FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: LAUDERDALE LAKES MIDDLE SCHOOL

District Name: Broward

Principal: James F. Griffin II

SAC Chair: Deidra Johnson

Superintendent: Robert Runcie

Date of School Board Approval: 12/04/12

Last Modified on: 10/24/2012

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

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

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	James F. Griffin II	Educational Leadership K-12 ESOL Specific Learning Disabilites	2	9	2011-2012 Lauderdale Lakes Middle Grade: "C" Reading Proficiency: 42% Reading Learning Gains: 62% Adequate Progress of Lowest 25% Making Learning Gains in Reading: 66% AYP Subgroups (Black, ELL, and & Economically Disadvantage) did not make AYP Math Proficiency: 44% Math Learning Gains: 56% Adequate Progress of Lowest 25% Making Learning Gains in Math: 46% AYP Subgroups did not make AYP Science Proficiency: 33% Writing Proficiency: 80% Black, ELL, and & Economically Disadvantage met Writing Proficiency 2010-2011 Lauderdale Lakes Grade: "C" 2009-2010 Lauderdale Lakes

					Grade: “B”
Assis Principal	Ramona Jones	Educational Leadership K-12 Mathematics 5-9	1	10	2011-2012 Lauderdale Lakes Middle Grade: “C” Reading Proficiency: 42% Reading Learning Gains: 62% Adequate Progress of Lowest 25% Making Learning Gains in Reading: 66% AYP Subgroups (Black, ELL, and & Economically Disadvantage) did not make AYP Math Proficiency: 44% Math Learning Gains: 56% Adequate Progress of Lowest 25% Making Learning Gains in Math: 46% AYP Subgroups did not make AYP Science Proficiency: 33% Writing Proficiency: 80% Black, ELL, and & Economically Disadvantage met Writing Proficiency 2010-2011 Seminole Middle School Grade: "A" 2009-2010 Seminole Middle School Grade: "A"
Assis Principal	Debra Clark	Educational Leadership K-12 Mathematics 6-12	4	12	2011-2012 Lauderdale Lakes Middle Grade: “C” Reading Proficiency: 42% Reading Learning Gains: 62% Adequate Progress of Lowest 25% Making Learning Gains in Reading: 66% AYP Subgroups (Black, ELL, and & Economically Disadvantage) did not make AYP Math Proficiency: 44% Math Learning Gains: 56% Adequate Progress of Lowest 25% Making Learning Gains in Math: 46% AYP Subgroups did not make AYP Science Proficiency: 33% Writing Proficiency: 80% Black, ELL, and & Economically Disadvantage met Writing Proficiency 2010-2011 Lauderdale Lakes Grade: “C” 2009-2010 Lauderdale Lakes Grade: “B”
Assis Principal	Cassandra Adderley	Educational Leadership K-12 Mathematics 6-12	3	3	2011-2012 Lauderdale Lakes Middle Grade: “C” Reading Proficiency: 42% Reading Learning Gains: 62% Adequate Progress of Lowest 25% Making Learning Gains in Reading: 66% AYP Subgroups (Black, ELL, and & Economically Disadvantage) did not make AYP Math Proficiency: 44% Math Learning Gains: 56% Adequate Progress of Lowest 25% Making Learning Gains in Math: 46% AYP Subgroups did not make AYP Science Proficiency: 33% Writing Proficiency: 80% Black, ELL, and & Economically Disadvantage met Writing Proficiency 2010-2011 Lauderdale Lakes Grade: “C” 2009-2010 Lauderdale Lakes Grade: “B”
Assis Principal	Robert Rivera	Educational Leadership K-12 Social Studies 5-9	2	7	2011-2012 Lauderdale Lakes Middle Grade: “C” Reading Proficiency: 42% Reading Learning Gains: 62% Adequate Progress of Lowest 25% Making Learning Gains in Reading: 66% AYP Subgroups (Black, ELL, and & Economically Disadvantage) did not make AYP Math Proficiency: 44% Math Learning Gains: 56% Adequate Progress of Lowest 25% Making Learning Gains in Math: 46% AYP Subgroups did not make AYP

					Science Proficiency: 33% Writing Proficiency: 80% Black, ELL, and & Economically Disadvantage met Writing Proficiency 2010-2011 Lauderdale Lakes Grade: “C” 2009-2010 Bair Middle School Grade: “B”

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)
Science	Tselane Stith-Gardner	Middle Grade Science 5-9 Gifted National Board	10	2	2011-2012 Science Coach Lauderdale Lakes Middle Grade: "C" Science Proficiency: 33% 2010-2011 Science Coach Lauderdale Lakes Middle Grade: “C” Science Proficiency: 29% 2009-2010 Science Department Chair Lauderdale Lakes Middle Grade: “B” Science Proficiency: 29% 2008-2009 Science Teacher Lauderdale Lakes Middle Grade: “B” Science Proficiency: 33%
Math	Corey Harmon	Middle Grades Math 5-9	10	1	2011-2012 Math Coach Lauderdale Lakes Middle Grade: "C" Math Proficiency: 44% Math Learning Gains: 56% Adequate Progress of Lowest 25% Making Learning Gains in Math: 46% AYP Subgroups did not make AYP 2010-2011 Math Department Chair Lauderdale Lakes Middle Grade: “C” Math Proficiency: 56% Math Learning Gains: 60% Adequate Progress of Lowest 25% Making Learning Gains in Math: 63% AYP Subgroups did not make AYP 2009-2010 Math Department Chair Lauderdale Lakes Middle Grade: “B” Math Proficiency: 55% Math Learning Gains: 70% Adequate Progress of Lowest 25% Making Learning Gains in Math: 77% AYP Subgroups did not make AYP 2008-2009 Math Teacher Lauderdale Lakes Middle Grade: “B” Math Proficiency: 54% Math Learning Gains: 63% Adequate Progress of Lowest 25% Making Learning Gains in Math: 67% AYP Subgroups did not make AYP
					2011-2012 Reading Coach Lauderdale Lakes Middle Grade: "C" Reading Proficiency: 42% Reading Learning Gains: 62% Adequate Progress of Lowest 25% Making Learning Gains in Reading: 66% AYP Subgroups did not make AYP 2010-2011 Reading Teacher Lauderdale Lakes Middle

Reading	Tanya Dubose	Elementary K-6 Reading Endorsement	6	1	Grade: “C” Reading Proficiency: 56% Reading Learning Gains: 58% Adequate Progress of Lowest 25% Making Learning Gains in Reading: 69% AYP Subgroups (Black, ELL, and & Economically Disadvantage) did not make AYP 2009-2010 Reading Teacher Lauderdale Lakes Middle Grade: “B” Reading Proficiency: 55% Reading Learning Gains: 64% Adequate Progress of Lowest 25% Making Learning Gains in Reading: 68% AYP Subgroups (Black, ELL, and & Economically Disadvantage) did not make AYP 2008-2009 Reading Teacher Lauderdale Lakes Middle Grade: “B” Reading Proficiency: 53% Reading Learning Gains: 63% Adequate Progress of Lowest 25% Making Learning Gains in Reading: 72%
Reading	Tamilla Eldridge-Mason	Elementary K-6 Reading Endorsement ESOL Endorsement		4	This is Ms. Mason's first year as Lauderdale Lakes' reading coach 2011-2012 Reading Coach Arthur Ashe Middle Grade: "F" 2010-2011 Reading Coach Larkdale Elementary Grade: “B” 2009-2010 Reading Coach Larkdale Elementary Grade: "D" 2008-2009 Reading Coach Larkdale Elementary Grade: "C"

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Potential teachers are interviewed by a team of administrators and teacher leaders.	Principal	October 2012	
2	2. Teachers are trained throughout the school year.	Assistant Principals Instructional Coaches Department Chairs	June 1, 2013	
3	3. Teachers participate in summer institutes and attend workshops on planning and early release days.	Assistant Principals Instructional Coaches Department Chairs	June 1, 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
None	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
64	3.1%(2)	31.3%(20)	45.3%(29)	23.4%(15)	21.9%(14)	100.0%(64)	21.9%(14)	7.8%(5)	84.4%(54)

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
Vilma Anderson	David Ghenassia	New teacher	Ms. Anderson and Mr. Ghenassia will meet weekly to ensure curriculum and instructional strategies align with district and state guidelines.
Eloise Henry	William Witcher	New teacher	Ms. Henry and Mr. Witcher will meet weekly to ensure curriculum and instructional strategies align with district and state guidelines.
Tselane Gardner	Shantrecia Felder	New teacher	Ms. Gardner and Ms. Felder will meet weekly to ensure curriculum and instructional strategies align with district and state guidelines.

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

- Teacher salaries to meet class size requirements
- Teacher assistants
- Parent involvement activities throughout the year
- Professional development

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

All content area teachers will be attending District trainings throughout the year to enhance teaching and develop professional growth.

Title III

Funds provided for additional ELL Software.

Title X- Homeless

Funds provided for training for our homeless liaison and for transportation for homeless students.

Supplemental Academic Instruction (SAI)

Funds provided for additional staff to reduce class size and for instructional materials.

Violence Prevention Programs

Funds provided for training for:
• Liaison to work with students and staff to decrease school violence
• Staff to recognize the signs of bullying and a create safe zone environment

Nutrition Programs

100% of students receive free breakfast.
92% of students receive free or reduced meals.

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.

James F. Griffin, Principal
Ramona Jones, Assistant Principal
Debra Clark, Assistant Principal
Robert Rivera, Assistant Principal
Cassandra Adderley, Assistant Principal
Tanya Dubose, Reading Resource Coach
Corey Harmon, Math Coach
Wilma Justilien, ESE Specialist
Saul Gelin, School Social Worker
Loraine Ward, Support Facilitator
Tselene Stith-Gardner, Science Coach
Michele Chen Simmons, Guidance Counselor
Marsha Monroe, Guidance Counselor

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 will meet weekly. These meetings will assist in satisfying the requirements of ongoing accountability by team members who will be expected to report on assigned cases. The RtI Leadership Team will collaborate with the School Advisory Council on the implementation of the Florida Continuous Improvement Model and will assist in monitoring its effectiveness. The RtI Leadership Team will also collaborate with the Literacy Leadership Team to assist in problem-solving

and to help strengthen Tier 1 instruction and differentiation, identify students in need of Tier 2 supplemental intervention and Tier 3 intensive intervention.

The team will discuss the following areas to determine progress and needed interventions:
• Data collection and analysis
• Problem identification based on disaggregation of data
• Effective instructional and behavioral interventions
• Development and implementation of effective intervention strategies
• Means of mobilizing staff toward consistent implementation of intervention strategies
• Allocation of instructional/supplemental resources needed to support problem-solving efforts
• Monitor effectiveness of academic and behavioral interventions
• Generate desired replacement behaviors for interventions that have been deemed ineffective

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?

Members of the team provide insight, utilize data to drive decisions, and provide input to RtI process. The RtI Leadership Team will meet with the School Advisory Council (SAC) and Principal to seek and provide input into the development of the School Improvement Plan. At the end of the year, the RtI Leadership Team will report to the School Advisory Council regarding observations, interventions and monitoring, and the success of specific interventions implemented throughout the course of the year. The RtI Problem Solving process and procedure will be used to guide the School Advisory Council in data analysis, identification of barriers to success, and School Improvement strategies to overcome those barriers. The RtI process will drive the process of implementing and monitoring the efficacy of the School Improvement Plan throughout the year.

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.

Reading, Science, and Writing:
* Baseline data: Progress Monitoring and Reporting Network (PMRN)
* Data Chats: Twice a month for data analysis with Leadership Teams, Departments, Instructional Teams
* Broward Assessment Test: BAT 1 & 2 for reading, math and science
* Student Data Chats: after BAT I and again after BAT II
* FAIR Assessments
* Progress Monitoring: PMRN, Mini Assessments, FCAT Simulation
* Florida Comprehensive Assessment Test (FCAT)
* Mid-year: Diagnostic Assessment for Reading (DAR Word List and Fluency)
* Ongoing professional development through Departmental Professional Learning Communities in data analysis and management.

Mathematics:
Differentiated Instruction
AL Approaching Grade Level
OL On Grade Level
BL Beyond Grade Level
ELL English Language Learner

Tier 1 - Daily Intervention
OL - Core instruction targets on-level students. Comprehensive instructional materials help personalize instruction for every student: Diagnostic Teaching, Options for Differentiated Instruction, Data-Driven Decision Making
BL - At every step, resources and assignments are available for advanced learners: Options for Differentiated Instruction, Higher-Order Thinking Questions, Enrichment Masters, Extension Ideas for Careers, Projects

Tier 2 - Strategic Intervention
AL - Teachers can choose from a myriad of intervention tips and ancillary materials to support struggling learners: Options for Differentiated Instruction, Alternate Teaching Strategies, Hands-on Activity Tools and Resources, Online animations and personal tutors

Tier 3 - Intensive Intervention
AL - Access Point Activities support special education students.

Behavior:
* School-wide discipline plan
* Guidance referrals

* Child Study
* Internal Suspension & monitoring of referrals

Describe the plan to train staff on MTSS.

The Leadership Team was trained in RtI prior to the start of the school year and developed a plan to support fragile students. The RtI Team will provide training for staff at the beginning of the school year that includes the purpose of the team, role of its members, and processes by which the team will function to help determine and implement student interventions. The RtI team will also evaluate additional staff development needs during their weekly RtI Leadership Team meetings and, depending on the need, department chairs will bring this information and training to their respective departments through their weekly Professional Learning Communities.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

James F. Griffin, Principal
Ramona Jones, Assistant Principal
Debra Clark, Assistant Principal
Robert Rivera, Assistant Principal
Cassandra Adderley, Interim Assistant Principal
Delia Borro, Media Specialist
Deidra Johnson, IB Magnet Coordinator
Tanya Dubose, Reading Coach
Tamilla Eldridge-Mason, Reading Coach
Wanda Wright, Language Arts Department Chair
Olga Coy, Social Studies Department Chair
Tselene Stith-Gardner, Science Coach
Donna Baker, Science Department Chair
Corey Harmon, Mathematics Coach and Department Chair
Michele Chen Simmons, Guidance Counselor

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

Instructional Leaders and Administrators comprise the Literacy Leadership Team that will meet on a bi-weekly basis as part of the Curriculum Leadership Team. At each meeting, there will be a literacy item on the agenda to ensure the consistent implementation of reading, writing and critical thinking across the curriculum. The function of the LLT is to heighten awareness regarding research-based strategies that strengthen the reading-writing connection across the curriculum so students are able to think critically, view written work from a variety of perspectives, identify bias, determine reliability and connect prior knowledge to future learning. Although the Lead Facilitator, will set the direction and select topics, members will have an active role in the exchange of ideas and subsequent presentation in their respective departments. The LLT will report to SAC current reading data from various in-house assessments to the instructional focus calendar, and Benchmark Assessment Test. In addition, monthly reading reports will be sent via the schoolhouse on the CAB conference to staff about the school's reading goals, objectives, plan of action, and progress.

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

The major theme of the Literacy Leadership Team will be to support reading, writing and critical thinking across the curriculum. To accomplish these goals, the team will support:
1) Interdisciplinary teaming, planning and teaching to include literacy across all content areas.
2) Horizontal alignment to ensure that reading and writing strategies and activities are consistently incorporated across grade levels and subjects.
3) Vertical alignment to provide a smooth transition and transference of skills from grade level to grade level across the disciplines.
4) Parental involvement activities that recognize parents as important partners in the learning process and provide literacy strategies parents can use to extend the school day at home.

5) Data analysis to determine effectiveness of literacy program and to make the necessary instructional adjustments.
7) Supporting weekly Department PLCs by sharing school-wide literacy initiatives and to support reading through content.
8) Provide teachers the tools to meet AYP by decreasing a major subgroup non-proficiency by 10%.

Public School Choice

Supplemental Educational Services (SES) Notification
View uploaded file (Uploaded on 10/2/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

N/A

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

Every teacher is required to infuse reading strategies throughout their curriculum. Interdisciplinary teaming will be established to ensure that reading strategies are consistently incorporated across all grade levels and subjects. The integration of reading strategies into all content areas will be supported by the coordinated efforts of the Response to Instruction/Intervention Team and the Leadership Team. Additionally the Reading Coach will: (1) create a binder that will include reading strategies and resources that all content area teachers can utilize to infuse and incorporate reading into their curriculum on a daily basis, (2) use Social Studies and Science textbook materials to assist individual departments in achieving the goal of school wide literacy, (3) meet with content area department heads on a weekly basis and visit learning communities on a monthly basis to make sure that these committees incorporate reading into the content areas.

*High Schools Only

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

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

N/A

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

N/A

Postsecondary Transition

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

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

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

** 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:	The percent of proficient students will increase from 25% to 50%. Total is 1106 students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (209/840) of the students achieved a level 3 on the 2012 FCAT.	50% (553/1106) of the students will achieve a level 3 on the 2013 FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students in grades 6-8 possess limited vocabulary and the skills needed to successfully determine the meaning of words in context.	Teachers will guide students in the use of context clues to gain meaning of unfamiliar vocabulary words through use of graphic organizers and CRISS strategies.	Ms. Dubose, Reading Coach Ms. Eldridge-Mason, Reading Coach Grade level Assistant Principals	Classroom Walkthroughs BAT Assessments Teacher Data Chats	Fair Progress Monitoring BAT Assessments
2	Students are limited in the number of prefixes and suffixes they utilize and comprehend	Teachers will introduce and review conceptually advanced prefixes, suffixes, and root words regularly.	Ms. Dubose, Reading Coach Ms. Eldridge-Mason, Reading Coach Ms. Borro, Media Specialist Grade level Assistant Principals	Teacher generated quizzes Mini BAT Assessments	Benchmark Assessment Tests Teacher generated Tests
3	Students do not have sufficient skills necessary to collect, analyze, synthesize, and process information across multiple texts/sources.	Students will utilize laptops bi-weekly during which time they will complete assignments, research projects, and extract information. Students will collect information from books and magazines as well as their community and other resources.	Ms. Dubose, Reading Coach Ms. Eldridge-Mason, Reading Coach Ms. Borro, Media Specialist Grade level Assistant Principals	Teacher generated quizzes Student data chats	Teacher created tests FAIR Progress Monitoring Rubric

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:	The number of students who score 4, 5, or 6 on FAA Reading will increase from 30% (3/10) to 37% (4/10)

2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (3/10) scored level 4, 5, or 6 on FAA Reading in 2012	37% (4/10) will score level 4, 5, or 6 on FAA Reading in 2013

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	Non-verbal communication skills are lacking	One-on-one instruction by the teacher and paraprofessional Teacher will use a research-based reading program	Ms. Joseph, Teacher Ms. Justilien, ESE Coordinator Paraprofessionals	Classroom observations Progress reports	Student portfolios FAA Teacher-made tests

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The percent of proficient students will increase from 17.5% to 30%. The total number of students is 1106.
2012 Current Level of Performance:	2013 Expected Level of Performance:
17.5% (147/840) of students achieved a level 4 or 5 on the FCAT Reading.	30% (331/1106) of students will achieve a level 4 or 5 on the FCAT Reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students scoring levels 4 and 5 on FCAT Reading are not required to take a reading course.	These students will receive reading instruction in reading classes and content area classes.	Ms. Dubose, Reading Coach Ms. Eldridge-Mason, Reading Coach Ms. Johnson, IB Coordinator Mr. Harmon, Math Coach Ms. Gardner, Science Coach Ms. Borro, Media Specialist Grade Level Assistant Principals	Classroom Walkthroughs BAT Assessments In-House Monthly Assessments FAIR Assessments	Data Chats Teacher Analysis
2	Insufficient rigor and depth of knowledge	Students will be made aware of and practice meta-cognition and self-help strategies to sharpen reading and application skills to assist with rigorous reading materials through social studies and science classes.	Ms. Dubose, Reading Coach Ms. Eldridge-Mason, Reading Coach Ms. Johnson, IB Coordinator Ms. Gardner, Science Coach Mr. Burgess, Social Studies Department Chair Grade Level Assistant Principals	BAT Assessments FAIR Assessments	Rubrics for thematic and IB assessments

3	Differentiated Instruction	Participation in the IB Program and FLVS will increase rigor. Interdisciplinary thematic projects will enhance depth of knowledge.	Ms. Dubose, Reading Coach Ms. Eldridge-Mason, Reading Coach Ms. Johnson, IB Coordinator Ms. Gardner, Science Coach Grade Level Assistant Principals	Classroom Walkthroughs Student Projects Student Data Chats	Rubrics for thematic units and projects
4	Based on the Placement Chart level 4 & 5 students are not mandated to take Reading	These students will all receive reading instruction through our FLVS Program and other content classes. Reading through content will ensure more rigor and challenge for these high performing students.	Ms. Mason Reading Coach Ms. Johnson IB Magnet Coordinator Ms. Gardner Science Coach Grade level Assistant Principals	CWTs Benchmark Assessment Tests In-house monthly BATs Assessments	Data Chats Data
5	Insufficient rigor and depth of knowledge	Students will be made aware of, and practice, meta-cognition and self help strategies to sharpen reading and application skills to assist with rigorous reading materials through Social Studies	Ms. Mason Reading Coach Ms. Johnson IB Magnet Coordinator Ms. Gardner Science Coach Grade level Assistant Principals	Benchmark Assessment Tests	Rubrics for thematic and IB assessments
6	Differentiated Instruction	Participation in the IB Magnet Program and FLVS will increase rigor, and interdisciplinary thematic projects will enhance depth of knowledge	Ms. Brown Reading Coach Ms. Johnson IB Magnet Coordinator Ms. Gardner Science Coach Grade level Assistant Principals	Classroom Walkthroughs Student projects and data chats	Rubrics for thematic projects

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:	The number of students who score 7 on the FAA Reading will increase from 20% (2/10) to 28% (3/10) in 2013
2012 Current Level of Performance:	2013 Expected Level of Performance:
20% (2/10) of students scored level 7 on the FAA Reading in 2012	28% (3/10) of students will score 7 on the FAA Reading in 2013

Problem-Solving Process to Increase Student Achievement

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

			Monitoring	Strategy	
1	Limited vocabulary	One-on-one and small group instruction for vocabulary development	Ms. Joseph, Teacher Ms. Justilien, ESE Coordinator Paraprofessionals	Classroom observations Progress Reports	Student portfolios FAA Teacher-made tests

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The percent of students making learning gains in Reading will increase from 64% to 70%. The total number of students is 1106.
2012 Current Level of Performance:	2013 Expected Level of Performance:
64% (511/800) of students made a years worth of learning gains on the 2012 FCAT.	70% (774/1106) of students will make a years worth of learning gains on the 2013 FCAT.

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	Due to lack of prior knowledge and sufficient practice, students lack mastery with particular benchmarks, including identification of conceptually advanced affixes, root words, and words with multiple meanings in context.	Student Reading Clinics will be designed to provide intense review and remediation in all reporting categories of reading; clinics will be extended to all grade levels three times throughout the year. These workshops will target specific student needs.	Ms. Dubose, Reading Coach Ms. Eldridge-Mason, Reading Coach Grade Level Assistant Principals	Pre and Post assessments Benchmark Assessments FAIR Assessments	Monthly Assessments Teacher-Created Tests
2	There is a significant increase in the level of complexity between the grade 7 and grade 8 Reading FCAT Test.	Seventh grade students will be introduced to 8th grade text in the last quarter of the school year. Students will practice critical thinking using 8th grade text that emphasizes validity and reliability of information.	Ms. Dubose, Reading Coach Ms. Eldridge-Mason, Reading Coach Grade Level Assistant Principals	Adapted form of the 8th grade FCAT Release Test which address those strands	FCAT Summative Tests
3	Lack of interest in available materials.	Students in all grade levels enrolled in a Reading course will enjoy high interest current events/stories through media.	Ms. Dubose, Reading Coach Ms. Eldridge-Mason, Reading Coach Ms. Borro, Media Specialist Grade Level Assistant Principals	Accelerated Reader quizzes Teacher generated assessments	FAIR Assessments Accelerated Reader Monitoring Program
4	Due to lack of prior knowledge and sufficient practice, students lack mastery with particular benchmarks, including identification of conceptually advanced	Student Reading Clinics will be designed to provide intense review and remediation in all reporting categories of reading; clinics will be extended to all grade	Ms. Mason Reading Coach Grade Level Assistant Principals	Pre and Post assessments Mini assessments	Mini BATs Teacher-created tests

	affixes, root words, and words with multiple meanings in context.	levels three times throughout the year. These workshops will target specific student needs.			
5	There is a significant increase in the level of complexity between the grade 7 and grade 8 Reading FCAT Test.	7th grade students will be introduced to 8th grade text in the last quarter of the school year. Students will practice critical thinking using 8th grade text that emphasizes validity and reliability of information.	Ms. Mason Reading Coach Grade Level Assistant Principals	Adapted form of the 8th grade FCAT Release Test that addresses those strands.	FCAT Summative
6	Lack of interest in available materials	Students in all grade levels enrolled in a Reading course will enjoy high interest current events/stories through educational magazines; to include Current Events, Current Science, and Accerlated Readers.	Ms. Mason Reading Coach Ms. Borro Media Specialist Grade Level Assistant Principals	Accelerated Reader quizzes Teacher generated assessments	Mini Bats FAIR Accelerated Reader Monitoring Program

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:	The number of students making learning gains on the FAA Reading in 2013 will increase from 50% (5/10) to 55% (6/10)
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (5/10) of the students who took FAA Reading in 2012 made learning gains	55% (5/10) of students who take FAA Reading in 2013 will demonstrate 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	Limited non-verbal communication skills	Teachers will use small group instructional strategies Teachers will work with students one-on-one	Ms. Joseph, Teacher Ms. Justilien, ESE Coordinator Paraprofessionals	Classroom observations Progress reports	Student portfolios FAA Teacher-made tests

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The percent of students making learning gains in the lowest 25% in Reading will increase from 69% to 75%. The total number of students is 1106.
2012 Current Level of Performance:	2013 Expected Level of Performance:
69% (145/209) of students in the lowest 25% made learning gains on the 2012 FCAT Reading.	75% (829/1106) of students in the lowest 25% will make learning gains on the 2012 FCAT Reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of grade level fluency and decoding hinder students comprehension in reading.	Students will practice fluency using various texts and genre. Techniques such as whisper reading and partner reading will be utilized. In addition, students will be targeted for pull-out, and after school tutoring to meet their specific needs with small group instruction.	Ms. Dubose, Reading Coach Ms. Eldridge-Mason, Reading Coach Reading Teachers Grade Level Assistant Principals	Classroom Walkthroughs Lesson plan review Team planning Data chats	BAT I BAT II FAIR
2	Lack of motivation to read.	Students will participate in the Accelerated Reader program and be permitted time to select a novel of choice. In addition, time will be provided in class for independent reading and quizzes.	Ms. Dubose, Reading Coach Ms. Eldridge-Mason, Reading Coach Reading Teachers Grade Level Assistant Principals	Pre and post tests AR quizzes Weekly reading journal	FAIR Assessments
3	Limited vocabulary, which impedes the ability to comprehend grade level text	Direct teaching of vocabulary and use of CRISS strategies. Students will use strategies to repair comprehension when self- monitoring indicates confusion, including but not limited to rereading, selective underlining, marginal notes, and being cognizant of context clues. Use of Test Specs to formulate lesson plans.	Ms. Mason Reading Coach Grade Level Assistant Principals	Formative assessments Socratic questioning	Mini BATs Fair data Tests generated by teacher
4	Lack of grade level fluency and decoding hinder students comprehension in reading.	Students will practice fluency daily using various texts and genre. Techniques such as whisper reading and partner reading will be utilized. Students will be targeted for pull out, and after school tutoring to meet their specific needs with small group instruction.	Ms. Mason Reading Coach Ms. Dubose Reading Resource Coach Grade Level Assistant Principals	Weekly Classroom Walkthroughs Lesson plan review Team planning Data chat with Teachers	BAT I BAT II FAIR
5	Lack of motivation to read	Students will participate in the Accelerated Reader program and be permitted time to select a novel of choice. In addition, time will be provided in class for independent reading and quizzes.	Ms. Mason Reading Coach Ms. Dubose Reading Resource Coach Grade Level Assistant Principals	Pre and post tests AR quizzes Weekly reading journal	FAIR

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	Reading Goal # By school year 2016, 97% of students will demonstrate proficiency as measured by FCAT Reading

by 50%.

5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	42% proficient	71% proficient	85% proficient	93% proficient	97% proficient	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	The percent of students in the Black subgroup not making satisfactory progress in Reading will decrease from 58% to 52%. The total number of students is 967.
2012 Current Level of Performance:	2013 Expected Level of Performance:
• 42% (304/735) of Black students were proficient in reading on the 2012 FCAT • 83% (3/17) of White students were proficient in reading on the 2012 FCAT • 62% (43/69) of Hispanic students were proficient in reading on the 2012 FCAT	• 48% (464/967) of Black students will be proficient in reading on the 2013 FCAT • 92% (92/101) of White students will be proficient in reading on the 2013 FCAT • 81% (85/106) of Hispanic students will be proficient in reading on the 2013 FCAT

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students may not engage in assigned work due to lack of interest.	Teachers will differentiate instruction to include RtI, modeling, think-alouds, scaffolding, graphic organizers, paired and cooperative learning, and Marzano's High Yield Strategies.	Ms. Dubose, Reading Coach Ms. Eldridge-Mason, Reading Coach Grade Level Assistant Principals	Classroom Walkthroughs Teacher-made assessments BAT Assessments	Summative Assessments Teacher-made assessments BAT Assessments FCAT Practice Tests FAIR Assessments
2	Students experience difficulty analyzing, interpreting, and inferring information in complex text.	Reading and language arts teachers will collaborate to integrate selections from SpringBoard into reading classes. They will both supply students with rigorous, on-level fiction and non-fiction reading material.	Ms. Dubose, Reading Coach Ms. Eldridge-Mason, Reading Coach Ms. Wright, Language Arts Department Chair Grade Level Assistant Principals	Teacher-made assessments FCAT Achieves	Teacher-made assessments BAT Assessments FAIR Assessments
3	Students are on multiple academic levels and may not engage in assigned work due to disinterest.	Teachers will differentiate instruction for subgroups not making AYP and use the RtI model, which includes modeling, think alouds, scaffolding, graphic organizers, paired and cooperative learning, and Marzano's High Yield Strategies.	Ms. Dubose, Reading Coach Ms. Eldridge-Mason, Reading Coach Grade Level Assistant Principals	Classroom Walkthroughs Teacher-made assessments BAT Assessments	Teacher-made assessments BAT Assessments FAIR Assessments
	Students have difficulty identifying the purpose of specific text features in informative text.	Reading teachers will utilize Science textbooks to assist students with identifying and	Ms. Dubose, Reading Coach Ms. Eldridge-	Classroom Walkthroughs Teacher-made assessments	Teacher-made assessments BAT Assessments

4		comprehending the use of text features such as charts, graphs, diagrams, subheadings, captions and illustrations in grade level informative text.	Mason, Reading Coach Grade Level Assistant Principals	BAT Assessments	FAIR Assessments
5	Students experience difficulty analyzing, interpreting, and inferring information in grade level text	Reading teachers will collaborate with Language Arts teachers to integrate selections from the McDougal Littell Language of Literature series into reading classes and supply students with rigorous, on level fiction and non-fiction reading material.	Ms. Dubose, Reading Coach Ms. Eldridge-Mason, Reading Coach Grade Level Assistant Principals	Classroom Walkthroughs Teacher-made assessments BAT Assessments	Teacher-made assessments BAT Assessments FAIR 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 subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	The percent of ELL students not making AYP in reading will increase from 18% to 27%. The total number of students is 184.
2012 Current Level of Performance:	2013 Expected Level of Performance:
18% (4/86) of ELL students were proficient in reading on the 2012 FCAT.	27% (49/184) of ELL students will be proficient in reading on the 2013 FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	ELL students may have a tenuous grasp of English grammar, which affects their ability to read using the proper conventions, such as verb tense, diction, and context of language.	ELL students will have the opportunity to practice speaking. They will use translating dictionaries. ELL students will use the "Visions" textbook in Developmental Language Arts, which contains fiction, non-fiction, grammar, and conventions.	Ms. Dubose, Reading Coach Ms. Eldridge-Mason, Reading Coach Grade Level Assistant Principals	Student portfolios Teacher-made assessments BAT Assessments	BAT Assessments FAIR Assessments Teacher observations
2	Students need opportunities to learn academic content and English.	Teachers will utilize recommended ELL accommodations. Teachers provide opportunities to practice fluency and differentiate according to student needs.	Ms. Dubose, Reading Coach Ms. Eldridge-Mason, Reading Coach Grade Level Assistant Principals	Student portfolios Teacher-made assessments BAT Assessments	BAT Assessments FAIR Assessments Teacher observations
3	ELL students need more differentiated instruction due to various levels of education.	Students will be provided with accommodations when participating in daily classroom instruction, district, and statewide assessments All teachers will utilize various strategies from the ESOL Matrix for classroom activities and instruction.	Ms. Dubose, Reading Coach Ms. Eldridge-Mason, Reading Coach Grade Level Assistant Principals	Student portfolios Teacher-made assessments BAT Assessments	BAT Assessments FAIR Assessments Teacher observations

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	The total number of SWD students who demonstrate proficiency on FCAT Reading will decrease from 92% (58/63) to 90% (995/1106). The total number of students is 1106).
2012 Current Level of Performance:	2013 Expected Level of Performance:
8% (5/63) of SWD students demonstrated proficiency on the 2012 FCAT Reading	10% (110/1106) of SWD students will demonstrate proficiency on the 2013 FCAT Reading

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of decoding and grade level vocabulary skills	Teachers will use direct instruction techniques to teach decoding skills Teachers will utilize word walls to emphasize vocabulary Teachers will utilize SuccessMaker program Students will participate in Accelerated Reading Program	Ms. Dubose, Reading Coach Ms. Eldridge-Mason, Reading Coach Reading Teachers Grade Level Assistant Principals	Classroom Walkthroughs Data chats SuccessMaker reports Accelerated Reading reports	Teacher-made tests BAT Assessments FCAT FAIR 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 subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The percent of Economically Disadvantaged students making AYP in Reading will increase from 40% to 46%. The total number of students is 969.
2012 Current Level of Performance:	2013 Expected Level of Performance:
40% (296/742) of Economically Disadvantaged students were proficient in reading on the 2012 FCAT.	46% (446/969) of Economically Disadvantaged students will be proficient in reading on the 2013 FCAT.

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 difficulty applying grade-level reading skills to informational and literary text.	School will engage students in reading challenge pieces and in using active reading strategies such as selective underlining, context clues, and margin notes to increase comprehension and endurance.	Ms. Dubose, Reading Coach Ms. Eldridge-Mason, Reading Coach Grade Level Assistant Principals	Teacher-made assessments BAT Assessments FAIR Assessments Socratic questions	BAT Assessments FAIR Assessments FCAT practice tests
	Students have difficulty applying grade level reading skills to informational and literary	Students will participate in SES after school programs.	Grade level Assistant Principals	Teacher-made assessments BAT Assessments	BAT Assessments FAIR Assessments

2	text.	School will engage students in reading challenge pieces, and using active reading strategies such as selective underlining, context clues, and margin notes to increase comprehension and endurance.		FAIR Assessments Socratic questions	FCAT practice tests
3	Difficulty comprehending non- fiction texts.	Across all content areas students will receive direct instruction to help them analyze a variety of texts in order to locate, organize, and interpret information for a variety of purposes. Content area teachers will support development of reading skill through project-based learning and Springboard.	Department Chairs Assistant Principals	Teacher-made assessments BAT Assessments FAIR Assessments Socratic questions	BAT Assessments FAIR Assessments FCAT practice tests

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

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

PD Content / Topic and / or PLC Focus	Grade Level / Subject	PD Facilitator and / or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up / Monitoring	Person or Position Responsible for Monitoring
Common Core	Grades 6-8	Ms. Dubose, Reading Coach Ms. Eldridge-Mason, Reading Coach	All reading teachers	Ongoing	Classroom Walkthroughs Teacher sharing best practices in PLC's	Ms. Dubose, Reading Coach Ms. Eldridge-Mason, Reading Coach Grade Level Assistant Principals
Destination Reading	Grades 6-8	Ms. Dubose, Reading Coach Ms. Eldridge-Mason, Reading Coach	All reading teachers	Ongoing	Classroom Walkthroughs Teacher sharing best practices in PLC's	Ms. Dubose, Reading Coach Ms. Eldridge-Mason, Reading Coach Grade Level Assistant Principals

Reading Budget:

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

Headphones	SchoolMate Resources	School Budget	$1,000.00
			Subtotal: $1,000.00
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
Assorted novels (class sets)	Booksourse	School Budget	$2,000.00
			Subtotal: $2,000.00
			Grand Total: $3,000.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	
2012 Current Percent of Students Proficient in listening/speaking:	

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	Oral communication due to limited vocabulary in academic and conversational English	Teachers will use vocabulary strategies to build academic language proficiency. Teachers will create visual representation, graphic organizers, modeling of new vocabulary Teachers will teach roots, prefixes, suffixes and cognates Teachers will use ESOL Strategies/Matrix	Ms. Dubose, Reading Coach Ms. Eldridge-Mason, Reading Coach Literacy Leadership Team (LLT) Grade Level Assistant Principals	Classroom Walkthroughs Sharing of Best Practices	CELLA Vocabulary Portfolio IPT
2	Listening comprehension	Teachers will allow ELL students to use academic vocabulary in meaningful conversations in the classroom Teachers will provide times for practice of oral language for example (impromptu)	Ms. Dubose, Reading Coach Ms. Eldridge-Mason, Reading Coach Literacy Leadership Team (LLT)	Classroom Walkthroughs Sharing of Best Practices	CELLA Vocabulary Portfolio IPT

			Grade Level Assistant Principals		

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:	
2012 Current Percent of Students Proficient in reading:	

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Reading comprehension; understanding what they read.	Teachers will use ESOL accommodations (dictionary, extra time) Students will use the Rosetta Stone program	Ms. Dubose, Reading Coach Ms. Eldridge-Mason, Reading Coach Literacy Leadership Team (LLT) Grade Level Assistant Principals	Classroom Walkthroughs Sharing Best Practices Data Chats FCAT Explorer	BAT Assessments CELLA IPT FAIR Assessments FCAT
2	Reading Fluency	ESOL students will be exposed to interactive reading strategies before, during and after the reading process Students will be provided different genres of reading materials (magazines) Students will used e pen to help with translation and vocabulary acquisition	Ms. Dubose, Reading Coach Ms. Eldridge-Mason, Reading Coach Literacy Leadership Team (LLT) Grade Level Assistant Principals	Classroom Walkthroughs Sharing Best Practices Data Chats	BAT Assessments CELLA IPT

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	
2012 Current Percent of Students Proficient in writing:	

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of knowledge of the writing process	Students will be taught the Writing Process and be required to keep a journal Teachers will used ESOL strategies in the classroom Teachers will differentiate instruction	Ms. Wright, Language Arts Department Chair Language Arts Teachers Grade Level Assistant Principals	Classroom Walkthroughs Sharing of Best Practices	Writing Portfolio CELLA FCAT Writing Assessment IPT

CELLA Budget:

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

End of CELLA Goals

Middle School Mathematics Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	The percent of students achieving proficiency in mathematics will increase from 30% to 37%. The total number of students is 1106.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (254/842) of students were proficient in math on the 2012 FCAT.	37% (409/1106) of students will be proficient in math on the 2013 FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Reading comprehension and inability to eliminate distractors	Integration of test taking strategies in lessons and activities with the use of test specs through word problems (real-world problems).	Mr. Harmon, Math Coach Ms. Clarke, Math Department Chair Ms. Dubose, Reading Coach Ms. Eldridge-Mason, Reading Coach Ms. Justilien, ESE Coordinator Grade Level Assistant Principals	Classroom Walkthroughs Spiral reviews Utilization of real-world problems Think, Pair, Share	Mini BAT Assessments Informal Assessments for progress monitoring Student Reflections for self-evaluation of learning
2	Students lack a strong foundation in number sense.	Direct and explicit instruction Tutoring and small group support Scaffolding Incorporating weekly activities using manipulatives and mental math activities	Mr. Harmon, Math Coach Ms. Clarke, Math Department Chair Ms. Justilien, ESE Coordinator Grade Level Assistant Principals	Classroom Walk Throughs Bi-weekly data chats with math teachers, instructional coach, and support facilitator.	Informal Assessments Mini BAT 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 mathematics. Mathematics Goal #1b:	The number of students scoring level 4, 5, or 6 on FAA Math will increase from 20% (2/10) to 28% (3/10). The total number of students is 10.
2012 Current Level of Performance:	2013 Expected Level of Performance:
20% (2/10) of students who took the FAA Math in 2012 scored at level 4, 5, or 6	28% (3/10) of students who take the FAA Math in 2013 will score level 4, 5, or 6

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Limited verbal and non-verbal communication skills	Teachers will work in small groups Teachers will use manipulatives	Ms. Joseph, Teacher Ms. Justilien, ESE Coordinator Paraprofessionals	Classroom observations Progress reports	Student portfolios FAA Teacher-made tests

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	The percent of students achieving Levels 4 and 5 will increase from 14% to 23%. The total number of students is 1106.
2012 Current Level of Performance:	2013 Expected Level of Performance:
14% (119/842) of students achieved a level 4 or 5 on the 2012 FCAT Math.	23% (254/1106) of students will achieve a level 4 or 5 on the 2013 FCAT Math.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are in advanced or honors courses which are more rigorous and aligned to international math standards.	Daily Spiral Reviews to increase mental math skills Integration of technology utilizing Florida Achieves – FOCUS; FCAT Explorer; and Compass Odyssey to reinforce foundational concepts in number sense and algebraic expressions. "Algebra You" – extended learning offered daily and on Saturdays.	Mr. Harmon, Math Coach Ms. Clarke, Math Department Chair Math Teachers Grade Level Assistant Principals	Data Chats with students Data Chats with Mathematics Coach and Department Chair Classroom Walkthroughs	Mini BAT Assessments FOCUS FCAT Explorer SuccessMaker Destination Success
2	Teacher inexperience with new standards	Professional Development revolving around content Co-teaching with Math Coach and other Grade Level Teachers Common planning for all math teachers Vertical and horizontal planning	Mr. Harmon, Math Coach Ms. Clarke, Math Department Chair Math Teachers Grade Level Assistant Principals	Classroom Walk Throughs Teacher Follow-up Activities Teacher Reflection Professional Learning Community	BAT Assessments FCAT Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	The number of students who score level 7 on the FAA Math will increase from 20% (2/10) to 28% (3/10). The total number of students is 10.
2012 Current Level of Performance:	2013 Expected Level of Performance:

20% (2/10) of students who took the FAA Math in 2012 scored level 7	28% (3/10) of students who take the FAA Math in 2013 will score 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	Limited verbal and non-verbal communication skills	Teachers will work in small groups Teachers will use manipulatives	Ms. Joseph, Teacher Ms. Justilien, ESE Coordinator Paraprofessionals	Classroom observations Progress reports	Student portfolios FAA Teacher-made tests

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	The percent of students making learning gains will increase from 57% to 61%. The total number of students is 1106.
2012 Current Level of Performance:	2013 Expected Level of Performance:
57% (451/796) of the students made learning gains on the 2012 FCAT.	61% (675/1106) of the students will make learning gains in the 2013 FCAT.

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 previous knowledge	Students will receive remediation from teachers in class. Students will utilize available technology to remediate lack of previous knowledge. Do-Nows will be rigorous and focus on real-world problems and test specs.	Mr. Harmon, Math Coach Ms. Clarke, Math Department Chair Math Teachers Grade Level Assistant Principals	Classroom Walkthroughs Lesson plan review Modeling best practices	Teacher-made assessments BAT Assessments FCAT 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:	The number of students who make learning gains in mathematics will increase from 52% (5.2/10) to 55% (6/10)
2012 Current Level of Performance:	2013 Expected Level of Performance:
52% (5.2/10) of students demonstrated learning gains as demonstrated on the FAA Math 2012	55% (6/10) of students demonstrated learning gains as demonstrated on the FAA Math in 2013

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 processing and short term memory difficulties	Teachers will use one-on-one and small group instructional strategies	Ms. Joseph, Teacher Ms. Justilien, ESE Coordinator Grade Level Assistant Principals	Teacher-made tests Classroom Walkthroughs	Student portfolios FAA
2	Difficulties with abstract thinking	Teachers will use manipulatives	Ms. Joseph, Teacher Ms. Justilien, ESE Coordinator Grade Level Assistant Principals	Teacher-made tests Classroom Walkthroughs	Student portfolios FAA

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	The percent of students in lowest 25% making learning gains will increase from 48% (101/211) to 54% (597/1106). The total number of students is 1106.
2012 Current Level of Performance:	2013 Expected Level of Performance:
48% (101/211) of the lowest 25% achieved learning gains on the 2012 FCAT.	54% (596/1106) of the lowest 25% students will achieve learning gains on the 2013 FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack of prior knowledge of basic number sense concepts	Daily Spiral Review Integration of technology – SuccessMaker, Destination Math Select students will be double-dosed in math	Mr. Harmon, Math Coach Ms. Clarke, Math Department Chair Math Teachers Grade Level Assistant Principals	Analyze student data to determine strengths and weakness Create activities to build upon previous concepts and skills Grade Level Data Chats	Teacher-made tests Project-Based Activities BAT Assessments FCAT

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Middle School Mathematics Goal # 5A : By school year 2016, 97% of students will demonstrate proficiency on the FCAT Math.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	44% proficient	72% proficient	86% proficient	93% proficient	97% proficient	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	The percent of students in the Black subgroup not making satisfactory progress in math will decrease from 56% (409/736) to 51% (564/1106).
2012 Current Level of Performance:	2013 Expected Level of Performance:
• 56% (409/736) of Black students were proficient in math on the 2012 FCAT • 76% (13/17) of White students were proficient in math on the 2012 FCAT • 30% (21/70) of Hispanic students were proficient in math on the 2012 FCAT	• 61% (589/967) of Black students will be proficient in math on the 2013 FCAT • 79% (79/101) of White students will be proficient in math on the 2013 FCAT • 37% (39/106) of Hispanic students will be proficient in math on the 2013 FCAT

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack of prior knowledge of basic number sense concepts	Teachers will increase use of differentiated instruction Teachers will utilize SuccessMaker and Destination Math programs	Mr. Harmon, Math Coach Ms. Clarke, Math Department Chair Math Teachers Grade Level Assistant Principals	Classroom Walkthroughs Data Chats Teacher sharing of best practices	Teacher-made tests BAT Assessments FCAT
2	Students lack reading skills to understand word problems	Teachers will increase the use of manipulatives and models	Mr. Harmon, Math Coach Ms. Clarke, Math Department Chair Math Teachers Grade Level Assistant Principals	Classroom Walkthroughs Data Chats Teacher sharing of best practices	Teacher-made tests BAT Assessments FCAT

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	The percent of ELL students not making AYP will decrease from 89% to 80%. The total number of students is 184.
2012 Current Level of Performance:	2013 Expected Level of Performance:
11% (10/87) of the ELL students scored at or above grade level on the 2012 FCAT	20% (37/184) of the ELL students will score at or above grade level on the 2013 FCAT

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
	Lack of prior knowledge of basic number sense concepts	Math coach will co-teach with classroom teachers Utilization of flip charts	Mr. Harmon, Math Coach Ms. Clarke, Math	Classroom Walkthroughs Data chats	Teacher-made tests BAT Assessments

1		Teachers will utilize Destination Math program Teachers will focus on unwrapping benchmarks	Department Chair Math teachers Grade Level Assistant Principals	Teachers share best practices in bi-weekly PLC's	Destination Math reports

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	The number of SWD students not making satisfactory progress as demonstrated on FCAT math will decrease from 84% (55/65) to 81% (118/146). The total number of SWD students is 146.
2012 Current Level of Performance:	2013 Expected Level of Performance:
16% (10/65) of SWD students made satisfactory progress in math in 2013 as demonstrated on FCAT Math	19% (118/146) of SWD students will make satisfactory progress in math in 2013 as demonstrated on FCAT Math

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of prior knowledge of basic number sense concepts	Math coach will co-teach with classroom teachers Utilization of flip charts Teachers will utilize Destination Math program Teachers will focus on unwrapping benchmarks	Mr. Harmon, Math Coach Ms. Clarke, Math Department Chair Math teachers Grade Level Assistant Principals	Classroom Walkthroughs Data chats Teachers share best practices in bi-weekly PLC's	Teacher-made tests BAT Assessments Destination Math reports

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	The percent of Economically Disadvantaged students not making AYP will decrease from 57% (423/743) to 52% (575/1106). The total number of students is 1106.
2012 Current Level of Performance:	2013 Expected Level of Performance:
43% (320/743) of the economically disadvantaged students scored at or above grade level on the 2012 FCAT	48% (531/1106) of the economically disadvantaged students will be at or above grade level on the 2013 FCAT

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 and teachers lack of communicating mathematically.	Utilization of flip charts to reinforce mathematical vocabulary Teachers will focus on vocabulary development and word walls Teachers will focus on unwrapping benchmarks	Mr. Harmon, Math Coach Ms. Clarke, Math Department Chair Math Teachers Grade Level Assistant Principals	Classroom Walkthroughs Teachers share best practices Data chats Exit tickets	Teacher-made tests BAT Assessments FCAT

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:	70% of students who take the Algebra EOC will score level 3. We have a total of 134 students in Algebra 1.
2012 Current Level of Performance:	2013 Expected Level of Performance:
66% (72/110) of students who took the Algebra EOC scored level 3	70% (94/134) of students who take the Algebra EOC will score 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	Implementation of Algebra 1 for all 7th grade GEM students and all 8th grade students who score level 3 or above on FCAT Math.	Teachers will assist students in practicing skills, strategies, and processes through proper common core planning Engage students through differentiating instruction and pull-outs during electives Increase rigor in all math classes Algebra U - tutoring on Wednesdays after school and on Saturdays	Corey Harmon, Math Coach Ms. Pathinathan, Algebra Teacher Dr. Allen, Algebra Teacher Ms. Clarke, Math Department Chair Grade Level Assistant Principals	Mid-term assessment Teacher-made tests Final exam EOC	Teacher-made tests EOC

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:	31% (41/134) of students who take the Algebra EOC will score level 4
2012 Current Level of Performance:	2013 Expected Level of Performance:
23% (25/110) of students who took the Algebra EOC scored level 4	31% (41/134) of students who take the Algebra EOC will score level 4

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
	Implementation of Algebra 1 for all 7th grade GEM students and all 8th grade students	Teachers will assist students in practicing skills, strategies, and processes through proper	Corey Harmon, Math Coach Ms. Pathinathan,	Mid-term assessment Teacher-made tests	Teacher-made tests EOC

1	who score levels 4 and 5 on FCAT Math.	common core planning Engage students through differentiating instruction and pull-outs during electives Increase rigor in all math classes Algebra U - tutoring on Wednesdays after school and on Saturdays	Algebra Teacher Dr. Allen, Algebra Teacher Ms. Clarke, Math Department Chair Grade Level Assistant Principals	Final exam EOC	

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Algebra Goal # 3A : By school year 2016, 100% of students taking Algebra will demonstrate proficiency as measured by the Algebra EOC.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	88% proficienc	94% proficient	97% proficient	99% proficient	100% proficient	

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. Algebra Goal #3B:	The number of Black students making satisfactory progress in Algebra will increase from 90% (9/94) to 91% (122/134)
2012 Current Level of Performance:	2013 Expected Level of Performance:
90% (9/94) of Black students made satisfactory progress in Algebra as demonstrated on the Algebra EOC	91% (122/134) of Black students will make satisfactory progress in Algebra as demonstrated on the Algebra EOC

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack of prior knowledge of algebraic concepts	Teachers will increase use of differentiated instruction Teachers will utilize SuccessMaker and Destination Math programs	Mr. Harmon, Math Coach Ms. Clarke, Math Department Chair Math Teachers Grade Level Assistant Principals	Classroom Walkthroughs Data Chats Teacher sharing of best practices	Teacher-made tests BAT Assessments FCAT
2	Difficulties with abstract thinking	Teachers will use manipulatives	Mr. Harmon, Math Coach Ms. Clarke, Math Department Chair Math Teachers Grade Level Assistant Principals	Classroom Walkthroughs Data Chats Teacher sharing of best practices	Teacher-made tests BAT Assessments FCAT

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3C. English Language Learners (ELL) not making satisfactory progress in Algebra. Algebra Goal #3C:	The number of ELL students making satisfactory progress in Algebra as measured on the Algebra EOC is 100% (1/1)
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (1/1) of ELL students who took the 2012 Algebra EOC demonstrated proficiency	100% (4/4) of ELL students who take the 2012 Algebra EOC 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
1	Lack of prior knowledge of algebraic concepts	Math coach will co-teach with classroom teachers Utilization of flip charts Teachers will focus on unwrapping benchmarks	Mr. Harmon, Math Coach Ms. Clarke, Math Department Chair Algebra teachers Grade Level Assistant Principals	Classroom Walkthroughs Data chats	Teacher-made tests BAT 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 subgroup:	
3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra. Algebra Goal #3D:	50% (2/4) of SWD students will make satisfactory progress in Algebra as demonstrated on the 2013 Algebra EOC
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (1/1) of SWD students made satisfactory progress in Algebra as demonstrated on the 2012 Algebra EOC	50% (2/4) of SWD students will make satisfactory progress in Algebra as demonstrated on the 2013 Algebra EOC

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 prior knowledge of algebraic concepts	Math coach will co-teach with classroom teachers Utilization of flip charts Teachers will utilize Destination Math program Teachers will focus on unwrapping benchmarks	Mr. Harmon, Math Coach Ms. Clarke, Math Department Chair Math teachers Grade Level Assistant Principals	Classroom Walkthroughs Data chats Teachers share best practices in bi-weekly PLC's	Teacher-made tests BAT Assessments Destination Math reports

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3E. Economically Disadvantaged students not making satisfactory progress in Algebra.	

Algebra Goal #3E:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

End of 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:	55% (22/41) of students who take the Geometry EOC will score level 4
2012 Current Level of Performance:	2013 Expected Level of Performance:
49% (17/35) of students who took the Geometry EOC scored level 3	55% (22/41) of students who take the Geometry EOC will score level 4

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Implementation of Geometry for all 8th grade GEM students proficient on the Algebra EOC (level 3 or above).	Teachers will assist students in practicing skills, strategies, and processes through proper common core planning Engage students through differentiating instruction and pull-outs during electives Increase rigor in all math classes Geometry U - tutoring on Wednesdays after school and on Saturdays	Corey Harmon, Math Coach Maureen Hill, Geometry Teacher Ms. Clarke, Math Department Chair Grade Level Assistant Principals	Mid-term assessment Teacher-made tests Final exam EOC	Teacher-made tests EOC

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:	55% (22/41) of students who take the Geometry EOC will score level 4 or above
2012 Current Level of Performance:	2013 Expected Level of Performance:
48% (16/45) of students who took the Geometry EOC scored level 4 or above	55% (22/41) of students who take the Geometry EOC will score level 4 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	Implementation of Geometry for all 8th grade GEM students proficient on the Algebra EOC with level 4 or above.	Teachers will assist students in practicing skills, strategies, and processes through proper common core planning Engage students through differentiating instruction and pull-outs during electives Increase rigor in all math classes Geometry U - tutoring on Wednesdays after school and on Saturdays	Corey Harmon, Math Coach Maureen Hill, Geometry Teacher Ms. Clarke, Math Department Chair Grade Level Assistant Principals	Mid-term assessment Teacher-made tests Final exam EOC	Teacher-made tests EOC

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Geometry Goal # 3A : By school year 2016, 100% of students taking Geometry will demonstrate proficiency as measured by the Geometry EOC.

Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	94% proficient	97% proficient	99% proficient	100% proficient	

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry. Geometry Goal #3B:	The number of Black students making satisfactory progress in Geometry will increase from 92% (24/26) to 96% (39/41).
2012 Current Level of Performance:	2013 Expected Level of Performance:
92% (24/26) of Black students who took Geometry made satisfactory progress as demonstrated on the 2012 Geometry EOC	96% (39/41) of Black students who take Geometry will make satisfactory progress as demonstrated on the 2013 Geometry EOC

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack of prior knowledge of geometry concepts	Teachers will increase use of differentiated instruction Teachers will increase the use of manipulatives and models	Mr. Harmon, Math Coach Ms. Clarke, Math Department Chair Math Teachers Grade Level Assistant Principals	Classroom Walkthroughs Data Chats Teacher sharing of best practices	Teacher-made tests BAT Assessments FCAT

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3C. English Language Learners (ELL) not making satisfactory progress in Geometry. Geometry Goal #3C:	50% (2/4) students who take Geometry will make satisfactory progress as demonstrated on the Geometry EOC
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	50% (2/4) students who take Geometry will make satisfactory progress as demonstrated on the Geometry EOC

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 prior knowledge of geometry concepts	Math coach will co-teach with classroom teachers Utilization of flip charts Teachers will focus on unwrapping benchmarks	Mr. Harmon, Math Coach Ms. Clarke, Math Department Chair Geometry teacher Grade Level Assistant Principals	Classroom Walkthroughs Data chats	Teacher-made tests BAT 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 subgroup:	
3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry. Geometry Goal #3D:	50% (1/2) of SWD student who take Geometry will show satisfactory performance as demonstrated on the 2013 Geometry EOC
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (1/1) of SWD students who took Geometry showed satisfactory performance as demonstrated on the 2012 Geometry EOC	50% (1/2) of SWD student who take Geometry will show satisfactory performance as demonstrated on the 2013 Geometry EOC

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 prior knowledge of geometry concepts	Math coach will co-teach with classroom teachers Utilization of flip charts Teachers will focus on unwrapping benchmarks	Mr. Harmon, Math Coach Ms. Clarke, Math Department Chair Math teachers Grade Level Assistant Principals	Classroom Walkthroughs Data chats Teachers share best practices in bi-weekly PLC's	Teacher-made tests BAT 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 subgroup:	
3E. Economically Disadvantaged students not making satisfactory progress in Geometry. Geometry Goal #3E:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

End of Geometry EOC Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core	Grades 6-8	Mr. Harmon, Math Coach Ms. Clarke, Math Department Chair	All math teachers	Ongoing	Classroom Walkthroughs	Grade Level Assistant Principals
Gizmos	Grades 6-8	Mr. Harmon, Math Coach Ms. Clarke, Math Department Chair	All math teachers	October 2012	Classroom Walkthroughs	Grade Level Assistant Principals

Mathematics Budget:

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

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

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	The percent of students achieving proficiency in science will increase from 23% to 31%. The total number of students is 374.
2012 Current Level of Performance:	2013 Expected Level of Performance:
23% (59/262) of the students scored a level 3 on the 2012 FCAT.	31% (116/374) of the students will achieve a level 3 on the 2013 FCAT.

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 student engagement	Interactive learning stations and notebooks Various digital tools to increase meaningful hands-on inquiry-based learning Compete in the Science Fair Complete a science research project	Ms. Gardner, Science Coach Ms. Baker, Science Department Chair Grade Level Assistant Principal	PLC learning communities Teacher self-reflections and sharing of best practices Laboratory, test, and data analysis Digital Lessons Virtual Lab	Science Fair Rubric BAT Assessments FCAT Assessment Mid-year Exam End-of-Year Exams
	Insufficient knowledge and acquisition of science vocabulary	Teachers will create interactive word walls to reinforce new content vocabulary.	Ms. Gardner, Science Coach Ms. Baker, Science	Teachers will discuss progress and share best practices	Mini BAT Assessments Vocabulary quizzes &

2		Teachers will incorporate a variety of graphic organizers and strategies to increase vocabulary acquisition	Department Chair Grade Level Assistant Principal		strategies Student Lab Journals and notebooks Student-created projects/artifacts that demonstrate Differentiated activities.
3	Lack of science literacy	Use common core standards and informational text Write about interpretations of scientific text	Ms. Gardner, Science Coach Ms. Baker, Science Department Chair Grade Level Assistant Principal	Classroom Walkthroughs Use of common core assessments	Common core assessments BAT Assessments FCAT Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	The number of students who score level 4, 5, or 6 on the FAA Science will increase from 50% (1/2) to 100% (1/1).
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (1/2) of students who took the 2012 FAA Science scored level 4, 5, or 6	100% (1/1) of students who take the 2013 FAA Science will score level 4, 5, or 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	Lack of non-verbal communication skills	One-on-one instruction by the teacher and paraprofessional Teacher will use a research-based reading program Teacher will use small group instruction Teacher will use manipulatives	Ms. Joseph, Teacher Ms. Justilien, ESE Coordinator Paraprofessionals	Classroom observations Progress reports Student portfolios FAA Teacher-made tests	Student portfolios FAA Teacher-made tests

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	The percent of students achieving level 4 or 5 in science will increase from 10% to 19%. The total number of students is 374.
2012 Current Level of Performance:	2013 Expected Level of Performance:
10% (26/262) of the students scored a level 4 or 5 on the 2012 FCAT.	19% (71/374) of the students will score a level 4 or 5 on the 2013 FCAT.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students struggle with ability to read and comprehend more abstract science concepts.	Science teachers will incorporate common core reading strategies through science Teachers will facilitate bi- weekly labs to offer students a working knowledge of scientific principles through experiments and use of manipulatives Teachers will use common core standards and informational text	Ms. Gardner, Science Coach Ms. Baker, Science Department Chair Grade Level Assistant Principal	Classroom Walkthroughs Teachers will share best practices Teacher-made assessments	Teacher-made pre and post assessments Monthly assessments BAT Assessments FCAT Assessment
2	Lack of motivation for higher performing students to increase their knowledge base	Increase inquiry learning activities Incorporate open-ended and higher order thinking questions, presentations, and field experiences Compete in the Science Fair	Ms. Gardner, Science Coach Ms. Baker, Science Department Chair Grade Level Assistant Principal	Differentiated learning stations Lab model construction	Lab reports Evaluation and Analysis question sheets Science Fair Rubric

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

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

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
Coaching, Mentoring, and Modeling	Grades 6-8	Ms. Gardner, Science Coach	All science teachers	Ongoing	Coaches Log	Ms. Gardner, Science Coach Ms. Baker, Science Department Chair Grade Level Assistant Principal
Science Content and Strategies	Grades 6-8	Ms. Gardner, Science Coach	All science teachers	Ongoing	Bi-Weekly PLC's	Ms. Gardner, Science Coach Ms. Baker, Science Department Chair Grade Level Assistant Principal
Common Core	Grades 6-8	Ms. Gardner, Science Coach	All science teachers	Ongoing	Bi-Weekly PLC's Edmodo Gizmos	Ms. Gardner, Science Coach Ms. Baker, Science Department Chair Grade Level Assistant Principal

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Students will use reading strategies to enhance and extend learning as well as prepare for standardized testing	Coach-made consumable workbook	School Budget	$1,000.00
			Subtotal: $1,000.00
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
Teachers will develop an understanding of CCSS and incorporate strategies in their teaching	Coach and teacher made materials Digital resources	School Budget / Title 1	$1,000.00
			Subtotal: $1,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $2,000.00

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	The percent of students achieving AYP in writing will increase from 80% to 82%. The total number of students is 374.
2012 Current Level of Performance:	2013 Expected Level of Performance:
80% (214/268) of students scored a 4.0 or higher on the 2012 FCAT Writing.	82% (306/374) of students will score a 4.0 or higher on the 2013 FCAT Writing.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student motivation to improve writing is lacking.	Students who maintain a high level of performance by scoring a 5 or higher, and students who increase their monthly writing prompt scores by 1 level will be rewarded through various student recognition programs. Students will use computer-supported instruction such as publishing software, Inspiration software, and multi-media projects in their language arts classrooms to increase motivation and improve media literacy skills that are aligned to Common Core Standards for Writing.	Ms. Wright, Language Arts Department Chair Ms. Johnson,Magnet Coordinator and writing support Ms. Jones, Assistant Principal	Writing sample using technology will be evaluated by classroom teachers PLC's Sharing of Best Practices	Technology based writing samples Writing portfolios
2	Students with scores at Level 1 and 2 in reading lack skills in the following: Vocabulary Writing process Sentence structure Paragraph development Grammar & Mechanics	Students will receive more instruction on identified skill and weakness in a small-group setting. Weekly Writing Day (after school) for students to strengthen writing by working on extensions and mastery of skills. Saturday Writing Camp to extend practice of identified concerns and elaboration needed for effective writing.	Ms. Wright, Language Arts Department Chair Ms. Johnson,Magnet Coordinator and writing support Ms. Jones, Assistant Principal	Small-group instruction and modeling on the following: Six traits Writing process Writing formats Different types of writing	Monthly writing prompts Imbedded Assessments Student writing portfolios BAT Writing Assessments
	Students already scoring a level 4, 5, or 6 lack sophistication in their writing.	Students will extend writing in all content areas to extend writing skills and	Ms. Wright, Language Arts Department Chair	Teachers will conference one-on-one with students about their writing bi-	Classroom writing pieces Embedded

3		comprehension. Students will practice the conventions of writing daily. Teachers will employ various strategies to teach conventions such as warm-ups, mini-lessons requiring students to apply the skills immediately to their own writing, and providing models of quality writing pieces demonstrating correct use of conventions.	Ms. Johnson,Magnet Coordinator and writing support Ms. Jones, Assistant Principal	weekly to monitor and guide student progress. Writing contests entries	Assessments Student writing portfolios

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

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Writing Rubrics	Grades 6-8	Ms. Wright, Language Arts Department Chair Ms. Johnson, Writing Support Specialist	All language arts and content area teachers	Ongoing	Writing portfolios	Ms. Jones, Assistant Principal
		Ms. Wright, Language Arts				

6 Traits of Writing	Grades 6-8	Department Chair Ms. Johnson, Writing Support Specialist	All language arts teachers	Ongoing	Writing portfolios	Ms. Jones, Assistant Principal

Writing Budget:

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

End of Writing Goals

Civics End-of-Course (EOC) Goals

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

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

Problem-Solving Process to Increase Student Achievement

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

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

2. Students scoring at or above Achievement Levels 4 and 5 in Civics. Civics Goal #2:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

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

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

Civics Budget:

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

Subtotal: $0.00

Grand Total: $0.00

End of Civics Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	The percent of the daily attendance rate will increase from 95% to 97%. The total number of students is 1106.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
95% (941/990) is the 2012 attendance rate.	97% (1072/1106) will be the projected average attendance for the 2013 school year.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
125 students had excessive absences	115 students are expected to have excessive absences
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
109 students had excessive tardies	100 students are expected to have excessive tardies

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Absence of parental support	Encourage parental support of school initiatives and activities including but not limited to Title I Family Nights, SAC, and PTSA in order to engage them as stakeholders in their child's education.	Grade Level Administrators Guidance Counselors Mr. Gelin, School Social Worker Ms. Justilien, ESE Coordinator Ms. Robbins, Behavior Specialist	Student attendance records Sign-in sheets for school activities	Student attendance records
2	Truancy caused by family issues	Identify and refer to students guidance, school psychologist, and/or social workers.	Grade Level Administrators Guidance Counselors Mr. Gelin, School Social Worker Ms. Justilien, ESE Coordinator Ms. Robbins,	Guidance referrals	Student attendance records

			Behavior Specialist		

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

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

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

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to “Guiding Questions”, identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	Lauderdale Lakes Middle houses and participates in an Alternative to External Suspension (AES) program. During the 2011-2012 school year there was an increase in internal suspensions and a decrease in external suspensions. Our goal this year is to reduce the number of both types of suspensions by 15%.

2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
631 in-school suspensions	536 expected in-school suspension
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
303 students were suspended in-school	257 students will be suspended in-school
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
161 out-of-school suspensions	137 out-of-school suspensions
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
110 students suspended out-of-school	94 expected number of students suspended out-of-school

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of sufficient parental involvement	Workshops supported by outside mental health agencies that will provide proactive discipline strategies Set up referrals to community agencies for family counseling at home Schedule monthly parent conferences with guidance and classroom teachers	Grade Level Administrators Guidance Counselors Mr. Gelin, School Social Worker Ms. Justilien, ESE Coordinator Ms. Robbins, Behavior Specialist	Quarterly review of suspensions	End of the year suspension report
2	Same small group of students consistently violating the discipline matrix	Implement RtI process Schedule informal parent conferences for each infraction Refer to after-school programs such as Handy, YMCA, City of Lauderdale Lakes, and Urban League Provide incentives to reinforce good behavior	Grade Level Administrators Guidance Counselors Mr. Gelin, School Social Worker Ms. Justilien, ESE Coordinator Ms. Robbins, Behavior Specialist	Quarterly review of suspensions	Virtual Counselor DMS

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

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

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

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	Increase the level of parent involvement from 50% to 75% at monthly parent events, such as Back-to-School Orientation and Open House. The total number of students is 1106.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
50% (420/840) of the parents were involved through Open House, parent nights, and/or student activities.	75% (829/1106) of the parents will be involved in monthly school-wide activities.
Problem-Solving Process to Increase Student Achievement	

			Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Access to technology in the home environent	Parents are encouraged to attend parent activities to learn about FCAT strategies, free digital tools, and utilizing Pinnacle to track grades, attendance, and communicate with teachers.	Grade Level Administrators Guidance Counselors Mr. Gelin, School Social Worker Ms. Justilien, ESE Coordinator Ms. Robbins, Behavior Specialist	Parent Feedback Parent/Teacher Conferences Data Chats with teachers concerning parent communication	Surveys Sign in sheets Parent feedback
2	Many parents work late and/or multiple jobs and cannot attend school events	Use Parent Link to communicate with parents about monthly events Send home flyers with information about workshops and parent trainings Make personal phone calls to parents inviting them to come to monthly school events Offer students incentives to bring their parents Provide free refreshments at all monthly events	School Administrators	Parent sign-in attendance sheets Informal feedback from parents	School Survey Annual Customer Survey
3	Parents are uninterested in participating on SAC, SAF, and/or PTSA	Hold PTSA/SAC/and SAF meetings on the same day Advertise meetings on the marquee and use Parent Link to send out reminders	School Administrators Ms. Johnson, SAC Chair Mr. Johnson, PTSA Chair	Informal feedback from parents	Annual Customer Survey

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

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

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

Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

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

STEM Budget:

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

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

CTE Budget:

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

End of CTE Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Science	Students will use reading strategies to enhance and extend learning as well as prepare for standardized testing	Coach-made consumable workbook	School Budget	$1,000.00
				Subtotal: $1,000.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Headphones	SchoolMate Resources	School Budget	$1,000.00
				Subtotal: $1,000.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Science	Teachers will develop an understanding of CCSS and incorporate strategies in their teaching	Coach and teacher made materials Digital resources	School Budget / Title 1	$1,000.00
				Subtotal: $1,000.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Assorted novels (class sets)	Booksourse	School Budget	$2,000.00
				Subtotal: $2,000.00
				Grand Total: $5,000.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

○ Priority	○ Focus	● Prevent	○ NA

Are you a reward school: ○ Yes ● No

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

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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
Participation in ReadiStep Program	$2,400.00

Classroom incentives	$1,000.00

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

The SAC will review SIP goals, staff development, school programs, assessments, parent workshops, school marketing plan

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 LAUDERDALE LAKES MIDDLE SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	56%	56%	82%	29%	223	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	58%	60%			118	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	69% (YES)	63% (YES)			132	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					473	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

Broward School District LAUDERDALE LAKES MIDDLE SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	55%	55%	87%	29%	226	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	64%	70%			134	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	68% (YES)	77% (YES)			145	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					505	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested