middle School 2011-2012 - Grade B FCAT 2.0 Reading Reading AMO: 52% Level 3: 27% Level 4 or above: 22% Learning Gains: 67% Lowest 25% Learning Gains: 72% Subgroups (non-proficiency) White: 32% Black: 63% Hispanic: 50% Asian: 55% American Indian: N/A ELL: 74% SWD: 64% Economically Disadvantaged: 55% FCAT 2.0 Math Math AMO: 52% Level 3: 25% Level 4 or above: 25% Learning Gains: 66%

Principal	Valerie Y. Thomas	<p>Master of Science, Educational Leadership, Nova Southeastern University</p> <p>Bachelor of Science, English Education, Florida State University</p> <p>Fl Certification Educational Leadership, School Principal, English Education (6-12), Broward ESOL Special</p>	4	12	<p>Lowest 25% Learning Gains: 54%</p> <p>Subgroups (non-proficiency) White: 31% Black: 59% Hispanic: 51% Asian: 55% American Indian: N/A ELL: 60% SWD: 68% Economically Disadvantaged: 54%</p> <p>2010-2011 - Grade B White, Black, Hispanic, ELL, SWD, and ED did not make AYP in Reading and Math Reading: 60% met high standards. 64% of the lowest 25% made adequate progress. Math: 61% met high standards. 65% of the lowest 25% made adequate progress. Writing: 93% Level 3+ Science: 39% Level 3+</p> <p>2009-2010 - Grade A AYP: Black, White, ED, and SWD did not make AYP in Reading. Black, Hispanic, ED, and SWD did not make AYP in Math Reading Mastery: 61% Math Mastery: 62% Science Mastery: 46% Writing Mastery: 96%</p> <p>Intern Principal at Deerfield Beach Middle School (Aug 2007 - Dec 2010) 2009-2010 - Grade A Reading Mastery: 65% Math Mastery: 67% Science Mastery: 49% Writing Mastery: 90% AYP: Black, ED, SWD did not make AYP in Reading and Math. Black, ED, and ELL did not make AYP in Math</p> <p>2008-2009 – Grade B Reading Mastery: 59% Math Mastery: 65% Science Mastery: 37% Writing Mastery: 95% AYP: Black, ED, ELL and SWD did not make AYP in Reading. Black, ED, and ELL did not make AYP in Math</p> <p>2007 – 2008 – Grade B Reading Mastery: 61% Math Mastery: 63% Science Mastery: 39% Writing Mastery: 89% AYP: Hispanic, ELL and ED did not make AYP in Reading. Black, Hispanic, ED, ELL, and SWD did not make AYP in Math.</p>
		ME, Elementary Education			<p>Assistant Principal at Olsen Middle School 2011-2012 - Grade B FCAT 2.0 Reading Reading AMO: 52% Level 3: 27% Level 4 or above: 22% Learning Gains: 67% Lowest 25% Learning Gains: 72%</p> <p>Subgroups (non-proficiency) White: 32% Black: 63% Hispanic: 50% Asian: 55% American Indian: N/A ELL: 74% SWD: 64% Economically Disadvantaged: 55%</p> <p>FCAT 2.0 Math Math AMO: 52% Level 3: 25% Level 4 or above: 25% Learning Gains: 66% Lowest 25% Learning Gains: 54%</p> <p>Subgroups (non-proficiency) White: 31% Black: 59%</p>

Assis Principal	Andrew Kirk	BA, Elementary Education Certification, Educational Leadership	3	3	<p>Hispanic: 51% Asian: 55% American Indian: N/A ELL: 60% SWD: 68% Economically Disadvantaged: 54%</p> <p>2010-2011 - Grade B Did not make AYP Reading: 60% meet high standards. 64% of students made learning gains. 72% of the lowest 25% made adequate progress. Math: 61% meet high standards. 65% of students made learning gains. 65% of the lowest 25% made adequate progress. Writing: 93% Level 3+ Science: 39% Level 3+</p> <p>2009-2010 - Grade A Did not make AYP Reading Mastery: 61% Math Mastery: 62% Science Mastery: 46% Writing Mastery: 96% AYP: Black, ED, ELL and SWD did not make AYP in Reading. Black, ED, and ELL did not make AYP in Math Teacher at Pompano Beach High 2007-2008, 2008-2009 - Grade A 2008-2009</p>
Assis Principal	Corey Montgomery	<p>MS, Educational Leadership, Lynn University</p> <p>MS, Exceptional Student Education, Lynn University</p> <p>BA, Liberal Studies, Florida Atlantic University</p> <p>Areas of Certification: Educational Leadership Elementary Education Social Science (6-12) Exceptional Student Education Reading Endorsement ESOL Endorsement Gifted Endorsement (K-12)</p>	4	8	<p>Assistant Principal at Olsen Middle School 2011-2012 - Grade B FCAT 2.0 Reading Reading AMO: 52% Level 3: 27% Level 4 or above: 22% Learning Gains: 67% Lowest 25% Learning Gains: 72%</p> <p>Subgroups (non-proficiency) White: 32% Black: 63% Hispanic: 50% Asian: 55% American Indian: N/A ELL: 74% SWD: 64% Economically Disadvantaged: 55%</p> <p>FCAT 2.0 Math Math AMO: 52% Level 3: 25% Level 4 or above: 25% Learning Gains: 66% Lowest 25% Learning Gains: 54%</p> <p>Subgroups (non-proficiency) White: 31% Black: 59% Hispanic: 51% Asian: 55% American Indian: N/A ELL: 60% SWD: 68% Economically Disadvantaged: 54%</p> <p>2010-2011 - Grade B Did not make AYP Reading: 60% meet high standards. 64% of students made learning gains. 72% of the lowest 25% made adequate progress. Math: 61% meet high standards. 65% of students made learning gains. 65% of the lowest 25% made adequate progress. Writing: 93% Level 3+ Science: 39% Level 3+</p> <p>2009-2010 - Grade A Did not make AYP Reading Mastery: 61% Math Mastery: 62% Science Mastery: 46% Writing Mastery: 96% AYP: Black, White, ED, and SWD did not make AYP in Reading. Black, Hispanic, ED, and SWD did not make AYP in Math.</p>
					<p>Assistant Principal at Olsen Middle School 2012-2013</p> <p>ESE Specialist at Olsen Middle School 2011-2012 - Grade B FCAT 2.0 Reading</p>

Assis Principal	Irene Ortiz	MS, Educational Leadership, Nova Southeastern University BA, Marketing, St. Thomas University Areas of Certification: Ed Leadership Exceptional Student Education Elementary Education Business Ed Marketing ESOL Endorsement (K-12)	2	1	<p>Reading AMO: 52% Level 3: 27% Level 4 or above: 22% Learning Gains: 67% Lowest 25% Learning Gains: 72%</p> <p>Subgroups (non-proficiency) White: 32% Black: 63% Hispanic: 50% Asian: 55% American Indian: N/A ELL: 74% SWD: 64% Economically Disadvantaged: 55%</p> <p>FCAT 2.0 Math Math AMO: 52% Level 3: 25% Level 4 or above: 25% Learning Gains: 66% Lowest 25% Learning Gains: 54%</p> <p>Subgroups (non-proficiency) White: 31% Black: 59% Hispanic: 51% Asian: 55% American Indian: N/A ELL: 60% SWD: 68% Economically Disadvantaged: 54% Writing: 80% Level 3+ Science: 46% Level 3+</p> <p>ESE Support Facilitator 2010-2011 - Grade B Did not make AYP Reading: 60% meet high standards. 64% of students made learning gains. 72% of the lowest 25% made adequate progress. Math: 61% meet high standards. 65% of students made learning gains. 65% of the lowest 25% made adequate progress. Writing: 93% Level 3+ Science: 39% Level 3+</p>
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INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Tina Walls	BS: Psychology MS: Reading Mathematics (Grades 5-9) ESOL Currently taking courses towards EdS: Educational Leadership at FAU NBCT	1	10	<p>Reading Coach - Olsen Middle School 2011-2012 School grade: B FCAT 2.0 Reading Level 3: 27% Level 4 or above: 22% Learning Gains: 67% Lowest 25% Learning Gains: 72%</p> <p>2010-2011: Lauderhill Middle - Grade: D Reading Mastery Level 3 and above: 40% Learning Gains in Reading: 58% Learning gains of Lowest 25th: 71%</p> <p>2009-2010: Lauderhill Middle - Grade: C Reading Mastery Level 3 and above: 44% Learning Gains in Reading: 62% Learning gains of Lowest 25th: 69%</p> <p>2008-2009: Lauderhill Middle - Grade: C Reading Mastery Level 3 and above: 38% Learning Gains in Reading: 59% Learning gains of Lowest 25th: 78%</p> <p>2007-2008: Lauderhill Middle - Grade: C Reading Mastery Level 3 and above: 43% Learning Gains in Reading: 63% Learning gains of Lowest 25th: 79%</p>
		BS: Elementary			

Math	Latisa Nelson	Education MS: Elementary Education Mathematics (Grades 5-9) ESOL Gifted Endorsed; NBCT Currently enrolled in PhD program at NSU - Educational Research	1	2	Math Coach at Broward Estates Elementary 2010-2011 School Grade "D" Did not make AYP in Mathematics. Math Mastery-62% Math Learning Gains-45% Lower Quartile math learning gains-52%

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	Principal owns new teachers; Principal meets monthly with new teachers to conduct needs assessment, professional, and monitor progress.	Principal, NESS Liasion, Nationally Board Certified Teachers	June 9, 2013	
2	Weekly Staff development. Instructional coaches facilitate staff development based on the needs of their content area as evidenced by student assessment data.	Principal, Reading Coach, Leadership Team, Principal	June 9, 2013	
3	Monthly Principal Dialogues. The Principal meets with team leaders bi-monthly to assess team needs, and provide materials and training to support teacher development.	Principal, Reading Coach, Leadership Team	June 9, 2013	
4	Pair teachers with mentor teachers to provide support (curriculum, instruction, classroom management)	Principal, Nationally Board Certified Teachers, Assistant Principals	June 9, 2013	
5	Utilize district content area support within monthly staff development	Principal, Assistant Principals, Reading Coach, Principal	June 9, 2013	

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
n/a	

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
72	2.8%(2)	20.8%(15)	51.4%(37)	23.6%(17)	43.1%(31)	100.0%(72)	11.1%(8)	15.3%(11)	76.4%(55)

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
Theon Eames(Science Department Head)	Sivia Maldonado	Mentee is new to the department, transitioning from high school to middle school	Weekly PLC Partnering in staff development "sharing" with content area.
Shaundis Preston	Nicole Renton-Murray	Mentee is new to the school and will serve as a Support Facilitator	Weekly collaboration and Reading PLC (assessing student learning via cognitive level assessment and monitoring). Clarification of job roles, responsibilities and expectations.
Valerie Jean	Luisa Shirley	Mentee is new to the school as comes from the private school sector.	Weekly collaboration and LA PLC and clarification of job roles, responsibilities and expectations.
Yannique Staton	Kim Stevens	Mentee is new to the school and is in need of a go to for general information and assistance.	Weekly collaboration and Math PLC and ongoing monitoring of teacher's adjustment to her new learning community.
Theon Eames (Science Department Head)	Alexi Yao	Mentee is new to the department and school.	Weekly collaboration and PLC. Course collaboration with department members
Kathy Jackson (Language Arts Department Head)	Kendra Ford Mitzie Langston Luisa Shirley	Mentee is new to department and school	Weekly collaboration and L.A PLC (Focus: new goals for writing)
Shaundis Preston	Barbara Bond	Mentee is new to the school and is in need of a go to for general information and assistance.	Weekly collaboration and ESE PLC and continued clarification of job roles, responsibilities and expectations.
Valerie Jean	Tanya Casimir	Mentee is new to the school and is also a beginning teacher.	Weekly collaboration and Math PLC and continued clarification of job roles, responsibilities and expectations.
Yannique Staton	Allyn Pond	Mentee is new to the school and making a transition from High School to Middle School.	Weekly collaboration and Match PLC participation.
Valerie Jean	Kristin Chandler	Mentee is a returning teacher to the Olsen Middle School learning community.	Weekly PLC Partnering in staff development "sharing" with content area.
Valerie Jean	Kristin Chandler	Mentee is a returning teacher to the Olsen Middle School learning community.	Weekly PLC Partnering in staff development "sharing" with content area.
Corey Montgomery	Andre	Mentee is new to the Olsen Middle School learning community	Weekly collaboration and active participation in

(Assistant Principal)	McKenzie	and is making a transition from elementary to middle school.	Math PLC and Tuning Protocol.
Tina Walls (Reading Coach / Reading Department Chair)	Latisa Nelson	Mentee is new to the Olsen Middle School learning community and is making a transition from elementary to middle school.	Weekly collaboration and active participation in Math PLC and Tuning Protocol.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title I funds will be used to do the following:

1. Provide extended learning opportunities for low performing students during and beyond the regular school day.
2. Provide teachers with department training days to enhance skills, knowledge, and abilities to increase student achievement and teacher preparedness.
3. Provide parent trainings to support active engagement and partnership in Olsen Middle School.
4. Provide funds for supplemental teachers.

Title I, Part C- Migrant

As migrant students are identified, collaboration with community agencies will take place to ensure that needed services such as health and nutrition, are provided. Remediation and tutoring services will also be provided.

Title I, Part D

n/a

Title II

Funds will be used to do the following:

1. Provide substitute teachers for individuals and teams who attend in-house professional development.
2. Olsen Middle School teachers, students and parents will be trained in the following for the 2012-2013 school year: "The Big 5" (Expectations for Olsen Middle School Students); RtI; Lesson Study; FCIM; Data Disaggregation; Unwrapping the Benchmark; Using Data to improve instruction; Research-Based Academic and Behavioral Interventions.
3. Provide a Reading Coach to facilitate curriculum support to staff and students.

Title III

The district will provide educational resources and support services to increase academic achievement of English Language Learners.

Title X- Homeless

n/a

Supplemental Academic Instruction (SAI)

Supplemental Academic Instruction Funds will be used to provide additional teachers to supplement the instructional program during the regular school day.

Violence Prevention Programs

n/a

Nutrition Programs

n/a

Housing Programs

n/a

Head Start

n/a

Adult Education

n/a

Career and Technical Education

n/a

Job Training

n/a

Other

n/a

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal: Valerie Y. Thomas
 Assistant Principals and RTI Coordinators: Irene Ortiz, Andrew Kirk, Corey Montgomery
 Guidance Counselors: Yannique Staton and Herman Smith
 Social Worker: Terrance McGharry
 School Psychologist: Stephanie Nohrden
 ESE Specialist: Shaundas Preston
 Reading Coach: Tina Walls
 Speech and Language Pathologist: Barbara Bond
 Teachers of affected student
 Parents of affected student
 Affected student (*student who has been referred to RtI)
 ESE Support Facilitators: Nicole Renton-Murray, Julie Savitz, Valerie Jean, Joyce Ballard
 Teachers of affected students

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

- The RTI Leadership Team meets weekly to discuss students who have been identified by the Collaborative Problem Solving Team (CPST) as needing additional interventions and to discuss the progress of students already receiving interventions.
- The team analyzes data that reflects the student's problem behavior and formulates a goal for positive replacement behavior. At this time, a student's placement on the Tiered system is determined, based on the severity of the student's problem behavior and/or presenting issue.
- The team collaborates to develop interventions based on the student's problem behavior.
- A team member is assigned to monitor the progress of the student and the success of interventions. Data is collected which will either support the use of the intervention or identify the need for a different intervention.
- Members report back to the team the progress of the monitored students. Changes to interventions are implemented if necessary.

*The said process is repeated as necessary (as it is cyclical in nature) and students who are not successful once all interventions have been exhausted are then staffed for a more appropriate alternate placement.

Unique Roles and Responsibilities by Title

Administration: Provide insights on students' patterns of behavior and discipline history.

Guidance Counselors: Monitor progress of intervention implementation and provide emotional support for students.

ESE Specialist: Serves as a consultant for topics related to special-needs students.

School Psychologist: Serves as a consultant for topics related to psychological testing and students with special needs.

School Social Worker: Serves as resource for information about outside agencies that can assist individuals or families in need

Reading Coach and Academic Teacher of Affected Students: Implements interventions in the classroom setting and collects data regarding the student's response to the interventions.
Parent and Student: Provides input regarding interventions and works collaboratively with staff to follow-through on interventions with fidelity.

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?

Team members work collaboratively with content area teachers to target specific areas to strengthen as evidenced by FCAT grades, common assessment, attendance, suspension and tardy data. Teachers develop staff development needs and specific targets for personal and collective growth (via content area, grade level, team), to meet or exceed student academic and behavioral needs.

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.

Student data is reviewed and updated weekly by RtI Team members. Additionally, RtI data is compiled and stored on the RtI school database. Student information includes, but is not limited to: grade and testing data, retention information, attendance and tardy rates, academic and behavioral interventions applied, outcome, parent information (i.e. conferences, involvement).

RtI members make decisions based on student response to interventions evidenced by data trends.

Tier 1 Data sources for Reading, Math, Writing, and Science:

Baseline data: 2012 FCAT and September 2012 administration of the Benchmark Assessment Test

Monitoring data: September and December 2012 administration of the Benchmark Assessment Test and periodic content-area Mini-benchmark assessments and teacher developed content area common assessments

Summative data: 2013 FCAT

Tier 2 and 3 Data sources for Reading, Math, Writing, and Science:

Intervention records and progress monitoring graphs generated for individual students.

Reading.

Tier 1 data sources: Benchmark Assessment Test, FCAT, Fair & Class grades

Tier 2 & 3 data sources: Diagnostic Assessment of Reading, FAIR, Fluency Test, Intervention records and progress monitoring graphs generated for individual students.

Data Management System: Virtual Counselor, Terms or Pinnacle.

Writing.

Tier 1 data sources: FCAT Writes September and November Writing Prompts.

Tier 2 & 3 data sources: Intervention records and progress monitoring graphs generated for individual students.

Describe the plan to train staff on MTSS.

Principal and Assistant Principals participated in district-wide RtI training.

Key RtI staff members receive monthly RtI training by the Principal, ESE Specialist, and Guidance Director.

Ongoing RtI training ensures the entire staff is utilizing the RtI process with fidelity to identify/implement research based interventions to positively impact student needs (academic and behavioral).

Describe the plan to support MTSS.

*The Principal ensures that the RTI meetings are implemented with fidelity on a weekly basis. The RTI meetings are conducted every Wednesday.

*Case-manager roles are assigned to specific RtI team members to closely monitor student progress and report findings and/or updates on a weekly basis. The case-manager role is implemented to ensure that each student of concern is being authentically impacted by his or her articulated plan of action.

*Three times a month, the RtI core team meets twice a day to include active participation of teachers. This enables teachers to have ownership and accountability in the RtI process. Further, it increases teacher awareness of Tier I, II and III students and interventions necessary to impact student success (academic and behavioral).

*The Team also conducts a quarterly team appraisal to determine the impact of the RTI Team's efforts (both academically and

behaviorally. Additionally, modifications are made on an ongoing basis to provide continuous improvement to the efforts of the Collaborative Problem Solving Team.

* A CAB Conference (email folder accessible to all stakeholders), has also been created to share related forms, current literature, best practices and general information in regards to the efforts and/or initiatives of the Collaborative Problem Solving Team.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Principal, Valerie Y. Thomas
Assistant Principals: Andrew Kirk, Corey Montgomery, and Irene Ortiz
Mathematics Department Head: Nelson Malhao
FLVS Coordinator: Nelson Malhao
Reading Coach: Tina Walls
Reading Department Head: Tina Walls
Sixth Grade Math Coach- Latisa Nelson
After School Program Director: Tina Walls
Language Arts Department Head: Kathy Jackson
Science Department Head: Theon Eames
Social Studies Department Head: Jennifer Halter
Elective Department Head: Elias Maya
SIOP/ESOL Coordinator, Dion Nader
Media Specialist, Charlene Hogan
ESE Specialist: Shaundas Preston

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

The Literacy Leadership Team (LLT) will meet monthly.
Focus:
To develop the Olsen Middle School Literacy Plan and implement with fidelity.
To work collaboratively to implement literacy initiatives throughout content areas.
To create a learning environment that supports literacy and actively engages students and stakeholders.

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

The focus and goals of the Literacy leadership Team are aligned with the Reading SIP goals to include, but not limited to:
Development of model/demonstration classrooms;
Use of data to analyze the effectiveness of instruction and redesign of instructional routines and resources to meet student learning and intervention needs;
Monitoring and support of the implementation of the Comprehensive Intervention Reading Programs and scientifically-based reading instruction and strategies, with fidelity;
Leading and supporting PLCs and Lesson Study Groups;
Creating and sharing school-wide initiatives and activities that promote literacy (i.e. Curriculum Nights, Book Club, Reading Across Broward).

Specific school-wide literacy initiatives include, but are not limited to,

1. Family Literacy Nights
2. Reader of the Month Club
3. Book Fair
4. Academic Games Competition
5. Feeder School Partnerships
6. Sustained Silent Reading with Accountability

Public School Choice

Supplemental Educational Services (SES) Notification
[View uploaded file](#) (Uploaded on 9/19/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

Reading strategies will be the responsibility of every teacher at Olsen Middle. In addition to a majority of our students enrolled in a reading class, the following plan will be in effect for the 2012-2013 school year:

1. The reading instructional focus will be posted on our CAB conference (email folder accessible to all stakeholders). All content area teachers are required to implement the weekly focus and document into their instruction.
2. Social Studies teachers attended a district level training on Lesson Studies. Teachers will incorporate reading strategies into their daily lessons.
3. Science and math teachers will focus on reading strategies to help students better understand informational text. Best practices will be shared during trainings for professional development.
4. Language Arts teachers will use question stems in their weekly lesson plans. In addition, teachers will create formative assessments that will monitor students based on the Four Reporting Categories.

The Leadership Team will monitor teachers during classroom walkthroughs to ensure that the plan is done with fidelity.

Additionally, teachers will be provided the opportunity to attain Reading Endorsement or certification. Additionally, to develop a cadre of content area and career and technical teachers who have completed the Content Area Reading Professional Development (CAR-PD, Olsen Middle School will host professional staff development opportunities on campus throughout the year.

Monthly, teachers will have the opportunity to earn inservice hours to facilitate professional staff development (focus: reading strategies)

*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:	By spring 2013 35%(339)of students taking the FCAT Reading will score a level 3.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 6-8, 27%(253) of students scored a level 3 on the 2012 FCAT Reading Test.	The expected performance on the 2013 FCAT Reading is that 35% (339) of all students will score a 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 fail to take advantage of Extended Learning Opportunities (ELO's).	Using BASIS, fragile students will be identified and targeted for extended instruction. Targeted students will meet with Assistant Principal in assembly format to discuss plan of action. Parent notification and authorization will be accomplished via permission slip. Extended learning has been embedded into the student's schedule during the regular school day.	Principal Assistant Principals Reading Coach Content Area Teachers	Afterschool and Saturday Scholars Program Attendance Records.	BAT1 and BAT 2 Data Common Assessments ELO Mini Assessments
2	Students that achieved proficiency (FCAT Level 3) are not enrolled in reading classes.	* Language Arts teachers will participate in PLC's with Reading teachers to model lessons aligned with exemplars and performance tasks in the Common Core State Standards. * Teachers will activate student's background knowledge to facilitate the comprehension process. *All content areas will incorporate weekly school-wide Instructional Focus objectives based on the Reading IFCs and FCAT 2.0 Benchmarks.	*Principal *Assistant Principals *Reading Coach *Department Chairs *Teachers	*Review of Lesson Plans *CWTs *Reading and LA Department Chairs will progress monitor assessments via data yielded from FOCUS website *Sharing Best Practices through PLCs and Tuning Protocols	*BAT 1 & BAT II Data *FCAT data * PLC / Department Meeting Agenda and Minutes *Monthly Common Assessments
	Students are unfamiliar	*All teachers will be	*Principal	*Review of Lesson Plans	FAIR and

3	with Computer-based Assessment.	trained in effective implementation of Florida Achieves on-line Assessments. *Reading and Language Arts teachers will progress monitor student use of on-line assessment.	*Reading Coach *Assistant Principal *Department Chairs *Teachers	*CWTs *Reading and LA Department Chairs will progress monitor assessments via data yielded from FOCUS website *Sharing Best Practices through PLCs and Tuning Protocols	Diagnostic Test Data *Monthly Common Assessment Data
4	Training needed for teachers to understand and correctly implement the reading process infused and research-based cognitive learning strategies.	*Weekly staff development and sharing of classroom implementation and practices in the Reading Process, Unwrapping the Common Core Standards, and Learning Strategies.	*Principal *Assistant Principals *Reading Coach *Teachers	*Observation of Instructional Focus Calendars *Review of Lesson Plans and Assessments *CWT *Student Data Chats	*FCAT Data *BAT 1 and BAT 2 Data *Common Assessment Data *Classroom Assessment Data
5	*The Vocabulary Reporting Category is deficient for all grade levels.	*School-wide integration of Vocabulary Through Morphemes Strategy *Weekly IFC with emphasis on vocabulary attainment via affix study. *Teacher training in the NGSSS Test Specifications on Vocabulary	*Principal *Assistant Principals *Reading Coach *Teachers	*CWTs to ensure strategy integration, student work samples, data chats to ensure student mastery.	*FCAT Data *BAT 1 and BAT 2 Data *Common Assessment Data *Classroom Assessment Data

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	By May 2013, the percent of students scoring proficient on the Florida Alternate Assessment will improve 5 percent from 42.1%(8/19) to 47.3%(9/19)
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012 42.1% (8/19) of all SVE students scored a level 4,5, & 6 in FAA reading test.	The expected performance on the 2013 FAA reading test 47.3% (9/19.)

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	Cognitive and academic deficits related to student disabilities Social and functional deficits related to student disabilities Disruptive behaviors that hinder academic instruction Absences due to health issues	Yearly training or review in test administration procedures for test administrators Positive behavioral strategies to increase on task behaviors Intensive and systematic instruction in all academic areas with extra emphasis on reading and math.	Principal ESE – SVE teachers ESE Specialist Assistant Principal	CWT's to ensure strategy integration. Student work samples Periodic IEP goal progress monitoring Support from teacher assistants Support from SLP Support from	Student work samples DAR KeyMath3 Teacher Observation and evaluation of behavior Weekly and monthly informal

		Enhance student learning by ensuring that students are working at the proper levels in a group where they can function and succeed		administration	assessments
2	Teacher implementation of (Individual Educational Plan)IEP and implementation of student's accommodations	Models of effective strategies Implementation of ESE Strategies	Principal Assistant Principals Department Head Teachers	Student Work Samples CWT	Florida Alternative Assessment Progress monitoring tool weekly assessments
3	Cognitive and academic deficits related to student disabilities Social and functional deficits related to student disabilities Disruptive behaviors that hinder academic instruction Absences due to health issues	Yearly training or review in test administration procedures for test administrators Positive behavioral strategies to increase on task behaviors Intensive and systematic instruction in all academic areas with extra emphasis on reading and math. Enhance student learning by ensuring that students are working at the proper levels in a group where they can function and succeed.	Principal ESE - SVE teachers ESE Specialist Assistant Principal	CWT's Student work samples Periodic IEP goal progress monitoring Support from teacher assistants Support from SLP Observation	Student work samples DAR KeyMath3 Teacher Observation and evaluation of behavior Weekly and monthly informal assessments.

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	By spring of 2013, 28%(271) of students taking the FCAT Reading test will score a 4 or 5.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 6-8, 23%(222) of students scored a level 4 or 5 on the 2012 FCAT Reading test.	The expected performance on the 2013 FCAT Reading tests is that 271%(271) of all students will earn a 4 or 5.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers lack training in Project-Based learning activities to accelerate high achieving students.	Teachers will be trained through PLC's to create and integrate Project-based learning activities for high-achieving students.	Principal Assistant Principals Department Chairs Content Area Teachers	CWT's Academic Games participation	BAT 1 and BAT 2 Academic games competitions EOC Exams Common Assessments
	Level 4 and 5 students are not scheduled in reading classes	* Content area teachers will incorporate research-based reading strategies into their daily lessons.	*Principal *Assistant Principal *Reading Coach	* Documentation of reading strategies in lesson plans * Informal Classroom	*BAT 1 and BAT 2 data *FCAT data

2		*All content areas will incorporate a school-wide objective based on the Reading IFC. *Students will participate in Saturday Scholars Camp.	*Master Scheduler *Content Area Teachers	Walkthroughs *Language Arts teachers will take active role in progress monitoring on-line common assessments.	*Common Assessment Data *BAT Assessment Data
3	Students need enrichment activities to maintain or increase current level of proficiency	High performing students are scheduled in FLVS as an elective. Drama and Journalism classes infuse reading strategies three times weekly.	Principal Assistant Principals Reading Coach FLVS Teachers Journalism and Drama Teachers	Monitor student progress via FLVS Administration to perform quarterly Data Chats with Journalism and Drama teachers to determine if instructional practices are effective in improving student achievement.	FAIR Test Data BAT I and II Data FCAT Data Mini BAT Data Common Assessment Data FLVS Data
4	Teacher knowledge of strategies to teach Informational Text / Research Process.	*Reading teachers will implement "Word Generation", which strategically integrates Informational Text and Research Process. *All content area teachers will incorporate objectives based on School-wide Instructional Focus calendar.	*Principal *Assistant Principals *Reading Coach *Content Area Teachers *ESE Support	*Documentation of reading strategies in lesson plans *Informal Classroom Walkthroughs *Department Chair / PLC Agenda and Minutes	*BAT 1 and BAT 2 data *FCAT data *Common Assessment Data

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	By May 2013, the percent of students scoring proficient on the Florida Alternate Assessment will improve by 5 percent from 26.3% (5/19) to 31.5% (6/19).
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 6 - 8 26.3% (5) students scored a level 7 in FAA Reading Test.	The expected performance on the 2013 FAA Reading is that of 31.5% (6) students will score a level 7.

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 knowledge of Response to Intervention (RtI)	Teachers will be trained in purpose and goals of RtI. Teachers will be provided tools to effectively implement strategies to foster effective student support services.	Principal Classroom Teachers Guidance Counselors ESE Support Facilitators ESE Specialist Reading Coach RtI Team	Weekly RtI Team Evaluation Tools	BASIS DMS Guidance Referral Log
	Teacher implementation of (Individual Educational Plan)IEP and	Models of effective strategies	Principal Assistant Principals Department Head	Student Work Samples CWT	Florida Alternative Assessment

2	implementation of student's accommodations	Implementation of ESE Strategies	Teachers		Progress monitoring tool weekly assessments
3	Cognitive and academic deficits related to student disabilities	Yearly training or review in test administration procedures for test administrators.	Principal ESE - SVE teachers	CWT's to ensure strategy integration Student work samples	Student work samples DAR
	social and functional deficits related to student disabilities	Positive behavioral strategies to increase on task behaviors	ESE Specialist Assistant Principal	Periodic IEP goal progress monitoring Observations	KeyMath3 Teacher Observation and evaluation of behavior
	Disruptive behaviors that hinder academic instruction Absences due to health issues	Intensive and systematic instruction in all academic areas with extra emphasis on reading and math. Enhance student learning by ensuring that students are working at the proper levels in a group where they can function and succeed.		Support from SLP	Weekly and monthly informal assessments.

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	By Spring 2013, 72%(698)of all students taking the FCAT Reading test will make learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 6-8, 67%(606)of all students made learning gains on the 2012 FCAT Reading test.	The expected performance on the 2013 FCAT Reading test is 72%(698)of all students will make learning gains.

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 training in Differentiated instruction model.	Effective models of DI during school-wide literacy training Departmental Collaboration Observation and Feedback on DI strategies via Tuning Protocol	Principal Department Chairs Reading Coach Assistant Principals Content area teachers	CWT's to ensure strategy integration, student work samples and Data Chats	BAT 1 AND BAT 2 Common Assessments FCAT
2	*Students are not reading on grade level and are not sufficiently capable of comprehending text.	*Students reading below grade level are placed in extended-block intensive reading classes to address reading deficits. *Intensive Reading teachers monitor progress of PRE/MID/POST Diagnostic assessments. *Intensive Reading Teachers integrate daily	*Principal *Assistant Principal *Reading Coach *All teachers	*Informal Observation *Lesson Plans Quarterly review of timed-reading logs. *Student Data Chats	*FAIR *BAT Data *FCAT Data *Mini Bat Data *Common Assessments *Fluency graphs

		<p>fluency practice in instructional routine.</p> <p>*All content areas will support literacy initiative by incorporating vocabulary and comprehension strategies to support intensive readers.</p>			
3	*Lack of understanding of test data.	*Teachers, students and Administrators will monitor, track, and chart academic progress and benchmark assessment data through PLC's.	*Principal *Assistant Principal *Reading Coach	*Teachers will perform quarterly data chats with students to ensure students are aware of achievement goals. *Administration will perform quarterly data chats with teachers to ensure instructional practices are effective in improving student achievement.	*Virtual Counselor *FAIR Data/PMRN *Data chat worksheets *BAT I and BAT II
4	*Students lack opportunities to increase oral and silent fluency to enhance comprehension.	*Timed Reading practice will be implemented in all reading classes. *Content area teachers will incorporate research-based strategies into their daily instructional routine	*Principal *Assistant Principals *Reading Coach *Reading Teachers *Content area Teachers	*Frequent monitoring to ensure fluency practice with fidelity	*FAIR *BAT Data *FCAT Data *Mini Bat Data *Common Assessments *Fluency graphs

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:	By May 2013, the percent of students scoring learning gains on the Florida Alternative Assessment will improve by 5 percent from 38.8% (6/16)to 43.7% (7/16).
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 6-8 38.8% (6)students students made learning gains on the FAA in reading.	The expected performance on the FAA Reading is that 43.7% (7)will be make learning gains.

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 knowledge of RtI process and implementation.	Teachers will be trained in purpose and goals of RtI. Teachers will be provided tools to effectively implement strategies to foster effective student support services.	Principal Classroom teachers Guidance Counselors ESE Support Facilitators ESE Specialist Reading Coach	Weekly RtI Team Evaluation Process	Common Assessments BASIS DMS Guidance Referral Log

			Rtl Team		
2	Models of effective strategies Implementation of ESE Strategies	Models of effective strategies Implementation of ESE Strategies	Principal Assistant Principals Department Head Teachers	Student Work Samples CWT	Florida Alternative Assessment Progress monitoring tool weekly assessment
3	Cognitive and academic deficits related to student disabilities Social and functional deficits related to student disabilities Disruptive behaviors that hinder academic instruction Absences due to health issues	Yearly training or review in test administration procedures for test administrators Positive behavioral strategies to increase on task behaviors Intensive and systematic instruction in all academic areas with extra emphasis on reading and math enhance student learning by ensuring that students are working at the proper levels in a group where they can function and succeed	Principal ESE - SVE teachers ESE Specialist Assistant Principal	CWT Student work samples Periodic IEP goal progress monitoring Support from teacher assistants Support from SLP Observation	Student work samples DAR KeyMath3 Teacher observation and evaluation of behavior Weekly and monthly informal assessments

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	By spring 2013, 77%(186) of students in the Lowest 25% will make learning gains on the FCAT Reading test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 6-8, 72%(172) of students in the Lowest 25% made learning gains on the 2012 FCAT Reading test.	The expected performance on the 2013 FCAT Reading test for students in the Lowest 25% is that 77%(186) will make learning gains.

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 reading on grade level and are require extensive support and remediation to comprehend grade level text.	Conduct progress monitoring pre, mid, and post assessments using FORF, DAR to monitor student achievement. Implement small group instruction and 20/20/20 plan	Principal Assistant Principals ESE Specialist Reading Coach Reading Teachers	Reading teachers discuss and review student progress among content area teachers to determine strategies and interventions to assist with reading.	Common Assessments
2	*Students are lacking in basic reading skills. (limited phonemic awareness and oral language skills)	*Monthly Fluency probes using FAIR toolkit. * Rewards or Just Words reading programs *Small group instruction	*Principal *Assistant Principal * Reading Coach	*Informal Classroom Walkthroughs *Lesson Plans * Results of monthly fluency assessments *Use of assessment results to create fluid reading groups	* Results of quarterly fluency assessments * Results of mini-BAT assessments
	Students lack strategies to assist with the	* Students are scheduled into and extended	*Principal	* Documentation of reading strategies in	* FAIR test data

3	comprehension of text.	reading block. *Students participate in small group instruction. * Student will participate in literacy station. * Frequent progress monitoring	*Assistant Principal * Reading Coach *Master Scheduler	lesson plans *Informal Classroom Walkthroughs *Use of assessment results to create fluid reading groups	*BAT 1 and BAT 2 data *FCAT data
4	Students lack in their exposure to a variety of life experiences, as well as their oral language skills.	* Teachers will activate student's background knowledge to facilitate the comprehension * Differentiated instruction * Students will be targeted to participate in after school extended learning opportunities. *Teachers will utilize lessons and activities from BEEP (United Streaming)	*Principal *Assistant Principal * Reading Coach	*Informal Classroom Walkthroughs *Lesson Plans *Use of assessment results to create fluid reading groups	* FAIR test data *BAT 1 and BAT 2 data *FCAT data

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Reading Goal # In six years Olsen Middle School will reduce its achievement gap by 50%.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	52	55	60	64	69	

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:	By May 2013, the percent of White students not making satisfactory progress will be reduced by 5% from 75%(231)to 70%(216); Black students will be reduced by 5% from 42% (116)to 37%(102);Hispanic students will be reduced by 5% from 60%(222)to 55% (203); Asian students will be reduced from 71%(17)to 66% (16);American Indian will be reduced from 63%(3)to 58%(3).
2012 Current Level of Performance:	2013 Expected Level of Performance:
Student sub-group White not making satisfactory progress in reading: 32%(93) Student sub-group Black not making satisfactory progress in reading:Black 64%(174) Student sub-group Hispanic not making satisfactory progress in reading:Hispanic 50%(168) Student sub-group Asian not making satisfactory progress in reading:Asian 55% (11) Student sub-group American Indian not making satisfactory progress in reading:American Indian 50%(2)	White students 70%(216) Black students 37%(102) Hispanic students 55%(203) Asian students 66%(16) American Indian 58%(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	Teachers new to intensive reading block need training on proper utilization of full block to increase rigor using NGSSS TO meet state demands.	School-wide literacy professional development. PLC's Departmental Meetings	Principal Reading Coach Math Coach Department Chairs	Weekly CWT's Common Assessment Data Data Chats	Benchmark Assessments Common Assessments

		Tuning protocols	Assistant Principals Support facilitators ESE Specialist		
2	Students should attend Saturday School ELO's in order to receive enrichment in Math, Science, Writing and Reading.	Advertise programming initiative via parent link messaging. Teachers assign credit for student attendance.	Principal Reading Coach Math Coach Department Chairs Assistant Principals Support facilitators ESE Specialist	Saturday Camp Attendance Rosters Saturday CWT's Common Assessment Data Data Chats	Saturday Assessments Benchmark Assessments Common Assessments
3	All ethnic groups: Lacking fluency which impacts comprehension	Partner reading Timed Reading Maze on FAIR Supplemental resources as identified on Struggling Reader's chart	Principal Reading Coach Assistant Principal ELL Coordinator	Review Pre / Mid and Post timed reading data Administration will perform quarterly data chats with teachers to ensure instructional practices are effective in improving student achievement. Review reading logs CWT	FAIR Test Data BAT Test Data FCAT Data Mini BAT Data Common Assessment Data
4	Teacher knowledge of culturally sensitive instructional techniques.	Training on culturally sensitive instructional strategies.	Principal ELL Instructors Reading Coach Assistant Principals	CWT's will monitor the use of ESOL strategies and differentiated instruction. Quarterly Data Chats	FAIR Test Data BAT Test Data FCAT Data Mini BAT Data Common Assessment Data
5	*The Vocabulary Reporting Category is deficient for all grade levels.	*School-wide integration of Vocabulary Through Morphemes Strategy *Weekly IFC with emphasis on vocabulary attainment via affix study. *Teacher training in the NGSSS Test Specifications on Vocubular	*Principal *Assistant Principals *Reading Coach *Teachers	*CWTs to ensure strategy integration, student work samples, data chats to ensure student mastery.*FCAT Data	*BAT 1 and BAT 2 Data *Common Assessment Data *Classroom Assessment Data

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	By spring 2013, 28% (16) of English Language Learners will make Annual Measurable Objective on the FCAT Reading test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 6-8, 18%(10) of English Language Learners did make Adequate Yearly Progress on the 2012 FCAT Reading test.	The expected performance on the 2013 FCAT Reading test is that 28%(16) of English Language Learners will make Annual Measurable Objective.

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 knowledge and use of ESOL Strategies.	The ESOL Matrix will be utilized in all classes. ESOL support will be provided for all Struggling ESOL students. Use of bilingual dictionaries to build academic vocabulary. School-wide training on effective use of ESOL strategies and accommodations. Differentiated instruction	Principal All teachers ESOL Department Assistant Principals Reading Coach	CWT's will monitor the use of ESOL strategies and differentiated instruction quarterly and provide feedback on strategy use. Quarterly data chats with students and administration. PLC's on Differentiated instruction	Student work BAT I and BAT II Assessments Common Assessments
2	Students have limited exposure to the English language.	Students will work in a small group setting with a resource teacher who will use a variety of reading strategies including Radius Audio Learning System. Teacher will attend workshops on infusing reading strategies instructed by Reading Coach	Principal Assistant Principals Reading Coach Guidance Counselor	Course loads and schedules will be monitored periodically Classroom WalkThroughs Implementation of reading instructional focus into daily lesson	Master Schedule FCAT Benchmark Assessments CELLA
3	Many students are not exposed to the English language at home or outside of school.	*Developmental Language Arts classes will use district provided teaching materials. * Students will be targeted to participate in after school extended learning opportunities.	Principal Reading Coach Guidance Counselor	* Informal Classroom observations * ELLSEP folders	* FAIR tests * CELLA test * IPT Individual Proficiency Test

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	In grades 6-8, 38%(52) of students with disabilities will make Annual Measurable Objective on the 2013 FCAT Reading Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 6-8, 30%(40) of students with disabilities demonstrated proficiency on the 2012 FCAT Reading Assessment.	The expected performance on the 2013 FCAT Reading Assessment, is that 38%(52) of students with disabilities will demonstrate proficiency.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Teacher knowledge and use of ESE Strategies and student's accommodations.	The Individual Educational Plan (IEP) will be utilized in all classes. ESE support will be provided for all ESE students with support	Principal All teachers ESE Department Principal	CWT's will monitor the use of ESE accommodations, and differentiated instruction provide feedback on strategy use.	Student work BAT I and BAT II Assessments Common Assessments

1		<p>facilitators.</p> <p>School-wide training on effective use of ESE strategies and accommodations.</p> <p>Differentiated instruction</p>	<p>Assistant Principals</p> <p>Reading Coach</p> <p>Math Coach</p>	<p>Quarterly data chats with students and administration.</p> <p>PLC's on Differentiated instruction</p>	
2	<p>Providing necessary curricular support for both students and classroom teachers in the domain of "effective reading instruction".</p>	<p>*PLC's lead by ESE Specialist, Reading Coach, Support Facilitators, Behavioral Specialist, School Psychologist and other essential ESE practitioners to appropriately prepare both groups of concern for effective teaching and learning.</p> <p>*Modeling provided by reading coach.</p> <p>*Use of observation paired with reflective feedback and/or related plan(s) of intervention.</p>	<p>Principal</p> <p>Assistant Principal</p> <p>Reading Coach</p> <p>ESE Specialist</p> <p>Support Facilitators</p> <p>General Education Teachers</p>	<p>Class Room Walkthroughs</p> <p>Lesson Plan Monitoring</p> <p>IEP Review</p> <p>Present Level of Performance Review and Monitoring</p>	<p>Classroom Walkthrough</p> <p>BAT I and BAT II</p> <p>FCAT</p> <p>Common Assessments</p> <p>Mastery of IEP Goals</p> <p>DAR</p>
3	<p>The effective implementation of designated accommodations to increase overall reading proficiency.</p>	<p>*Push-In and Pull-Outs provided by ESE Support Facilitators.</p> <p>*Extended Learning Opportunities.</p> <p>*Targeted and Focused PLC's to enhance the skill sets of ESE Specialist and Support Facilitators.</p> <p>*Specialized Instruction to increase Present Level of Performance.</p>	<p>Principal</p> <p>Assistant Principal</p> <p>Reading Coach</p> <p>ESE Specialist</p> <p>Support Facilitators</p> <p>General Education Teachers</p>	<p>Class Room Walkthroughs</p> <p>Lesson Plan Monitoring</p> <p>IEP Review</p> <p>Present Level of Performance Review and Monitoring</p>	<p>Classroom Walkthrough</p> <p>BAT I and BAT II</p> <p>FCAT</p> <p>Common Assessments</p> <p>Mastery of IEP Goals</p> <p>DAR</p>
4					

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:

<p>5E. Economically Disadvantaged students not making satisfactory progress in reading.</p> <p>Reading Goal #5E:</p>	<p>By spring 2013, 54%(405) of economically disadvantaged students will make Adequate Yearly Progress on the FCAT Reading test.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>In grades 6-8, 48%(362) of economically disadvantaged students did make Adequate Yearly Progress on the 2011 FCAT Reading test.</p>	<p>The expected performance on the 2013 FCAT Reading test is that 54%(405) of economically disadvantaged students will make Adequate Yearly Progress on the 2013 FCAT Reading test.</p>

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	<p>79% of the school receives Free or Reduced Lunch. Home factors influence student academic and behavior readiness (i.e. displaced families/ homelessness, students in the care of</p>	<p>Assign mentors to monitor student progress and parental involvement.</p>	<p>Principal</p> <p>Assistant Principal</p> <p>SAC Committee</p> <p>LIT Team Mentors</p>	<p>SAC Meeting Sign In sheets</p> <p>SAC Meeting Invitations returned</p>	<p>Benchmark Assessments</p> <p>Common Assessments</p> <p>Rtl Committee Review</p>

	grandparent or another relative, aggressive behavior due to home conditions).		Guidance Counselors Rtl Team		
2	Students lack life experiences in order to facilitate text to self connections	* Students will be invited to participate in after school extended learning opportunities. * Teachers will activate student's background knowledge to facilitate the comprehension. *Teachers will utilize lessons and activities from BEEP (United Streaming). *Teachers will provide concrete examples when possible to help the students make the connection to the text.	Principal Assistant Principal Reading Coach	* Informal Classroom Walkthroughs *Lesson Plans	* FAIR test data *BAT 1 and BAT 2 data *FCAT data *Mini Bats
3	Students lack exposure to current events	Teachers will incorporate a computer based Non-fictional and informational text program (NewsCurrents) and Junior Scholastic magazines	Principal Assistant Principal Reading Coach Social Studies Department Head Teachers	* Analysis of student reports * PINNACLE grades	* FAIR test data *BAT 1 and BAT 2 data *FCAT data

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
Aligning NGSSS Reading and Effective Instructional Practices for all content areas	6-8 All content areas	Reading Coach	Schoolwide	Early release	Student work CWT's Data Chats	Principal Administrators Reading Coach Math Coach Department Chairs Teachers
Depth of Knowledge and Higher Order Questioning Techniques	6-8 All content areas	Reading Coach	School wide	Early release and Teacher Planning	Student work CWT's Data Chats	Principal Administrators Reading Coach Math Coach Department Chairs Teachers
Academic Vocabulary Development	6-8 All content areas	Reading Coach Math Coach	Schoolwide	Early release and Teacher Planning	Student work CWT's	Principal Administrators Reading Coach Math Coach

					Data Chats	Department Chairs Teachers
PLC's and Differentiated instruction	Development 6-8 All content areas	Reading Coach Math Coach Department chairs PLC Coordinators	Schoolwide	Early release and Teacher Planning	Student work CWT's Data Chats Tuning Protocols	Principal Administrators Reading Coach Math Coach Department Chairs Teachers
Integrating Technology into instruction	Development 6-8 All content areas	Reading Coach Math Coach Department chairs	School wide	Early release and Teacher Planning	Student work CWT's Data Chats Tuning Protocols	Principal Administrators Reading Coach Math Coach Department Chairs Teachers

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Integration of NGSSS Literacy Focus	Weekly skills and strategy resource provided by Reading Coach to enhance student achievement in Reading.	N/A	\$0.00
Timed/Leveled Reading	Jamestown Reading Resources utilized in reading classes to increase student reading fluency.	General Budget	\$2,000.00
			Subtotal: \$2,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
FOCUS-Florida Achieves website	Web-based assessment	N/A	\$0.00
FCAT Explorer	Standards-based practice	N/A	\$0.00
Online Reading Class	Florida Virtual School	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Bi-weekly Professional Development	School-wide training where teachers are introduced to strategies and resources that improve student achievement.	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
			Grand Total: \$2,000.00

End of Reading Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	By spring of 2013 , 45% (31) of all ELL students will be proficient in the CELLA Exam.
2012 Current Percent of Students Proficient in listening/speaking:	
In 2012 41% (29/71) of all ELL students were proficient in the CELLA exam.	

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 have limited exposure to the English Language	Students will work in small group setting with a resource teacher who will use a variety of reading strategies: chunking, Think aloud, modeling, summarizing, peer teaching & repetition including Radius Audio Learning System.	Principal ELL Contact Teachers Dept Head Assistant Principal	CWT Observations Portfolios Student work samples	BAT 1 & 2 DAR Formative assessments to monitor students' progress.
2	Many student students are not exposed to the English Language at home or outside of school.	Developmental Language Arts classes will use district provided teaching materials. Students will be targeted to participate in after school extended learning opportunities, 20/20/20	Principal Reading Coach Language Arts Teacher ELL Contact Assistant Principal	Informal Classroom Observation ELL SEP Folders	FAIR Tests Formative Assessments to monitor students' progress
3					

Students read in English at grade level text in a manner similar to non-ELL students.	
2. Students scoring proficient in reading. CELLA Goal #2:	By spring of 2013 33% (24) of all ELL students will be proficient in Reading.
2012 Current Percent of Students Proficient in reading:	
In 2012 27% (19/71) students were proficient in the Reading.	

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have limited exposure to the English Language	Students will work in a small group setting with a resource teacher who will use reading strategies including Radius audio Leaning	Principal ELL Teachers Department Head Assistant Principal Reading Teacher	Progress Monitoring tool Lesson Plans CWT Observations	BAT 1 & BAT 2 FAIR DAR

		System.			
2	Many students are not exposed to the English Language at home or outside of school.	Developmental Reading classes will be used such as as Wilson to enhance student's success. Students will be targeted to participate in after school extended learning opportunities 20/20/20.	Principal Reading Coach Reading Teacher ELL Contact Assistant Principal	Observation ELL SEP Folders	BAT 1 & BAT 2 FAIR DAR

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

3. Students scoring proficient in writing.

CELLA Goal #3:

By Spring of 2013, 35% , (25/71) of all ELL students will be proficient in the Writing exam.

2012 Current Percent of Students Proficient in writing:

In 2012 30% (21) of all ELL students were proficient in writing test.

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 have limited exposure to the English Language	Students will work in a small group setting with a resource teacher who will use reading strategies: chunking, think aloud, modeling, summarizing, peer teaching, repetition including Radius Audio Learning System.	Principal ELL Teachers Department Head Assistant Principal	CWT Observations Student work samples	MyAccess.com DAR BAT 1 & BAT 2 Formative Assessments to Progress monitor students
2	Many students are not exposed to the English Language at home or outside of school	Use writing strategies in after school extended learning opportunities Springboard Word Generation Vision	Principal Language Arts Teacher ELL Teachers Assistant Principal	CWT Observations Student work samples	MyAccess.com DAR BAT 1 & BAT 2

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Targeted students are enrolled in online education to supplement regular instruction and provide enrichment to	Florida Virtual School	N/A	\$0.00

increase content and language proficiency.			
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
SIOP Conference	SIOP Training to provide teachers with current research based instruction and resources to support ELL students.	General Budget	\$600.00
			Subtotal: \$600.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
			Grand Total: \$600.00

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:	By spring 2013, 28%(295) of all students taking the FCAT Mathematics test will score a 3.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 6-8, 25%(245) of all students scored a level 3 on the 2012 FCAT Mathematics test.	The expected performance on the 2013 FCAT mathematics test is that 28%(295) of all students will score a level 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 fail to take advantage of Extended Learning Opportunities (ELO's).	Using BASIS, fragile students will be identified and targeted for extended instruction. Targeted students will meet with Assistant Principal in assembly format to discuss plan of action. Parent notification and authorization will be accomplished via permission slip. Extended learning has been embedded into the student's schedule during the regular school day.	Principal Assistant Principals Reading Coach Content Area Teachers	Afterschool and Saturday Scholars Program Attendance Records.	BAT1 and BAT 2 Data Common Assessments ELO Mini Assessments
2	Adapting to new standards, textbooks, and ancillary materials.	Train teachers in how to use new materials and teach new standards	Principal Assistant Principals Math Department Chair Secondary Math Trainer	CWT	2013 FCAT Scores Mini-Bat BAT 1 and 2 Mega Assessments
3	Students lack of reading comprehension proficiency	Train teachers in mathematics reading strategies Students take advantage of extended learning opportunities	Principal Assistant Principals Math Department Chair	CWT	Teacher Assessments 2012 FCAT Scores Mini-Bat BAT 1 and 2 Mega Assessments
4	Students need supplemental instruction	Extra support by resource teacher, utilizing small group instruction	Principal Resource Teacher Math Department Chair	CWT	Teacher Assessments 2012 FCAT Scores Mini-Bat Mega Assessments BAT 1 and 2

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:	
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Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	By Spring 2013 63% (12) of all students taking the Florida Alternative Assessment will score a level 4,5, & 6 in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 6 - 8 57.9% (11) students scored a level 4,5, & 6 in mathematics on the Florida Alternative Assessment math test.	The expected performance on the 2013 FAA Math test is 63% or (12)of all students will score a level 4, 5, & 6.

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	Cognitive and academic deficits related to student disabilities Social and functional deficits related to student disabilities Disruptive behaviors that hinder academic instruction Absences due to health issues	Yearly training or review in test administration procedures for test administrators Positive behavioral strategies to increase on task behaviors Intensive and systematic instruction in all academic areas with extra emphasis on reading and math. Enhance student learning by ensuring that students are working at the proper levels in a group where they can function and succeed	Principal ESE – SVE teachers ESE Specialist Assistant Principal	CWT's to ensure strategy integration. Student work samples Periodic IEP goal progress monitoring Support from teacher assistants Support from SLP Support from administration	Student work samples DAR KeyMath3 Teacher Observation and evaluation of behavior Weekly and monthly informal assessments
2	Teacher implementation of (Individual Educational Plan)IEP and implementation of student's accommodations	Models of effective strategies Implementation of ESE Strategies	Principal Assistant Principals Department Head Teachers	Student Work Samples CWT	Florida Alternative Assessment Progress monitoring tool weekly assessments

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	By spring 2013, 31%(327) of all students taking the FCAT Mathematics test will score a level 4 or 5.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 6-8, 26%(248) of all students scored a level 4 or 5 on the 2012 FCAT Mathematics test.	The expected performance on the 2013 FCAT Mathematics test is that 31%(327) of all students will score a level 4 or 5.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Teachers lack training in Project-Based learning activities to accelerate	Teachers will be trained through PLC's to create and integrate Project-	Principal Assistant Principals	CWT's Academic Games	BAT 1 and BAT 2 Academic games

1	high achieving students.	based learning activities for high-achieving students.	Department Chairs Content Area Teachers	participation	competitions EOC Exams Common Assessments
2	Students need enrichment activities to maintain or increase their current level of performance.	Utilize after school time and extended learning opportunities for long term project based learning.	Principal Assistant Principals Math Department Chair	CWT Formal Observation	Teacher Assessments 2013 FCAT Scores Mini-Bat BAT 1 and 2 Mega Assessment
3	Students need supplemental instruction	Extra support by resource teacher, utilizing small group instruction	Principal Resource Teacher Math Department Chair	CWT Formal Observation	Teacher Assessments 2013 FCAT Scores Mini-Bat Mega Assessment
4	Students need a review of grade level tested material.	Utilize built in tutoring to monitor and review mathematical strategies taught at appropriate grade level.	Principal Classroom Teachers Math Coach Math Department Head	CWT's	Teacher Assessments BAT 1 & 2 Mini BATS 2013 Fcat Scores
5	Students were not participating in after-school tutoring session to receive additional support	Utilize Co-Teaching models and additional math support through elective classes	Principal Classroom Teachers Math Coach Math Department Head	CWT's	Teacher Assessments Mini BATS BAT 1 & 2 2013 FCAT Scores

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	By Spring 2013, 20% (4)of all students taking the Florida Alternative Assessment test in math will make Achievement level of 7.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 6 - 8, 15.8% (3)of all students made achievement level of 7 in the Florida Alternative Assessment in math test.	The expected performance on the 2013 FAA Math test is 20% (4)of all students will make learning gains.

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 knowledge of Response to Intervention (RtI)	Teachers will be trained in purpose and goals of RtI. Teachers will be provided tools to effectively implement strategies to foster effective student support services.	Principal Classroom Teachers Guidance Counselors ESE Support Facilitators ESE Specialist Reading Coach RtI Team	Weekly RtI Team Evaluation Tools	BASIS DMS Guidance Referral Log
	Teacher implementation of (Individual Educational Plan)IEP and	Models of effective strategies	Principal Assistant Principals Department Head	Student Work Samples CWT	Florida Alternative Assessment

2	implementation of student's accommodations	Implementation of ESE Strategies	Teachers		Progress monitoring tool Weekly Assessments
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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:

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal # 3a:	By spring 2013, 70%(738) of all students taking the FCAT mathematics test will make learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 6-8, 65%(586) of all students made learning gains on the 2012 FCAT mathematics test.	The expected performance on the 2013 FCAT mathematics test is that 70%(738) of all students will make learning gains.

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 training in Differentiated instruction model.	Effective models of DI during school-wide literacy training Departmental Collaboration Observation and Feedback on DI strategies via Tuning Protocol	Principal Department Chairs Reading Coach Assistant Principals Content area teachers	CWT's to ensure strategy integration, student work samples and Data Chats	BAT 1 AND BAT 2 Common Assessments FCAT
2	Adapting to new standards, textbooks, and ancillary materials.	Train teachers in how to use new materials and teach new standards	Principal Assistant Principals Math Department Chair Math Coach	CWT Formal Observation	2013 FCAT Scores Mini-Bat BAT 1 and 2 Mega Assessment
3	Students' need supplemental instruction	Extra support by resource teacher, utilizing small group instruction	Principal Resource Teacher Math Department Chair Math Coach	CWT Formal Observation	Teacher Assessments 2013 FCAT Scores Mini-Bat Mega Assessment

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal # 3b:	By Spring 2013, 81% (13) of all students taking the FAA Math test will make learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 6-8, 76.9% (12) of all students made learning gains on the 2012 Florida Alternative Assessment Math test.	The expected performance on the 2013 FAA Math test is 81% (13)of all students will make learning gains.

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	Teacher knowledge of RtI process and implementation.	Teachers will be trained in purpose and goals of RtI. Teachers will be provided tools to effectively implement strategies to foster effective student support services.	Principal Classroom teachers Guidance Counselors ESE Support Facilitators ESE Specialist Reading Coach RtI Team	Weekly RtI Team Evaluation Process	Common Assessments BASIS DMS Guidance Referral Log
2	Teacher implementation of (Individual Educational Plan)IEP and implementation of student's accommodations	Implementation of ESE Strategies	Principal Assistant Principals Department Head Teachers	Student Work Samples CWT	Florida Alternative Assessment Progress monitoring tool Weekly Assessments

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	By spring 2013, 58%(158) of students in the lowest 25% will make learning gains on the FCAT Mathematics test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 6-8, 53%(129) of students in the lowest 25% made learning gains on the 2012 FCAT Mathematics test.	The expected performance on the 2013 FCAT Mathematics test is that 58%(158) of students in the lowest 25% will make learning gains.

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 in mathematics to ensure mastery of grade level concepts.	Conduct weekly assessments to progress monitor. Implement 20/20/20 plan using Kids College and FCAT Explorer.	Principal Assistant Principals ESE Specialist Support Facilitators Math Teachers	Math teachers discuss and review student progress among content area teachers to determine strategies and interventions to assist with mathematics.	Common Assessments
2	Students lack of prerequisite knowledge in mathematics	Extra support provided by resource teacher in small group setting	Principal Math Department Chair Assistant Principal Math Coach	CWT	Teacher Assessments 2013 FCAT Scores Mini-Bat BAT 1 and 2 Mega Assessment
3	Students lack of reading comprehension	Train teachers in mathematics reading strategies Students take advantage of extended learning opportunities	Principal Assistant Principals Math Department Chair Reading Coach Math Coach	CWT	Teacher Assessments 2013 FCAT Scores Mini-Bat BAT 1 and 2 Mega Assessment

4	Students need supplemental instruction	Extra support by resource teacher, utilizing small group instruction	Principal Resource Teacher Math Department Chair Math Coach	CWT	Teacher Assessments 2013 FCAT Scores Mini-Bat Mega Assessment
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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 # By June 2013, 68% (652) of students will be on or above grade level as demonstrated by the FCAT 2.0 Annual Measurable Objectives. 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	52%	58%	62%	66%	70%	

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:	By spring 2013, the following subgroups will make Adequate Yearly Progress: White 74%(412), Black 45%(150), Hispanic 54%(171), Asian 50%(12), and Indian 55%(13).
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 6-8, the following subgroups did make Adequate Yearly Progress on the 2012 FCAT Mathematics test: White 31% (91), Black 60%(165), Hispanic 51%(172), Asian 55% (11), Indian 50%(2).	The expected performance for the 2013 FCAT Mathematics test for the following subgroups is: White 74%(412), Black 45%(150), Hispanic 54%(171), Asian 50%(12), Indian 55% (13).

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 should attend Saturday School ELO's in order to receive enrichment in Math, Science, Writing and Reading.	Advertise programming initiative via parent link messaging. Teachers assign credit for student attendance.	Principal Reading Coach Math Coach Department Chairs Assistant Principals Support facilitators ESE Specialist	Saturday Camp Attendance Rosters Saturday CWT's Common Assessment Data Data Chats	Saturday Assessments Benchmark Assessments Common Assessments
2	Students lack of basic mathematic skills	Teachers using centers Use of technology Use of manipulatives Kids College	Principal Assistant Principal Math Department Chair Resource Teacher	CWT PLC Data chats	Teacher Assessments BAT 1 and 2 2013 FCAT Mega Assessment

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	By spring 2013, 40%(28) of all English Language Learners will make Annual Measurable Objective (AMOs) on the FCAT Mathematics test.
2012 Current Level of Performance:	2013 Expected Level of Performance:

In grades 6-8, 28(20) of all English Language Learners did make Adequate Yearly Progress. on the 2012 FCAT Mathematics test		The expected performance on the 2013 FCAT Mathematics test is that 40%(28) of all English Language Learners will make Adequate Yearly Progress on the FCAT mathematics exam.			
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 knowledge and use of ESOL Strategies.	The ESOL Matrix will be utilized in all classes. ESOL support will be provided for all Struggling ESOL students. Use of bilingual dictionaries to build academic vocabulary. School-wide training on effective use of ESOL strategies and accommodations. Differentiated instruction	Principal All teachers ESOL Department Assistant Principals Reading Coach	CWT's will monitor the use of ESOL strategies and differentiated instruction quarterly and provide feedback on strategy use. Quarterly data chats with students and administration. PLC's on Differentiated instruction	Student work BAT I and BAT II Assessments Common Assessments
2	Lack of fluency of the English language	Self contained classes (sheltered instruction) Block scheduling Formative and cumulative assessments identified by the math department will be used consistently in every grade level to assess specific benchmark objective mastery. Teachers will incorporate, but not limited to, ELL strategies i.e. visuals, demonstrations, graphs, webbing, T-charts, demonstrations, peer buddy, small group activities, one on one instruction.	Principal Assistant Principal Teachers Department Chair Resource Teacher Math Coach	CWT PLC Data chats Monitoring and adapting lessons based on daily student progress Blog with Tutorials Weekly quizzes Vocabulary KIM model	Teacher Assessments BAT 1 and 2 2013 FCAT Mega Assessment
3	Teachers inability to communicate with parents	Have translators available for communication with parents	Principal Assistant Principal Teachers Department Chair Math Coach	CWT PLC	Teacher Assessments BAT 1 and 2 2013 FCAT Mega Assessment

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	By Spring of 2013, 30%(40) of all students with disabilities will make Annual Measurable Objective (AMOs) on the FCAT Mathematics Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 6-8, 24% (32) of all students with disabilities did make Adequate Yearly Progress on the 2012 FCAT Mathematics Assessment.	The expected performance on the 2013 FCAT Mathematics Assessment is that 30%(40) of all students with disabilities will make Annual Measurable Objective (AMOs).

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 knowledge and use of ESE Strategies and student's accommodations.	The Individual Educational Plan (IEP) will be utilized in all classes. ESE support will be provided for all ESE students with support facilitators. School-wide training on effective use of ESE strategies and accommodations. Differentiated instruction	Principal All teachers ESE Department Principal Assistant Principals Reading Coach Math Coach	CWT's will monitor the use of ESE accommodations, and differentiated instruction provide feedback on strategy use. Quarterly data chats with students and administration. PLC's on Differentiated instruction	Student work BAT I and BAT II Assessments Common Assessments
2	Students lack of access skills needed to compute and think mathematically at grade level expectation.	*Use of technology to remediate math deficiencies and to introduce prior knowledge for new areas of exploration. SWD will receive support through tutoring and support facilitator.	Assistant Principal ESE Specialist Math Dept Head Math Coach	CWT PLC Data Chats Lesson Plan Monitoring	Mini Bat BAT 1 and 2 2013 FCAT Mega Assessment Common Assessment
3	Students lack of technical reading skills needed to appropriately decode, interpret and solve higher order math problems.	*Essential Reading Strategy Training *Expose students to a variety of informative text through small group, push-ins and guided lessons. *Reading across the content area.	Assistant Principal Reading Coach Math Dept Chair ESE Specialist Math Coach	CWT PLC Data Chats Lesson Plan Monitoring	Mini Bat BAT 1 and 2 2013 FCAT Common Assessment
4					

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:	By spring of 2013, 49%(375) of all economically disadvantaged students will make Adequate Yearly Progress on the FCAT Mathematics test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 6-8, 54% (379) of all economically disadvantaged students did not make Adequate Yearly Progress on the 2012 FCAT Mathematics test .	The expected performance on the 2013 FCAT Mathematics test is that 49%(375) of all economically disadvantaged students will make Adequate Yearly Progress.

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	79% of the school receives Free or Reduced Lunch. Home factors influence student academic and behavior readiness (i.e. displaced families/ homelessness, students in the care of	Assign mentors to monitor student progress and parental involvement.	Principal Assistant Principal SAC Committee LIT Team Mentors	SAC Meeting Sign In sheets SAC Meeting Invitations returned	Benchmark Assessments Common Assessments Rtl Committee Review

	grandparent or another relative, aggressive behavior due to home conditions).		Guidance Counselors Rtl Team		
2	Students lack of basic math skills	student practice use of technology Resource teacher	AP Department Chair Resource Teacher Math Coach	CWT PLC Data chats	Mini Bat BAT 1 and 2 2013 FCAT Mega Assessment
3	Students lack of technical reading skills	Essential Reading Strategy Training Expose students to a variety of informative text through small group and guided lessons	AP Department Chair Resource Teacher Math Coach	CWT PLC Data chats	Mini Bats BAT 1 and 2 2013 FCAT Mega Assessment
4	Students lack of answering high order questions	Essential Reading Strategy Training Expose students to a variety of informative text through small group and guided lessons	AP Department Chair Resource Teacher Math Coach	CWT PLC Data chats	Mini Bats BAT 1 and 2 2013 FCAT Mega Assessment

End of Middle School Mathematics Goals

Algebra End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	By spring 2013, 100%(21) of all students taking the End-Of-Course Exam will score a 3 or better.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In Algebra 1, 0%(34) of all students scored a level 3 on the 2012 End-Of-Course (EOC) Exam.	The expected performance on the 2013 End-of-Course exam is that 100%(21) of all students will score a level 3 or better.

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 fail to take advantage of Extended Learning Opportunities (ELO's).	Using BASIS, fragile students will be identified and targeted for extended instruction. Targeted students will meet with Assistant Principal in assembly format to discuss plan of action. Parent notification and authorization will be accomplished via permission slip. Extended learning has been embedded into the student's schedule during the regular school day.	Principal Assistant Principals Reading Coach Content Area Teachers	Afterschool and Saturday Scholars Program Attendance Records.	BAT1 and BAT 2 Data Common Assessments ELO Mini Assessments
	Students lack of	Modeling note-taking	Principal	CWT	E.O.C Exam

2	organizational skills	strategies, modeling dividers within notebooks in an effort to separate classwork, homework, notes, and examples.	Classroom Teacher Math Coach Co-Teacher	Teacher Observation Teacher student conferences	Classroom Assessments
3	Failure to complete assignments	Creating a website in which both students and parents are able to access. Within the website all assignments and due date are posted so that students and parents are informed of all upcoming dates and assignments.	Principal Classroom Teacher Co-Teacher Math Coach	CWT Teacher student conferences Teacher parent conferences	Classroom Assessments E.O.C Exam
4	Failure to Master Pre-requisite Skills.	Co-Teacher model in which two teachers are in the classroom working with the students in smaller groups and able to devote a block schedule allowing the students ample time and opportunity to succeed.	Principal Classroom Teacher Co-Teacher Assistant Principals	CWT Teacher Student Conferences Teacher Parent Conferences	E.O.C. Exam Classroom Assessments

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

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	On the 2013 End-of-Course exam, 100%(21) of the students will score a 4 or higher.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In all Algebra classes, 100%(34) of all students scored a level 4 or higher on the 2012 End-of-Course (EOC) exam.	It is expected that, 100%(21) of the students will score a 4 or higher.

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 lack training in Project-Based learning activities to accelerate high achieving students.	Teachers will be trained through PLC's to create and integrate Project-based learning activities for high-achieving students.	Principal Assistant Principals Department Chairs Content Area Teachers	CWT's Academic Games participation	BAT 1 and BAT 2 Academic games competitions EOC Exams Common Assessments

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:	On the E.O.C. 100% of the students will receive a level 3 or higher in the Geometry End of Course exam.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In Geometry, 0%(26) students achieved a level 3 in Geometry.	We expect 100% of the student in Geometry will receive a level 3 or higher on the Geometry End of Course Exam.

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 fail to take advantage of Extended Learning Opportunities (ELO's).	Using BASIS, fragile students will be identified and targeted for extended instruction. Targeted students will meet with Assistant Principal in assembly format to discuss plan of action. Parent notification and authorization will be accomplished via permission slip. Extended learning has been embedded into the student's schedule during the regular school day.	Principal Assistant Principals Reading Coach Content Area Teachers	Afterschool and Saturday Scholars Program Attendance Records.	BAT1 and BAT 2 Data Common Assessments ELO Mini Assessments

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

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	On the 2013 Geometry End of course Exam 100% of the students will receive a level of 4 or higher.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In Geometry, 100%(26)students achieved a level 4 on the Geometry End of Course Exam.	It is expected that 100% of the students in Geometry will receive a level 4 or better on the End of Course Exam.

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 lack training in Project-Based learning activities to accelerate high achieving students.	Teachers will be trained through PLC's to create and integrate Project-based learning activities for high-achieving students.	Principal Assistant Principals Department Chairs Content Area	CWT's Academic Games participation	BAT 1 and BAT 2 Academic games competitions EOC Exams Common Assessments

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Training in Crosswalks from NGSSS to Common Core Standards	Grades 6-8 Mathematics Teachers	Math Department Head	Mathematics Teachers by Grade level	Department staff development twice a week	Classroom Walk Throughs Best Practices	Principal Assistant Principal Math Department Head
Horizontal Teaming	Grades 6-8 Mathematics Teachers broken up by grade level	Math Department Head	Mathematics Teachers by Grade Level	Department Release Staff Development Day	Mini Bats Classroom Walk Throughs	Principal Assistant Principal Math Department Head
Data Analysis	Grades 6-8 Mathematics Teachers	Assistant Principal, Math Department Head	Mathematics Teachers	September-May monthly PLCs	Tuning Protocol shared during PLC Classroom observations	Principal Assistant Principal Math Department Head

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
Online learning	Kid's College; online practice of math standards	PTSA	\$5,000.00
FCAT Explorer and Florida Achieves	Online practice of standards and assessments aligned to NGSSS.	N/A	\$0.00
Online Learning Virtual School	Students enrolled in Florida Virtual School to provide added rigor, remediation and enrichment to supplement regular instruction.	N/A	\$0.00
			Subtotal: \$5,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
Department Staff Development Training Days	Title 1 Staff Development funds used to fund substitute teachers to provide math teachers with in-house staff development. Focus: research based teaching strategies; common core; IFC development	Title 1 Staff Development	\$3,000.00
			Subtotal: \$3,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount

Novels (The Number Devil; Arithmetic)	Utilized novels that have a mathematics theme to increase student reading proficiency by integrating theme based, relevant reading through the 7th grade math class. Target: Level 1 and 2 readers	General Budget	\$1,000.00
			Subtotal: \$1,000.00
			Grand Total: \$9,000.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:		By Spring of 2013, 47%(158) of all 8th grade students will score a level 3 on the FCAT Science Assessment.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
In grade 8, 44%(170) of all students scored a level 3 on the 2011 FCAT Science Assessment.		The expected performance on the 2013 FCAT Science Assessment is that 47% (158)of all 8th grade students will score a level 3 or above.			
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 inability to retain cumulative material	Teachers will implement Friday benchmark reviews based on previous knowledge and assessment data. Teachers will conduct activities and labs including information from 6th and 7th grade curriculum	Principal Assistant Principal Science DepartmentChair	Follow-up Assessment Classroom Walkthroughs	BAT I, BAT II-8th Grade Mini BAT (all grades) Common Assessments
2	Students lack of experience with high order questioning.	Scaffolding questions in assessments to increase cognitive abilities. Incorporate higher order questions in Bell Work and Ticket Out to connect student knowledge to question level.	Principal Assistant Principal Science Department Chair	Follow-up Assessments that monitor levels of cognitive complexity on mini assessments Classroom Walkthrough's	Mini BATs (all grades) BAT I, BAT II Teacher made Assessments Common Assessments
3	Ability to understand informational text based on reading level in the content area of Science.	Provide opportunities for additional practice at reading informational text. Exposure to a variety of content area Reading strategies for informational text, to assist in overall understanding of Science content and to increase current	Principal Assistant Principal Science Department Chair Reading Coach	PLCs/time will be used to develop stem questions in regards to informational text. PLCs/Active Reading Strategies. Classroom Walkthrough	Teacher generated material and assessment BAT I, BAT II Science Benchmark Assessment

		level of readability.			
4	The non-integration of 6th and 7th grade curriculum with current 8th grade science content.	Teachers will implement Thinking Thursdays, wherein prior topics covered in the 6th and 7th grade science curriculum will be integrated. The spiraling of 6th, 7th and 8th grade curriculum at all levels. Sixth and seventh grade teachers will switch with 8th grade teachers to teach a lesson from the 6th or 7th grade curriculum monthly.	Principal Assistant Principal Science Department chair	PLCs time will be used to develop materials, implementation and assessments	Teacher made assessments on cumulative science curriculum.
5	Students inability to transfer classroom problem solving skills to real-life problem solving	Incorporate virtual learning activities (GIZMOS), into weekly lessons. Incorporate external field trips for scientific exploration.	Principal Assistant Principal Department Chair	PLCs time will be used to develop materials and implement explorations	Teacher made assessments Science mini assessments

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal # 1b:	By Spring of 2013, 50% (4) of all students taking the Florida Alternative Assessment Science test will score 4, 5 & 6.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 6-8, 37.5% (3) of all students scored level 4, 5, & 6 on the 2012 Florida Alternative Assessment in Science test.	the expected performance on the 2013 FAA Science test is 50% (4) of all students will score 4, 5 & 6.

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 implementation of (Individual Educational Plan) IEP and implementation of student's accommodations	Implementation of ESE Strategies	Principal Assistant Principals Department Head Teachers	Student Work Samples CWT	Florida Alternative Assessment Progress monitoring tool Weekly Assessments

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal # 2a:	By spring 2013, 15% (50) of all 8th grade students will score a level 4 or 5 on the FCAT Science test.
2012 Current Level of Performance:	2013 Expected Level of Performance:

In grade 8, 11%(34) of all students scored a level 4 or 5 on the 2012 FCAT Science test.	The expected performance on the 2013 FCAT Science test is that 15% (50) of all 8th grade students will score a level 4 or 5.
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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 time for teachers to implement performance based criteria/assessments to meet the needs of higher achieving student learners.	Higher achieving students will be given an additional science elective to increase exposure to higher level concepts.	Principal Assistant Principal Science Department Chair	Monitoring of mini assessments based on strands.	Mini Assessments Student-created artifacts Common Assessments BAT I, BAT II
2	Students lack of experience with high order questioning	Scaffolding questions in assessments to increase cognitive abilities.	Principal Assistant Principal Science Department Chair	Follow-up Assessments that monitor levels of cognitive complexity on mini assessments	Mini Assessments Student-created artifacts Common Assessments BAT I, BAT II
3	Students have difficulty retaining and applying concepts previously taught in 6th and 7th Grade	A group of higher level students are currently enrolled in 9th Grade Earth/ Space Science through Florida Virtual School	Principal Assistant Principal FLVS facilitator FLVS Course Instructor Science Department Chair	FLVS Pacing checkpoints	FLVS Course Assessments Common Assessments BAT I and BAT II
4	The need for students to review previously taught material and higher order questioning creates a time constraint for students to research more difficult concepts	A group of higher performing students will be exposed to more rigorous content in preparation for Science Olympiad competition.	Principal Science Olympiad Facilitators Science Department Chair Assistant Principal	Science Olympiad Curriculum materials/ assessments	Science Olympiad Teacher Evaluation/ Assessments

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	In February 2013, 22.2% (2) of qualifying students will score at or above Achievement Level 7 in Science on the Florida Alternate Assessment Test.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
In February 2012, 12.5% (1) of qualifying students scored at or above Achievement Level 7 in Science on the Florida Alternate Assessment Test.	The expected performance on the 2013 Florida Alternate Assessment is that 22% (2) of qualifying students will score a level 7 or above.

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
Best practices Inquiry based Learning Strategies	6, 7, 8/ Science	Science Department Chair, Theon Eames	Science 6, 7, 8	Every second Wednesday of the month	Classroom Visits	Principal Administrators Reading Coach Math Coach Department Chair Teachers
Science Immersion participation- teachers paired up to teach science content to students and provide students with hands on practice.	6, 7, 8/ Science	Science Department Chair, Theon Eames	Science 6, 7, 8	Monthly sessions including October 18, November 15, December 13, January 24, February 14, March 14, and April 11.	Student assessments and end products from lessons	Principal Administrators Department Chair Teachers
Infusing Reading in content area	6, 7, 8/ Science	Reading Coach Tina Walls	Science 6, 7, 8	Early release days October 25, January 17, March 17	Student assessment and classroom visits	Principal Administrators Department Chairs Teachers
Technology training including: GIZMO Virtual lab, FCAT Explorer	6, 7, 8/ Science	Science Department Chair Theon Eames	Science 6, 7, 8	Monthly Sessions every 2nd Monday	Student assessments and classroom visits	Principal Administrators Department Chair Teachers

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
FCAT Explorer and Florida Achieves	Online practice and assessment aligned to NGSSS	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Science Immersion	Resources used to provide substitute teachers to enable science teachers to plan collaboratively and co-teach.	Title 1 Staff Development	\$5,000.00
			Subtotal: \$5,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Science Brain Bowl Competition	Resources used to provide student teams with vocabulary and science comprehension	General Budget	\$1,000.00

review.

Subtotal: \$1,000.00

Grand Total: \$6,000.00

End of Science Goals

Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	By spring 2013 90% (306) of all eighth grade students taking the FCAT Writing Assessment will score a 3.0 or higher.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on 2012 data, 81% (276) of all students scored 3.0 or higher on the FCAT Writing test.	By spring 2013 90% (306) of all students will score a 3.0 or higher.

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	New teachers need training to implement the writing process.	Utilize department release time to model and demonstrate effective writing process and how to analyze data.	Principal Assistant Principal Department Head	CWT Student Assessments Portfolios Bi-Weekly Writing Assessment	Writing Prompts/FCAT Rubric BAT I & II prompts Common Assessments MyAccess.com
2	Teacher release time to disaggregate data.	Discuss and analyze current writing data so teachers can coordinate their classroom strategies with student needs.	Principal Assistant Principal Department Head	Informal Observation Student Assessment School Generated Spreadsheet Bi-Weekly Assessments	Writing Prompts/FCAT Rubric Common Assessments MyAccess.com
3	By 8th grade too much remediation is taking place for skills not mastered.	Continued implementation of writing workshops and staff development/PLC's for all grade level Language Arts teachers.	Principal Assistant Principal Department Head	Bi-weekly assessments Grade level portfolios	Writing Prompts/FCAT Rubrics Common Assessments MyAccess.com
4	Teachers are unfamiliar with new FCAT Writes scoring and requirements.	Staff development/department release time in which grading and assessment of essays is conducted.	Principal Assistant Principal Department Head	Bi-weekly assessments Portfolios	Writing Prompts/FCAT Rubric Common Assessments MyAccess.com
	Integration of writing across curriculum	All 6 grade students will develop their writing skills through the Six Traits of Writing Model with an emphasis on conventions and organization as well as expository writing.	Principal Assistant Principal Department Head	Students will respond to a variety of activities based on individual traits , prompts every other month. Teachers will provide	September/November Writing prompt MyAccess.com

5		All 7th grade students will develop their writing skills through the Six Traits of Writing Model with an emphasis on Word Choice, Ideas & Sentence Fluency as well as persuasive writing. All 8th grade students will develop their writing skills through the Six Traits of Writing Model with an emphasis on Voice and Word Choice as well as expository & persuasive writing.		corrective feedback and monitor writing progression.	
6					

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:	By spring 2013 70% (6) of all eighth grade students taking the FCAT Writing Assessment will score a 4.0 or higher.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on 2012 data, 50% (4) of all students scored 4.0 or higher on the FCAT Writing test.	By spring 2013 70% (6) of all students will score a 4.0 or higher.

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	New teachers need training to implement the writing process	Utilize department release time to model and demonstrate effective writing process and how to analyze data	Principal Assistant Principal Department Head	CWT Student Assessments Bi-weekly Writing Assessment	Writing Prompts/FCAT Rubric Common Assessments Myaccess.com

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
Training in scoring essays	Grades 6-8, Language Arts Teachers	8th grade Language Arts teachers PLC	Language Arts Teachers by grade level	Early Release Days Department Release Staff Development Day (1 per semester)	Writing Portfolio (student writing samples), Classroom Walk through	Principal, Assistant Principal Department Head

ELL and ESE Testing Accommodations Training	Grades 6-8, Language Arts Teachers; ESE Support Facilitators	Guidance ESE Specialist ESE Support Facilitators	Language Arts teachers	Quarterly beginning Fall,	CWT	Principal, Assistant Principal, Department Head
Data Analysis	Grades 6-8, Language Arts Teachers	Assistant Principal, Language Arts Department Head	Language Arts Teachers	Early Release DayS Department Release Staff Development Day (1 per semester)	CWT Student Writing Samples	Principal, Assistant Principal, Department Head
Writing in the Content; implementation of the Olsen Middle School Literacy Plan	Grades 6-8, All content areas	Language Arts teachers	All content area teachers	October - December weekly PLC	Student samples Classroom observation Best Practice share during PLC	Principal, Assistant Principal, Language Arts Department Head,

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
Subtotal: \$0.00			
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Legacy, online writing supplemental program	Program utilized to provide students with 24/7 learning capability and increase student independent practice of skills.	General Budget	\$5,000.00
My Access, online writing supplemental program	Program utilized to provide students with 24/7 learning capability and increase student independent practice of skills. Target students: Afterschool Program	21st Century Community Learning Centers Grant	\$5,000.00
Online Learning	Students enrolled into high school journalism class through Florida Virtual School to add rigor and provide enrichment to the traditional curriculum.	N/A	\$0.00
Subtotal: \$10,000.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Department Development Days	Teachers participate in collaborative in-house staff development. Focus: aligned scoring of writing prompts; Six Traits; School Literacy Plan	Title 1 Staff Development	\$3,000.00
Subtotal: \$3,000.00			
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
Subtotal: \$0.00			
Grand Total: \$13,000.00			

End of Writing Goals

Civics End-of-Course (EOC) Goals

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

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

In need of improvement for the following group:

1. Students scoring at Achievement Level 3 in Civics.

Civics Goal #1:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students fail to take advantage of Extended Learning Opportunities (ELO's).	<p>Using BASIS, fragile students will be identified and targeted for extended instruction.</p> <p>Targeted students will meet with Assistant Principal in assembly format to discuss plan of action.</p> <p>Parent notification and authorization will be accomplished via permission slip.</p> <p>Extended learning has been embedded into the student's schedule during the regular school day.</p>	<p>Principal</p> <p>Assistant Principals</p> <p>Reading Coach</p> <p>Content Area Teachers</p>	Afterschool and Saturday Scholars Program Attendance Records.	<p>BAT1 and BAT 2 Data</p> <p>Common Assessments</p> <p>ELO Mini Assessments</p>

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

2. Students scoring at or above Achievement Levels 4 and 5 in Civics.

Civics Goal #2:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

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

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

Civics Budget:

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

End of Civics Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal # 1:	Olsen Middle school will increase its attendance rate to 94%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
Olsen Middle School current attendance rate: (91%)	Olsen Middle School attendance rate will increase to 902 (94%).
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)

To date (October 2012), 10 (1%)students have recorded 10 or more absences.	432(45%)
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
To date (October 2012), 0 (0%)students have recorded 10 or more absences.	125 (13%)

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	Period of adjustment to new system (Tardy Accountability System)	1. Increase communication to parents (email, letters mailed home, parent link, website). 2. Issue immediate consequences for tardiness. 3. Reward students who meet or exceed goals.	Principal Assistant Principals Guidance Counselors Intervention Team	Review data weekly (tardiness and attendance rates)	Rtl database Stakeholder feedback Attendance/Tardiness rates
2	Period of adjustment to the "no bells" system	1. Increase communication among teams to work collaboratively to adhere to class start and end times. 2. Ensure that clocks are synchronized school-wide to provide for accurate class start and end times.	Principal Assistant Principals Team Leaders Department Heads	1. Teacher, student, and security staff feedback 2. Review data weekly (tardiness and attendance rates). 3. Classroom Walkthroughs, increase time on task for classroom instruction	Pinnacle attendance and tardy rates.
3	Teachers inconsistent in entering attendance into Pinnacle	Train teachers on how to correctly enter in attendance daily and monitor their progress. Hold teachers accountable for entering attendance daily and maintaining accurate attendance records.	Principal Assistant Principals	Review monthly reports.	Pinnacle attendance and student tardies

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
Implementation of more aggressive monitoring/parent notification plan in an	Grades 6-8	Andrew Kirk	Support Staff Teachers	Preplanning days for staff development Weekly RtI meetings	Review/monitoring of student attendance lists	Assistant Principals

attempt to identify route cause and solution for attendance concerns.			RtI Team	Monthly team meetings	Ongoing parent notification/conferencing	RtI Team
Dating Matters training-effective communication skills to build positive relationships between students, parents and teachers	Grades 6-8	Theon Eames	Teachers Support Staff RtI Team Parents Students	Monthly meetings with parents and students	Sign in sheets Ongoing conversations with stakeholders	Support Staff

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:	Olsen Middle School will decrease the total number of students suspended out of school to 144 (15%) students.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
During the 2011-12 school year, there were 369 incidents resulting in In-School Suspensions.	There will be no In School Suspension for the 2012/2013 school year.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School

During the 2011-12 school year, 217 (20%) students were assigned In-School Suspensions.	There will be no In School Suspension for the 2012/2013 school year.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
During the 2011-12 school year, there were 350 incidents resulting in External Suspensions.	In 2012-13, number of incidents resulting in External Suspensions will be reduced to 300.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
During the 2011-12 school year, 202 (19%) students were assigned External Suspensions.	In 2012-13, the number of students assigned to External Suspension will be reduced to 144 (15%)

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	Referrals increase during the time frame of an approaching holiday and on Fridays.	Teachers will teach behavioral expectations."The BIG 5" (Expectations for Olsen Middle School students), will be implemented school wide. Motivate Staff to be in attendance during related dates and times.	Principal Assistant Principal Team Leaders Leadership Team	Review of suspension data (grade level, team, at-risk students) Formal and Informal Observations Review of staff attendance reports.	Referral and suspension rates
2	Lack of student motivation, "The Care Factor"	Students will be scheduled with specific academic support to meet or exceed identified needs.	Principal Assistant Principals RtI Team Members	Review of suspension data, student, teacher and parent feedback. Review of academic growth as evidenced by (progress reports, report card grades, mini, common, BAT, and FCAT data).	Referral and suspension rates Academic Progress Review (RtI, Team, House, and Grade Level meetings)
3	Student awareness of behavioral issues and problems	Communicate with students about behavioral reports and consequences and due to inappropriate behavior. The said students are readily identified through RTI process.	Principal Assistant Principal	Monitor students that have been involved in the behavioral discussions.	Behavioral 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
Implementing						

and Understanding The RTI Process-Classroom Practitioners/Implementing Tier I, II and III Interventions with fidelity.	Grades 6-8	APs and other members of the RTI Team.	Support Staff Teachers RTI Team	Pre-planning Early Release (2)Wednesdays a month Monthly Team Meetings	Review/Monitoring of Suspension Data Student Conferencing Parent Notification (On-going)	Assistant Principals RTI Team
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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:		During the 2012-2013 school year, 60% (581) of the parent population will regularly attend a school-sponsored functions.			
*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.					
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
During the 2011-2012 school year, 48% (465) of parents attended Open House.		The expected level of parent involvement for 2012-2013 is 60% (581).			
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	Ability to keep parents involved due to outside scheduling and work issues	* Connect with parents through email, interest groups, the Marquee, parent phone links and school website. * Hold meetings and events at different times to accommodate various parental time constraints. * Offer various student programs/events to interest parents to attend with their child.	Principal, Title 1 Coordinator School Volunteer Coordinator Assistant Principal	Monitoring of Parent Survey and Sign-in Sheets	Parent Survey and Sign-in Sheets
2	Parental Buy-in to the value of after school program	* Involve Parents through after school programs and activities (ex: Hispanic Unity of Florida and 21st CCLC grants)	Principal, After School Program Site Facilitator	Parental Follow-up with case managers of after-school programs	Parent Survey

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Student Agenda Student Achievement Common Core Standards Extended Learning Opportunities	Grades 6-8 School-wide	Principal SAC Committee Dating Matters Parent Trainer	Grades 6-8 School-wide	The third week of each month (August 2012- April 2013)	Surveys (Parent, Student) Student achievement data	Principal Assistant Principals SAC Chairpersons Department Heads

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Monthly Parent Curriculum & Collaboration Nights. Enable stakeholders to collaborate regarding student achievement (target goals for students and resources to successfully attain goals).	Utilize fund to purchase dinner for families who attend family night and utilize funds to purchase novels for students to increase parent support of school-wide literacy initiative.	Title 1 Parent Involvement	\$3,000.00
During monthly curriculum nights, parents and students are trained on the effective utilization of the student agenda to increase student organizational and preparedness skills.	Utilize funds to purchase student agendas.	Title 1 Parent Involvement	\$4,000.00
Subtotal:			\$7,000.00
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: \$7,000.00			

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:		Olsen Middle School will increase STEM literacy for all students through the science curriculum and extended learning opportunities to include: Science Immersion, Science Olympiad, Science Family Nights, GIZMO's and Science Brain Bowl			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Lack of Funding 2. Parental economic costs and involvement	1. Secure grants to fund STEM initiatives 2. Secure funding for STEM initiatives through PTSA and Volunteer involvement 3. Schedule STEM initiatives so they are embedded within the student's regular school day.	Principal Assistant Principal Department Heads	1. Classroom Observations 2. Formative and Summative Test Scores 3. Student and Parent involvement	FCAT 2.0 Science Test Results Common Assessment Data

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
Best practices Inquiry based learning strategies	6,7,8 Science 6,7,8 Math	Science Department Head, Math Department head	Math Department Science Department	Every third Monday	Classroom Visits	Principal Administrators Math department Head Science Department Head Teachers

Technology Training including GIZMO, FCAT Explorer	6,7,8 Science 6,7,8 Math	Science Department Head Math Department Head	Science Department Math Department	First Monday department meeting	Student Assessments	Administrators Science Department
Science Olympiad	7,8, Science	Jeffrey Scudder	7,8 Science Teachers	Every Wednesday	Classroom Visits Science Olympiad	Principal Administrators Science Department Head

STEM Budget:

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

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

(PLC) or PD Activity

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

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

CTE Budget:

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

End of CTE Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Integration of NGSSS Literacy Focus	Weekly skills and strategy resource provided by Reading Coach to enhance student achievement in Reading.	N/A	\$0.00
Reading	Timed/Leveled Reading	Jamestown Reading Resources utilized in reading classes to increase student reading fluency.	General Budget	\$2,000.00
CELLA	N/A	N/A	N/A	\$0.00
Mathematics				\$0.00
Science	N/A	N/A	N/A	\$0.00
Writing	N/A	N/A	N/A	\$0.00
Parent Involvement	Monthly Parent Curriculum & Collaboration Nights. Enable stakeholders to collaborate regarding student achievement (target goals for students and resources to successfully attain goals).	Utilize fund to purchase dinner for families who attend family night and utilize funds to purchase novels for students to increase parent support of school-wide literacy initiative.	Title 1 Parent Involvement	\$3,000.00
Parent Involvement	During monthly curriculum nights, parents and students are trained on the effective utilization of the student agenda to increase student organizational and preparedness skills.	Utilize funds to purchase student agendas.	Title 1 Parent Involvement	\$4,000.00
				Subtotal: \$9,000.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	FOCUS-Florida Achieves website	Web-based assessment	N/A	\$0.00
Reading	FCAT Explorer	Standards-based practice	N/A	\$0.00
Reading	Online Reading Class	Florida Virtual School	N/A	\$0.00
CELLA	Targeted students are enrolled in online education to supplement regular instruction and provide enrichment to increase content and language proficiency.	Florida Virtual School	N/A	\$0.00
Mathematics				\$0.00
Mathematics	Online learning	Kid's College; online practice of math standards	PTSA	\$5,000.00
Mathematics	FCAT Explorer and Florida Achieves	Online practice of standards and assessments aligned to NGSSS.	N/A	\$0.00
Mathematics	Online Learning Virtual School	Students enrolled in Florida Virtual School to provide added rigor, remediation and enrichment to supplement regular instruction.	N/A	\$0.00
Science	FCAT Explorer and Florida Achieves	Online practice and assessment aligned to NGSSS	N/A	\$0.00

Writing	Legacy, online writing supplemental program	Program utilized to provide students with 24/7 learning capability and increase student independent practice of skills.	General Budget	\$5,000.00
Writing	My Access, online writing supplemental program	Program utilized to provide students with 24/7 learning capability and increase student independent practice of skills. Target students: Afterschool Program	21st Century Community Learning Centers Grant	\$5,000.00
Writing	Online Learning	Students enrolled into high school journalism class through Florida Virtual School to add rigor and provide enrichment to the traditional curriculum.	N/A	\$0.00
				Subtotal: \$15,000.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Bi-weekly Professional Development	School-wide training where teachers are introduced to strategies and resources that improve student achievement.	N/A	\$0.00
CELLA	SIOP Conference	SIOP Training to provide teachers with current research based instruction and resources to support ELL students.	General Budget	\$600.00
Mathematics				\$0.00
Mathematics	Department Staff Development Training Days	Title 1 Staff Development funds used to fund substitute teachers to provide math teachers with in-house staff development. Focus: research based teaching strategies; common core; IFC development	Title 1 Staff Development	\$3,000.00
Science	Science Immersion	Resources used to provide substitute teachers to enable science teachers to plan collaboratively and co-teach.	Title 1 Staff Development	\$5,000.00
Writing	Department Development Days	Teachers participate in collaborative in-house staff development. Focus: aligned scoring of writing prompts; Six Traits; School Literacy Plan	Title 1 Staff Development	\$3,000.00
				Subtotal: \$11,600.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	N/A	N/A	N/A	\$0.00
CELLA	N/A	N/A	N/A	\$0.00
Mathematics	Novels (The Number Devil; Arithmetic)	Utilized novels that have a mathematics theme to increase student reading proficiency by integrating theme based, relevant reading through the 7th grade math class. Target: Level 1 and 2 readers	General Budget	\$1,000.00
Resources used to				

Science	Science Brain Bowl Competition	provide student teams with vocabulary and science comprehension review.	General Budget	\$1,000.00
Writing	N/A	N/A	N/A	\$0.00
				Subtotal: \$2,000.00
				Grand Total: \$37,600.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent	<input checked="" 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 10/29/2012)

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
Educational Technology, Legacy Writing program Novels	\$5,265.00

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

SAC will meet monthly to
 Review the educational programs of the school.
 Review student achievement growth towards reading, math, science and writing goals.
 Host monthly parent curriculum nights to encourage parental involvement and increase parent awareness of academic goals.

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

Broward School District OLSEN MIDDLE SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	60%	61%	93%	39%	253	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%	65%			129	3 ways to make gains: <ul style="list-style-type: none"> ● 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?	72% (YES)	65% (YES)			137	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					519	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Broward School District OLSEN MIDDLE SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	61%	62%	96%	46%	265	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	61%	70%			131	3 ways to make gains: <ul style="list-style-type: none"> ● 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?	60% (YES)	69% (YES)			129	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					525	
Percent Tested = 98%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested