

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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

Dr. Mike Grego, Chancellor
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Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

School Name: GLADES MIDDLE SCHOOL

District Name: Broward

Principal: Krista R. Herrera

SAC Chair: Beth Ergas

Superintendent: Robert Runcie

Date of School Board Approval: 12/4/12

Last Modified on: 10/23/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
					Glades Middle 2011-2012 - A 2010-2011 - A 2009-2010 - A 2008-09 - A 2007-08 - A 2006-07 - A GLADES MS: ELL AYP 2011-2012 2010-2011 - Reading No, Math No 2009-2010 - Reading No, Math Safe Harbor 2008-09 No 2007-08 No 2006-07 Yes SWD AYP 2011-2012 2010-2011 - Reading No, Math No 2009-2010 - Reading Safe Harbor, Math No

Principal	Krista R. Herrera	Bachelor's Master's Educational Leadership	9	19	<p>2008-09 No 2007-08 No 2006-07 No</p> <p>AYP of Lowest 25% in school: 2011-2012 - Reading 65%, Math 58% 2010-2011 - Reading 67%, Math 64% 2009-2010 Yes 61% 2008-09 Yes 71% 2007-08 Yes 63% 2006-07 Yes 69%</p> <p>% Level 3 and Above: 2011-2012 - Reading 66%, Math 66% 2010-2011 - Reading 79%, Math 76% 2009-2010 77% 2008-09 77 % 2007-08 76% 2006-07 75%</p> <p>% Students make Learning Gains: 2011-2012 2010-2011 - Reading 65%, Math 69% 2009-2010 66% 2008-09 68% 2007-08 67% 2006-07 67%</p>
Assis Principal	Dorys Palacio	B.S. in Exceptional Education Masters in Educational Leadership & Elementary Education Certification in Exceptional Student Education and Administration	9	11	<p>Glades Middle</p> <p>2011-2012 - A 2010-2011 - A 2009-2010 - A 2008-2009 - A</p> <p>ELL AYP 2011-2012 2010-2011 - Reading No, Math No 2009-2010 - Reading No, Math Safe Harbor 2008-2009 - No</p> <p>SWD AYP 2011-2012 2010-2011 - Reading No, Math No 2009-2010 - Reading Safe Harbor, Math No 2008-2009 - No</p> <p>AYP of Lowest 25% in School: 2011-2012 - Reading 65%, Math 58% 2010-2011 - Reading 67%, Math 64% 2009-2010 - 61% 2008-2009 - 71%</p> <p>% Level 3 and Above 2011-2012 - Reading 66%, Math 66% 2010-2011 - Reading 79%, Math 76% 2009-2010 - 77% 2008-2009 - 77%</p> <p>% Students Make Learning Gains 2011-2012 2010-2011 - Reading 65%, Math 69% 2009-2010 - 66% 2008-2009 - 68%</p>
Assis Principal	Angine Tyghter	Bachelor of Arts Juris Doctor (JD) Master in Educational Leadership	9	3	<p>Glades Middle</p> <p>2011-2012 - A 2010-2011 - A 2009-2010 - A 2008-2009 - A</p> <p>ELL AYP 2011-2012 2010-2011 - Reading No, Math No 2009-2010 - Reading No, Math Safe Harbor 2008-2009 - No</p> <p>SWD AYP 2011-2012 2010-2011 - Reading No, Math No 2009-2010 - Reading Safe Harbor, Math No 2008-2009 - No</p> <p>AYP of Lowest 25% in School: 2011-2012 - Reading 65%, Math 58% 2010-2011 - Reading 67%, Math 64% 2009-2010 - 61% 2008-2009 - 71%</p> <p>% Level 3 and Above</p>

					2011-2012 - Reading 66%, Math 66% 2010-2011 - Reading 79%, Math 76% 2009-2010 - 77% 2008-2009 - 77% % Students Make Learning Gains 2011-2012 2010-2011 - Reading 65%, Math 69% 2009-2010 - 66% 2008-2009 - 68%
Assis Principal	Patrick Sauer	BS Elementary ED Masters in Montessori Education Certification Ed Leadership	3	4	Glades Middle 2011-2012 - A 2010-2011 - A West Hollywood Elementary 2009-2010 - C 2008-2009 - A ELL AYP GM 2011-2012 GM 2010-2011 - Reading No, Math No WH 2009-2010 - Reading No, Math No WH 2008-2009 - Reading No, Math Yes SWD AYP GM 2011-2012 - GM 2010-2011 - Reading No, Math No WH 2009-2010 - No WH 2008-2009 - N/A AYP of Lowest 25% in School: GM 2011-2012 - Reading 65%, Math 58% GM 2010-2011 - Reading 67%, Math 64% WH 2009-2010 - 52% WH 2008-2009 - 68% % Level 3 and Above GM 2011-2012 - Reading 66%, Math 66% GM 2010-2011 - Reading 79%, Math 76% WH 2009-2010 - 73% WH 2008-2009 - 68% % Students Make Learning Gains GM 2011-2012 GM 2010-2011 - Reading 65%, Math 69% WH 2009-2010 - 63% WH 2008-2009 - 70%
Principal					
Principal					

INSTRUCTIONAL COACHES

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

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)
					Glades Middle: 2011-2012 A 2010-11 A 2009-10 A 2008-09 A 2007-08 A 2006-07 A 2005-06 A Silver Trail MS: 2003-04 A 2002-03 A 2001-02 A 2000-01 B 1999-00 A GLADES Middle School: ELL AYP 2011-12 2010-11 Reading No, Math No

Reading	Donna L. Talamas	BS in Elementary Ed. M G Math 5 – 9 Reading Endorsed ESOL Endorsed	8	13	2009-10 Reading No, Math Safe Harbor 2008-09 No 2007-08 No 2006-07 Yes 2005-06 Yes SWD AYP 2011-12 2010-11 Reading No, Math No 2009-10 Reading Safe Harbor, Math No 2008-09 No 2007-08 No 2006-07 No 2005-06 No AYP of Lowest 25% in school: 2011-12 Reading 65%, Math 58% 2010-11 Reading 67%, Math 64% 2009-10 61% 2008-09 71% 2007-08 63% 2006-07 69% 2005-06 75% 2004-05 70% % Level 3 and Above: 2011-12 Reading 66%, Math 66% 2010-11 Reading 79%, Math 76% 2009-10 77% 2008-09 77% 2007-08 76% 2006-07 75% 2005-06 72% 2004-05 66% % Students make Learning Gains: 2011-12 2010-11 Reading 65%, Math 69% 2009-10 66% 2008-09 68% 2007-08 67% 2006-07 67% 2005-06 72% 2004-05 66%
Reading	TBA				2012-2013

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. Provide Professional Development	A. Tyghter	Ongoing	
2	2. NESS Program	P. Sauer	Ongoing	
3	3. Providing Leadership Experiences	K. Herrera	Ongoing	
4	4. Administration and Coaching Support	K. Herrera/ Department Heads	Ongoing	
5				

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
No data submitted	

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
90	4.4%(4)	27.8%(25)	46.7%(42)	23.3%(21)	48.9%(44)	92.2%(83)	17.8%(16)	2.2%(2)	43.3%(39)

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
Jennifer Lostumbo	Shamar Robbins	Departmental Assistance	Curriculum Planning Instruction/Best Practices Monthly NESS meetings
Brenda Farkas	Mike Large	Departmental Assistance	Curriculum Planning Instruction/Best Practices Monthly NESS meetings
Brenda Farkas	Manuel Silva	Departmental Assistance	Curriculum Planning Instruction/Best Practices Monthly NESS meetings
Susan Suarez	Lisa Katovsky	Departmental Assistance	Curriculum Planning Instruction/Best Practices Monthly NESS meetings
Barvel Riley	Daniel Batista	Departmental Assistance	Curriculum Planning Instruction/Best Practices Monthly NESS meetings
Susan Suarez	Melissa Doursent	Departmental Assistance	Curriculum Planning Instruction/Best Practices Monthly NESS meetings

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

N/A

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

ELL students determined to be category A1, A2, and B1 will receive instruction through Developmental Language Arts and basic classes using ESOL Strategies.

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

SAI dollars have been budgeted to fund part of a teacher's salary that will be teaching Level 1 students.

Violence Prevention Programs

N/A

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The school-based RtI Team consist of Teacher, Counselor, Administrator, School Psychologist, Social Worker, ESE Specialist, Reading Coach and Speech Pathologist.

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 CPST/RtI Team meets twice a month to discuss students experiencing Academic or Behavioral difficulties. The team collaborates to identify the problem, review data, implement interventions and monitor progress. The RtI process goal is to identify problems early, provide interventions and measure response to interventions.

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

The role of the school-based RtI Leadership team is to analyze, develop and evaluate interventions to meet the needs of the students resulting in improved student performance academically as well as behaviorally. Student assessments such as FCAT scores, FAIR scores, Benchmark Assessments, classroom assessments, discipline infractions and any other diagnostic test will continually be monitored to identify academic and/or behavioral trends. This data will be used in determining the anticipated barriers for specific content areas outlined in the SIP.

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.

Glades Middle School routinely inspects data collected via a variety of data sources including, but not limited to, electronic databases (Virtual Counselor, BASIS and Pinnacle), classroom assessments (grades, unit tests, observations), and standardized tests (FCAT, DAR, and BAT). When a teacher determines that a student is in need of Tier 2 intervention that student is brought to Collaborative Problem Solving Team. As a team, Tier 2 and/or Tier 3 interventions are selected and corresponding progress monitoring methods are determined. The monitoring of academic interventions may be specific to the intervention program. For example, if the intervention is aimed to increase reading fluency, then the reading rate may be monitored or if a particular reading intervention program has a progress monitoring assessment then this tool may be used. The monitoring of behavioral interventions will be measured with frequency or duration of the behavior that we are hoping to decrease or increase. Progress monitoring of Tier 2 and Tier 3 interventions will occur no less than on a monthly basis and preferably on a weekly basis. Teachers will complete Intervention Record Forms and share graphed data with parents. Glades Middle School has created its own comprehensive Excel database to monitor our tiered data students, which can be easily accessed by members of the Collaborative Problem Solving Team for the purpose of making instructional decisions.

Describe the plan to train staff on MTSS.

Core members of the Collaborative Problem Solving Team (CPST) will provide school-based personnel with an overview of the RtI process with an emphasis on graphing and progress monitoring with professional development training on September 28, 2012. Support will be provided for teachers in the form of consultation and collaboration with core members of the CPST every third Wednesday of the month. School-based personnel are also encouraged to attend related trainings (CHAMPS, BASIS and academic intervention) that may be provided by the area or district.

Describe the plan to support MTSS.

The bi-monthly RtI meetings have been scheduled with the RtI team to review data and provide support for all stakeholders to meet the academic and behavioral needs of the students.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Krista Herrera, Principal
Dorys Palacio, Assistant Principal 6th grade, Reading, S.S
Patrick Sauer, Assistant Principal 7th grade, Math, Science, NESS and ELL Co-Ordinator
Angie Tyghter, Assistant Principal 8th grade, L.A., Unified Arts, ESE Co-Ordinator
Dashonya Thompson, Reading Dept. Head
Barvel Riley, Social Studies Dept. Head
Susan Suarez, Math Dept. Head
Anquette Wray, ESE Dept. Head
Myriam Correa, Language Arts Dept. Head
Brenda Farkas, Science Dept. Head
Craig Kocis, Unified Arts Dept. Head
Darlene Sanders, Guidance Director, RtI
Kim Bryan, ESE Specialist
Anquette Wray, ESE Dept. Head
Beth Ergas, SAC Chair, and Reading Teacher
Jennifer Lostumbo, Teacher of Gifted and Language Arts
Jon Vanlandegend, Science Teacher
TBA Reading Coach

The LLT is comprised of Administrators, Dept. Heads, Specialists, and Teachers that have strong backgrounds in reading and literacy and who demonstrate a willingness to build school literacy culture through collegiality and collaboration.

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

The LLT meets 60–90 minutes each month, prior to the opening of school. Additional meetings are scheduled as needed. Information and collaboration is shared with all faculty in monthly department and team meetings. Each Team Member brings their ideas and special qualities, utilizing their positions to help create and promote a literacy culture at Glades Middle. Each

member supports a commitment to student achievement through teaching and learning strategies.

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

The LLT will build literacy within the school and ensure implementation of the K-12 Reading Plan and Common Core. The focus will be increasing student achievement for both proficient and deficient students through literacy initiatives and utilizing data analysis to implement differentiated instruction in daily lessons. The LLT will monitor data collection of the schools literacy/reading performance and targeting areas of performance. Full implementation of Common Core literacy and math standards including: text complexity, quality and range in grades 6-8, CCSS (Common Core State Standards) Literacy Standards in History, Social Studies, Science, and Technical Subjects.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

Every teacher at Glades Middle is a reading teacher! Each teacher has been trained and follows the school-wide Florida's Continuous Improvement Model (FCIM) steps of Plan, Do, Check, and Act. Data Disaggregation of the 2011-2012 FCAT Data will identify strengths and weaknesses of our students, individually, and by grade-level, subject area, and category/strand/benchmark. The FCIM process provides teachers with a systematic method for aligning planning, delivering instruction, and assessing progress so that all students achieve their highest potential. Teachers are provided with professional development in utilizing various reading strategies aligned to their objectives. Administrators will conduct weekly classroom walk-throughs and provide constructive/reflective feedback. Regular meetings are held for both departments and teams to monitor the instructional progress of students and to access instructional reading strategy materials that align to areas of improvement. Every team will meet once a week to monitor and analyze students' progress. Student/teacher data chats are scheduled after each FAIR Assessment period.

*High Schools Only

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

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

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

Postsecondary Transition

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

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	By June 2013, 45% of students in grades 6,7,8, will score level 3 on the FCAT Reading SSS Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
43% (667)	45% (698)

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	SSS Barely Level 3 students may drop to a Level 2	Reading Classes for SSS Barely Level 3 students in 6, 7, and 8th grade. Dept. IFC's Revised Bloom's Taxonomy Higher Level's of Webb's DDK (Depth of Knowledge) CIS	Mrs. Herrera, Principal Asst. Principals, and TBA Reading Coach	Quarterly Growth. Increased achievement on Assessments. Reading and LA Teacher/Student Data Chats on FAIR Results: Oct. 2012 Jan. 2013 May 2013	Report Cards. Progress Monitoring: F.A.I.R. (Florida Assessments for Instruction in Reading) Student Data Record in Agenda Books for student and teacher data chats. FCAT 2013
2	To build vocabulary to increase comprehension.	Interactive Word Walls Word Wisdom VIS Chart Word Sorts Context Clues Strategies Scaffold Instruction Jr. Great Books (JGB) Community Word Wall Word of the day Novel study Vocabulary Anchors	Asst. Principal over Reading, TBA Reading Coach, and Dept. Heads	Word Walls Activities Content Area Vocab. Assessments Dept. PLC's Review Data CWT- Weekly with state observation form feedback	BEEP mini-assessments Word Walls PLC Focus BAT Data FCAT 2013 FAIR Reports
3	To build fluency and reading endurance	Jamestown Fluency Timed Reading Plus Paired Fluency Drills Weekly Reading Logs Teacher Read Alouds Novel Study FAIR Toolkit for Fluency CNN Student News Historical Fiction	Asst. Principal over Reading, TBA Reading Coach, and Mrs. Riley, S.S. Dept. Head	Progress Monitoring: Weekly Fluency-Chart Progress Student Portfolios Novel assignments / projects CWT, Bi-monthly observe fluency practice	Fluency Assessments BAT Data FCAT 2013 FAIR Reports

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	By June 2013 65% of students taking the FAA will score at levels 4, 5, and 6
2012 Current Level of Performance:	2013 Expected Level of Performance:
60% (12)	65% (13)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Minimal exposure to grade level reading material	Differentiated Instruction on the Sunshine State Standards Access Points Implementation of the Unique Learning System	ESE Asst. Principal, SVE Teachers, and ESE specialist	FAA practice test	FAA

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	By June 2013, 48% of students will achieve above proficiency (Levels 4 and 5) on the FCAT Reading SSS Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
35.5% (529)	48% (744)

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 Classes that focus on Higher Order Thinking and Questioning.	DI – Learning Styles Novel Study Project-Based Learning Junior Great Books Socratic Seminars Bloom's Taxonomy-revised WEBB's DOK Levels Cognitive Complexity NGSSS Reading Benchmarks CIS (Comprehension Instructional Strategy)	Mrs.Herrera,Principal, Asst. Principals, and TBA Reading Coach	Rubrics Shared Inquiry Discussion Ability to complete and create graphic organizers. Student Portfolios Technological Projects Dept. PLC's Review Data CWT, Weekly using state observation form feedback	Project Presentations Novel assignments, tests,Projects. BAT Data FCAT 2013 BEEP Mini-Assess FAIR Reports
2	Students need to be exposed to Higher Order Questioning in the Content Areas.	Novel Study Project-Based Learning Socratic Seminars Bloom's Taxonomy-revised WEBB's DOK Levels Cognitive Complexity Nonfiction Magazines NGSSS Reading Benchmarks Depts. IFC's CIS	Mrs. Herrera, Principal Asst. Principals, TBA Reading Coach, and Dept. Heads	Rubrics Ability to complete and create graphic organizers. Student Portfolios Technological Projects Depts. PLC's Review Data CWT, Weekly using state observation form feedback	Project Presentations Content Area Assess. BAT Data FCAT 2013 FAIR Reports

		CNN Student News Jr. Scholastic Magazines Common Core Standards Reciprocal Teaching			
3	7th and 8th grade Level 5 students, not scheduled in a reading class, and may drop to a level 4.	PUSH-IN Reading Program for Level 5 students in 7th and 8th grades.	Principal Asst. Principals Reading Coach	FAIR Data Chats 2-8-12 Reading and LA Teachers/Students Reading Strategies Assess. Testing Strategies Assess.	Student Evaluation FCAT 2012 FAIR Reports

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	By June 2013 35% of students taking the FAA will score at levels 7
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (6)	35% (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	Minimal exposure to grade level reading material	Differentiated Instruction on Sunshine State Standards Access Points Implementation of the Unique Learning System	ESE Asst. Principal, SVE Teachers, ESE Specialist	FAA practice test	FAA

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	By June 2013, 73% of our students will make learning gains on the FCAT Reading SSS Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
66% (961)	73% (1132)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students displaying a weakness in Reading Comprehension Skills: Compare/Contrast Main Idea/Details Facts/Cause and Effect Problem/Solution	Reading Classes for all 6th grade. Reading Classes for all 7th and 8th grade students below mid level 4 on the FCAT 2.0 Reading.	Mrs. Herrera, Principal Assist. Principals, TBA Reading Coach, and Dept. Heads	9/2012 and 2/2013 Team Data Chats with Principal and Grade Level AP Lesson Plan Review Depts. PLC Focus RtI & LLT – Reviewed	Content Area Assessments BEEP Mini-assessments BAT Data FAIR Data FCAT 2013

1	Sequencing/Skimming /Scanning Author's Purpose/ POV Literary Elements Analyzing words and text Conclusion/Inference Patterns of Organization Validity and accuracy of information Validity/Reliability	Reading SSS Benchmarks Implement FCIM for Instruction Depts. IFC's Utilize Item Specs Admit/Exit Slips Literature Circles DI Higher Order Questioning BEEP Lessons Novel Study Pre-During-After Reading Strategies		and Professional Development created to target the needs of the students.	
2	Creating a Reading Culture at GMS.	Summer Reading Students carry and read 1 – 4 Novels each quarter. S.U.R.F. (Silent Uninterrupted Reading Fun) Everglades Zone Book Fairs Teacher Read Alouds PTSA Author Visits	LLT Members	Agenda Book Reading Record Reading Logs SURF Closure Activities Reading Teachers-Quarterly review Student Participation	Depts. PLC's Review Data Novel Alternative Assess. Parent/Student Surveys
3	Post FCAT: Engage students in learning	ZIP Team Interdisciplinary Units Novel Study Daily Analogies NGSSS Reading Benchmarks: Maintenance Tutorials Enrichment Dept. IFC's Technology-based Projects	Mrs. Herrera, Principal Assist. Principals, TBA Reading Coach, and Dept. Heads	Analyze FAIR Data Content Area Assessments	Weekly Grades / Pinnacle Student Participation data FAIR Data Reports Marzano's iObservation Data

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	By June 2013 35% of students taking the FAA will make a learning Gain
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (6)	35% (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	Minimal exposure to grade level reading material.	Differentiated Instruction on Sunshine State Standards Access points Implementation of the Unique Learning System	ESE Asst. Principal, SVE Teachers, ESE Specialist	FAA Practice Test	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 reading. Reading Goal #4:	By June 2013, 75% of students whose FCAST reading scores are in the lowest 25 % will achieve learning gains in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
65.5% (249)	70% (287)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students in the lowest 25 % indicating deficiency in Fluency / Decoding.	Double-Blocked Reading Intervention classes scheduled to focus on decoding/ fluency. WRS (Wilson Reading System) 6 grade REWARDS /REWARDS Plus Social Studies Jamestown Fluency Paired Fluency Drills Student Progress Monitoring DI Teacher Read Alouds Compass Learning FAIR Toolkit Strategies 7 & 8 grade Just Words	Mrs. Herrera, Principal Asst. Principals, and TBA Reading Coach	Weekly Fluency Drills Students maintain Progress Chart FAIR Toolkit for Fluency Student Portfolios Participation in DI student response Quarterly Growth	FAIR Data Reports Compass Learning Reports BAT Data BEEP Mini-Assessments FCAT 2013 WADE Assessment Phonics Screening Inventory
2	Students in the lowest 25 % that have a weakness in Reading Comprehension.	Intensive Reading classes scheduled for students needing intervention (SSS Levels 1+ 2). IMPACT Curriculum BEEP Lesson Plans Dept. IFC's Jamestown Fluency Paired Fluency Drills DI Teacher Read Alouds Compass Learning Close Reading Novel Study Interactive Word Walls Pre-During-After Strategies FAIR Toolkit Strategies	Mrs. Herrera, Principal Asst. Principal, and TBA Reading Coach	IMPACT Assessments Student Data Chats Student Portfolios Student usage of pre-during-after strategies	FAIR Data Reports Compass Learning Reports BAT Data BEEP Mini-Assessments FCAT 2013
3	Students in the lowest 25 % should have additional support with implementing reading strategies in their Content-Area classes.	Marzano's Nine High-Yield Strategies to increase student achievement. Textbook Reading Strategies Visual Vocabulary Interactive Word Walls Selective Underlining Note-Taking Background Knowledge Pre-During-After Strategies FCIM for Instruction Higher Order Questioning Bloom's Taxonomy-revised WEBB's DOK Levels	Mrs. Herrera, Principal Asst. Principals, TBA Reading Coach, and Dept. Heads	12/2012 SS Teacher and Student Data Chats to review BAT I and II data Quarterly Growth Student Portfolios Content-Area Assessments Ability to complete or create Graphic Organizers	Grades/Pinnacle BAT Data FCAT 2013 FAIR Reports

		Cognitive Complexity Nonfiction Periodicals DI Think Alouds Text Marking		
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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal #					
	By June 2013, 82% of our Hispanic student subgroup will demonstrate annual learning gains in reading to achieve Safe Harbor					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	71	73	82	86	89	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	By June 2012, 37% of our Hispanic student subgroup will demonstrate annual learning gains in reading to achieve Safe Harbor.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 29% (48) Black: 44.2% (190) Hispanic: 32% (223) Asian: 77% (119) Am. Indian: 62% (1)	White: 34% (51) Black: 50% (201) Hispanic: 37% (230) Asian: 82% (124) Am. Indian: 66% (1)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need to be engaged in instruction that meets the needs of individual students.	Novel Study Nonfictional Materials Compass Learning Interactive Word Walls Teacher Read Alouds NGSSS Reading Benchmarks Item Specs Differentiated Instruction Visualization Guided Reading	Mrs. Herrera, Principal Asst. Principal, TBA Reading Coach, and Dept. Heads	Student Portfolios Classroom Discussions Student Participation Observation Data Alternative Assessments Novel Projects Extended Time Rubrics CWT Reading Teacher and Student Data Chat Quarterly	Quarterly Growth BAT Data BEEP Mini-Assessments Oral Assessments FAIR 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:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	By June 2013, 49% of our ELL student subgroup will demonstrate annual learning gains in reading to achieve Safe Harbor.
2012 Current Level of Performance:	2013 Expected Level of Performance:
43% (52)	49% (59)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	A1 and A2 ELL students need additional support in reading.	ELL students classified as A1 and A2 will be scheduled into a Double-Block Developmental Language Arts class for reading. VISIONS Curriculum Language Masters Audio Books Morphemic Analysis Novels for Multi-Cultural ESOL Strategies: Cooperative Learning, Pacing of Lessons, Wordbanks Novel Study/Project-based Nonfictional Materials Compass Learning Interactive Word Walls Teacher Read Alouds NGSSS Reading Benchmarks Item Specs Extended Time Close Reading	Mrs. Herrera, Principal Asst. Principal, TBA Reading Coach, ESOL Coordinator, and Dev-LA Teacher	Student Portfolios Classroom Discussions Student Participation Observation Data Alternative Assessments	Quarterly Growth BAT Data BEEP Mini-Assessments Oral Assessments
2	ELL students should have additional support with implementing reading strategies in their Content Area classes.	ESOL Strategies Pre-During-After Reading Strategies FCIM for Instruction DI Textbook Reading Strategies Visual Vocabulary Interactive Word Walls Selective Underlining Note-Taking Build Background Knowledge Extended Time Achieve 3000 TeenBiz Program Vocabulary Anchors CIS Text Marking	Mrs. Herrera, Principal Asst. Principal, TBA Reading Coach, and Dept. Heads	Student Portfolios Classroom Discussions Student Participation Alternative Assessments Project-Based Learning CWT, Weekly using State Observation Form for feedback	Oral Assessments Quarterly Growth FCIM Data Chats BAT Data Achieve 3000 TeenBiz 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 reading. Reading Goal #5D:	By June 2013, 44% of our SWD Subgroup will demonstrate annual learning gains in reading to achieve Safe Harbor.
2012 Current Level of Performance:	2013 Expected Level of Performance:
37% (71)	44% (84)

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	SWD demonstrating deficiency in Fluency and/or Decoding, will be scheduled into a Double-Blocked Intensive Reading Class.	WRS (Wilson Reading System) REWARDS/REWARDS Plus Social Studies 6 grade Just Words 7 & 8 grade Morphemic Analysis Access FRBD Interactive Word Walls Jamestown Fluency Teacher Read Aloud ESE Strategies Compass Learning/Focus	Mrs. Herrera, Principal Asst. Principals, ESE Specialist, ESE Support Facilitators, and TBA Reading Coach	Compass Learning Reports Observation Data Student Participation Oral Assessments Student Participation Alternative Assessments Extended Time Rubrics 9-2012 Teacher analyze FCAT Data	IEP's DAR WADE Assessment Progress Monitoring: FAIR Assessments BAT Data FCAT 2013 Phonics Screening Inventory
2	SWD needing Fluency and or Comprehension will be placed in a Reading Intensive class.	Support Facilitators DI Compass Learning/Focus IMPACT BEEP Lessons Interactive Word Walls Word Wisdom Jamestown Fluency Paired Fluency Drills Novel Study Teacher Read Aloud Higher-Order Thinking and Questioning ESE Strategies Extended Time Rubrics Pre-During-After Reading Strategies Build Background Knowledge	Mrs. Herrera, Principal Asst. Principal, ESE Specialist, ESE Support Facilitators, and TBA Reading Coach	Compass Learning Reports Observation Data Student Participation Oral Assessments Student Participation Alternative Assessments Fluency Assessments Novel Projects	IEP's DAR Progress Monitoring: FAIR Assessments BEEP Mini-Assessments BAT Data FCAT 2013
3	SWD should have additional support with implementing reading strategies in their Content Area classes.	Textbook Strategies ESE Strategies Interactive Word Walls Visual Vocabulary Selective Underlining Note-Taking Higher-Order Thinking and Questioning DI – Learning Styles Build Background Knowledge Pre-During-After Reading Strategies Teacher Read Alouds CIS Co-Teach in Social Studies Class	Mrs. Herrera, Principal Asst. Principals, ESE Specialist, ESE Support Facilitators, TBA Reading Coach, and Dept. Heads	10-2012 Teacher analyze BAT I data Meet with Principal and Grade Level AP 12-2012 Teacher and FAIR data analyze BAT II data and meet with Principal and Grade Level AP Student Participation Oral Assessments Student Participation Alternative Assessments Extended Time Rubrics Project-Based Learning CWT, Weekly using State Observation form for feedback	Quarterly Growth Grades/Pinnacle Student Data Chats IEP's DAR BAT Data FCAT 2013 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:	By June 2013, 69% of our ED subgroup will demonstrate annual learning gains to achieve Safe Harbor.
2012 Current Level of Performance:	2013 Expected Level of Performance:
65% (428)	69% (453)

Problem-Solving Process to Increase Student Achievement

		Person or	Process Used to
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	ED students should have additional support with implementing reading strategies in their Content Area classes.	Textbook Strategies ESE/ESOL Strategies Interactive Word Walls Visual Vocabulary Selective Underlining Note-Taking Higher-Order Thinking and Questioning DI – Learning Styles Build Background Knowledge Pre-During-After Reading Strategies Teacher Read Alouds CIS Close Reading Vocabulary Anchors	Mrs. Herrera, Principal Asst. Principals, ESE Specialist, ESE Support Facilitators, TBA Reading Coach, and Dept. Heads	Student Participation Oral Assessments Student Participation Alternative Assessments Extended Time Rubrics Project-Based Learning	Quarterly Growth Grades/Pinnacle IEP's DAR BAT Data FCAT 2013 FAIR Reports

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Differentiated Instruction Workshops including FAIR Data Analysis	School-wide	Reading Coach	School-wide	Oct. 2012 Jan. 2013 May 2013	Demonstration Classrooms Dept. PLC's	Administration Dept. Heads
NGSSS: Creating Question Stems (HOT)	School-wide	County Trainers Dept. Heads	School-wide	2012/2013	CWT Weekly Utilizing State Observation Form Depts. PLC's Demonstration Classrooms	Administration Dept. Heads
Jr. Great Books Roundtable "Shared Inquiry Discussion Method"	6,7,8 Reading	Reading Coach	Reading Teachers	2nd Quarter	Coaching & Conferencing Observation Demonstration Classroom	Reading Coach Asst. Principal over Reading
New Generation SSS Standards Workshops and Item Specifications	6,7,8 Reading	Reading Coach	Reading Dept.	Quarterly	Dept. PLC's Discussion Lesson Plan Review	Reading Coach Asst. Principal over Reading
Instructional Reading Strategies	School-wide	Lead Teachers	Reading Strategies	Monthly	Student Work Samples	Asst. Principal over Reading
Achieve 3000	ELL's B1-C1	Achieve 3000 Trainers	SS Teachers	Sept. 2012 Follow up training	TeenBiz Reports	ESOL contact Asst. Principal over Social Studies
CIS	6,7,8 Reading, SS, and LA	Reading Coach, SS Dept. Head	SS, LA, and Reading Teachers, ESE Support Facilitators	1st Quarter	Dept. PLC's	Administration Reading Coach Asst. Principal over Reading SS, and LA
Jr. Great Books					Coaching &	

Roundtable "Shared Inquiry Discussion Method"	6,7,8 Reading	Reading Coach	Reading Teachers	2nd Quarter	Conferencing Observation Demonstration Classroom	Reading Coach Asst. Principal over Reading
Research Based Best Practices and Programs	School-wide	Program Trainers	School-wide CRISS, McRel, REWARDS, Dev. LA, WRS, Novel Study, Literature Circles, Jr. Great Books, IMPACT	Quarterly	Student Work Samples Participants share knowledge with Dept. PLC's	Administration Reading Coach Dept. Heads

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
AMSCO Reading for Common Core Standards	4 sets (2-6th / 1-7th / 1-8th)	SAC	\$2,160.00
			Subtotal: \$2,160.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Achieve 3000 Teenbiz for ELL students (B1-C1)	Non-Fiction Computer Program	County ESOL Dept.	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
TeenBiz training for SS Teachers	To pay for Subs	Reading Allocation Fund	\$340.00
			Subtotal: \$340.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Subs for Reading to go on at least one field trip	To pay for Subs	Reading Allocation Fund	\$680.00
			Subtotal: \$680.00
			Grand Total: \$3,180.00

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:	66% of the students will score proficient on the 2013 administration of the CELLA
2012 Current Percent of Students Proficient in listening/speaking:	
56%	
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	Many students are new to the country and have little or no English language skills at this time.	Students are scheduled into a double block of developmental language arts in order to assist in their academic success.	Assist. Principal, ESOL teacher	Grades and classroom assessments and IPTII.	CELLA

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

2. Students scoring proficient in reading. CELLA Goal #2:	40% of the students will score proficient on the 2013 administration of the CELLA.
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2012 Current Percent of Students Proficient in reading:

30%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Many of the students are new to the country and have little or no English language skills at this time.	Students are scheduled into a double block of developmental language arts in order to assist in their academic success.	Assist. Principal ESOL teacher	Grades and classroom assessments and IPTII	CELLA

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

3. Students scoring proficient in writing. CELLA Goal #3:	41% of the students will score proficient on the 2013 administration of the CELLA.
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2012 Current Percent of Students Proficient in writing:

31%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Many of the students are new to the country and have little or no English language skills at this time.	Students are scheduled into a double block of developmental language arts in order to assist in their academic success.	Assist. Principal ESOL teacher	Grades and classroom assessments and IPTII	CELLA

CELLA Budget:

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

End of CELLA Goals

Middle School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	By June 2013, 30% of students will achieve above proficiency (Levels 3) on the FCAT 2.0 Next Generation Sunshine State Standards Mathematics Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27.4% (409)	30% (435)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students who scored a level 3 "Bubble students" dropping the achievement level of proficiency in mathematics to a level 2. One of the barriers is scheduling; students are placed by their levels. Another barrier is their reading level; some of the students have a level 3 in math, but a level 2 in reading. If a student has a level 2 in reading, they sometimes have difficulties understanding and comprehending what they read.	Daily Pull out sessions during class time by the teachers, as well as, with the support personal to remediate, reinforce and enhance our bubble students. All math classes will implement reading strategies, as well as, also higher level questioning.	Mrs. Herrera, Principal Asst. Principals overseeing Math, Bi-weekly	Quarterly assessments to review Growth. Increased achievement on Assessments. Monthly. Student Data Chats Oct. 2012 Dec. 2012 Jan. 2013 March 2013 May 2013	Report Cards Progress Monitoring: using Diagnostic/Unit and Chapter tests Mini Benchmark Assessments used by teacher preference. Student Data recorded in Agend Books. FCAT 2.0, 2012. A the assessment data will be utilize in order to group the students strategically according to their performance to differentiate instruction providing the students what they need to improve their performance.
2	Comprehension and appropriate implementation of the NGSSS	Interactive mathematic, Active word wall as a vocabulary resources, and manipulatives to be able to understand and enhance the comprehension of the concepts.	Interactive mathematic word walls, resources, and manipulatives to be able to understand and enhance their vocabulary as well as their comprehension of the concepts.	Assessments to review Growth. Weekly warm up quizzes, competitions	BEEP mini-assessments, mini Benchmarks, Benchmark Assessment Test Data, and Florida Comprehensive Assessment Test 2011

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.	By June 2013 50% of students taking the FAA will score at
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Mathematics Goal #1b:	levels 4, 5 & 6
2012 Current Level of Performance:	2013 Expected Level of Performance:
45% (9)	50% (10)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Exposure to grade level Mathematics.	Direct specialized instruction Differentiated instruction Instruction on Sunshine State Standards Access points Implementation of the Unique Learning System Math intervention- Moving with math, Touch math	Asst.Principal (ESE) ESE Specialist ESE Teacher(SVE)	FAA Practice test	FAA

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	By June 2013, 40% of students will achieve above proficiency (Levels 4 and 5) on the FCAT SSS Mathematics Assessment
2012 Current Level of Performance:	2013 Expected Level of Performance:
38.8% (578)	40% (600)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students who scored a level 4 dropping their proficiency in mathematics to a level 3. Some of the students have not mastered the BIG Idea Concept from the previous year. This demonstrates a lack of mastering topics previously taught. FCAT 2.0 contains high levels of complexity questions with multiple steps which some of the students have not adjusted to perform	All Math Classes will focus on Higher Order Thinking Questioning. Daily FCAT warm-ups activities, Supplementary Materials, all students will be enrolled in FCAT Explorer. Teacher will differentiate instruction in accordance with the students' needs. Use of Virtual Counselor, BAT data and FCAT 2.0 reports which are in detail. For example, BAT is coded by strand and the FCAT categories by strand. They also will utilize the FCAT Math SSS Detail Report to plan for differentiated instruction	Mrs. Herrera, Principal, Asst. Principal over Math	The use of various assessments, shared inquiry Discussion, competition (NCTM, etc.) Technological Projects quizzes online targeting those specific categories. Dept. PLC's to review Data by grade level, and share best practice/strategies in differentiated instruction. October 2012, November 2012, December 2012 February 2013, March 2013, May 2013 Student Assessments, Group Presentations, Content Area Assess.	Students assessments Group presentation, BAT (Benchmark Assessment Test) Data FCAT 2.0 2012 DATA

				BAT Data FCAT 2.0 2012	
2	Students in GEM classes dropping their proficiency in mathematics to a level 4 as the body of knowledge and BIG IDEAS are different from the regular grade levels.	Thru daily FCAT warm-ups activities, and the use of supplementary materials, all students will revisit grade level specific content, to ensure maintaining mastery of content of all areas of Mathematic Specification on the FCAT. Virtual Counselor data will be utilized/analyzed to determine the strengths and weaknesses of each student across the mathematic strand and adjusted accordingly	Principal, Asst. Principal overseeing Mathematics	The use of Diagnostic FCAT practice material, as well as, FCAT Explorer, Student Data Chats to check progress quarterly.	Grade level Assessments, BAT data, FCAT 2011

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	By June 2013 25% of students taking the FAA will score at or above a level 7 in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
20% (4)	25% (5)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Exposure to grade level material	Direct specialized instruction-manipulatives, technology Instruction on Sunshine State Standards Access points Implementation of the Unique Learning System Math intervention-Moving with math, Touch math	Asst. Principal (ESE) ESE Specialist ESE Teacher (SVE)	FAA Practice test	FAA

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	72% of students will achieve learning gains on the Mathematic sections of the FCAT SSS assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:

70.90% (1032)

72% (1044)

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 displaying a weakness in mathematics across all grade levels, 6,7,8 in Measurement, Algebraic Thinking, Geometry, Numbers Sense, Data Analyze. Some of the students Have difficulties understanding the logic of the problem. Sense, Data Analyze. Some of the students have difficulties understanding the logic of the problem.	Virtual Counselor will be used to identify students' individual strengths and weaknesses. All Classes for all 6th, 7th, and 8th grade students below Level 5 on the NGSSS FCAT mathematics NGSSS Benchmarks will be exposed to: The Implementation of FCIM for Instruction, All students will engage in Daily FCAT Warm - Ups, will utilize math manipulatives to remediate, reinforce and enhance their understanding of the concept. All grade levels will be using Dept. Instructional Focus Calendars, Utilize Item Specs, Differentiated Instruction, Higher Order Questioning BEEP Lessons Teachers will analyze FCAT data for the current year and previous year in Virtual Counselor	Mrs. Herrera, Principal, Asst. Principal over Math, and Mrs. Suarez, Math Dept. Head	FCIM, Data Chats with students to develop a plan of action, and to improve their achievement level Lesson Plan Review to verify/ assure all lessons are in correlation with the NGSSS and all materials, and resources are used adequately Depts. PLC Focus, in order to help RTI, Discussing best practices, and interventions to improve student performance Professional development in order to improve the delivery of the lesson using the NGSSS, understanding the bodies of knowledge and Big Ideas. Department Data analyze at least 2 by semesters (to improve students performance)	Content Area Assessments BEEP Mini assessments teacher preference BAT Data, and FCAT 2.0 2012
2	Students Mastering BIG IDEAS, 90% of the 6th grade students must have mastered the knowledge of basic multiplication facts	Multiply and divide, whole numbers, fractions, and decimals efficiently.	Principal Asst. Principal Math Department Head	Monitoring and adapting lessons based on student progress	Students will be assessed through Quarterly Exams, Mini Benchmark, BAT testing, FCAT 2012
3	Students in 7th and 8th grade Mastering BIG IDEAS, by the end of 7th grade, 80% of students must have mastered the knowledge of basic operations	Add, subtract, multiply, and divide integers, fractions, and terminating decimals, and perform exponential operations with rational bases and whole number exponents including solving problems in everyday contexts.	Principal Asst. Principal Math Department Head	Monitoring and adapting lessons based on student progress	Students will be assessed through Quarterly Exams, Mini Benchmark, BAT testing, FCAT 2012

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.

By June 2013 50% of students taking the FAA will making learning gains in mathematics.

Mathematics Goal #3b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
45% (9)	50% (10)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Exposure to grade level material	Direct specialized instruction, Use of manipulatives and technology Instruction on Sunshine State Standards Access points Implementation of the Unique Learning System Math intervention- Moving with math, Touch math,	Asst. Principal (ESE) ESE Specialist ESE Teacher (SVE)	FAA Practice test	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:	By June 2013, 66% of students in the lowest 25% will achieve learning gains in the FCAT Mathematics Assessment
2012 Current Level of Performance:	2013 Expected Level of Performance:
58.3% (224)	60% (234)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	. Students in the lowest 25 % indicating deficiency in Number Sense, Measurements Geometry, Data Analyze, and Algebraic Thinking. Some of the students have difficulties in measurement base on their lack of understanding of different between the customary system and the Metric System, which is also related to base 10, scientific notation, and Algebraic Thinking. Also their reading level and their comprehension level	. Pull -Out sessions at least once a week for remediation, reinforcement and enhancement. Using as double time drilling and exposing them to the same concept. The use of Differentiated Instruction in classrooms is vital. As part of the strategies used; Compass Learning will be used at least once a week, which will help with monitoring their improvement, and mastering of the concepts, use of manipulatives, and resources for example: AIM HIGHER practice	Mrs. Herrera, Principal, and Asst. Principal over Math	Monitoring and adapting lessons based on students' needs, monthly Drills basic skill, Assessments. Student/Teacher Data Chats, to analyze with the students their data in order to monitor/ improve their knowledge and performance in mathematics. Student/Teacher Data Chats Oct. 2012, Dec. 2012 Feb. 2013, March 2013 May 2013	Daily warm-ups, weekly and monthly assessments, include, but not limit general assessments (chapter test and quizzes). All mathematics teachers will complete at least three NGSSS by quarter. Compass Learning Reports, FCAT Explorer, FOCUS BAT Data BEEP Mini-Assessments teacher preference FCAT 2.0 2012, daily warm ups

		booklets, also monthly reinforcement of each of the indicated benchmark on the grade level BIG Idea		
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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Middle School Mathematics Goal #				
		5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	67	70	76	82	88	

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:	At least 5% of the students subgroups by ethnicity will increase making satisfactory progress in mathematics
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 29.3% (49) Black: 46.5% 201 Hispanic: 32.7% (229) Asian: 8.9% (13) American Indian: 50% (2)	White: 24% (40) Black: 41% (177) Hispanic: 27% (187) Asian: 3% (4) American Indian: 25% (1)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	White: students with lack of mastering basic mathematic skill and concept from previous grade level. Black: students with lack of mastering basic mathematic concept from previous grade level. Hispanic: Some with language barriers, this students have some difficulties understanding the questions even that the use manipulatives and resources in class that help them understand the concept, their communication skill is sometimes limit. Asian: Some with language barriers	All students will revisit grade level specific contents, to ensure maintaining mastery of content of all areas of Mathematic. Teacher will review daily using word problems incorporating concepts stated in the common core.	Mrs. Herrera, Principal, Asst. Principals Asst. Principal over Math	By analyzing the results of the weekly assessments, also Monitoring and adapting lessons based on students' need, differentiating instruction Weekly Drills, Assessments, Quarterly Assessments, and Student/Teacher Data Chats, and the use of Marzano's strategies.	1BY Analyzing the results of the weekly assessments, also Monitoring and adapting lessons based on students' need, differentiating instruction Weekly Drills, Assessments, Quarterly Assessments, and Student/Teacher Data Chats, and the use of Marzano's strategies.

American Indian: Students with lack of mastering basic mathematic concept from previous grade level			
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	By June 2013, 50% of our ELL student subgroup will demonstrate annual learning gains in mathematics to achieve Safe Harbor.
2012 Current Level of Performance:	2013 Expected Level of Performance:
72.9% (35)	50% (24)

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 level A1 and A2 should have additional support with implementing Mathematics as they need to translate some of the words to be able understand and be able to solve the problems	The students will be provided with a dictionary in their native language, and other resources in order to facilitate, and ensure mastering of the concept, extra time will be also given to them in order to help them achieve a higher levels of understanding and performance. DI, Compass Learning, ESOL Strategies SSS Mathematics Benchmarks Item Specs, Use of manipulatives, and also A+ Rise to improve their performance	Mrs. Herrera, Principal, Mr. Sauer, Assistant Principal, Mrs. Bryan, ESOL Coordinator, Mrs. Suarez, Math Department Head, and Classroom Teachers	Monitoring and adapting Lessons based on students performance Alternative Assessments Student Participation Observation Data, Teacher /students Data Chats Extended Time Classroom activities/projects	Classrooms assessments, BAT Data projects FCAT 2.0 2012

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	By June 2013 56% of our SWD Subgroup will demonstrate annual learning gains in mathematics to achieve Safe Harbor
2012 Current Level of Performance:	2013 Expected Level of Performance:
68.4% (1080)	56% (88)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool
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			Monitoring	Strategy	
1	SWD demonstrating deficiency in Number Sense, Algebraic Thinking, Geometry Data Analyze, Measurement	Use differentiated instruction, and accommodations according to the needs stated on the student's IEP or EP. Pull out sessions, also pairing students, Teaching Model with ESE Support Facilitators ESE Strategies Compass Learning, daily skill reviews. Also high Level questioning to enhance their development	Mrs. Herrera, Principal, Mr. Sauer, Assistant Principal, and Mrs. Bryan, ESE Specialist	Quarterly Data Chats Compass Learning Reports, collection and analyze of Data, Student Participation Alternative Assessments Extended Time	Classrooms Walkthrough IEP's TOMA Progress Monitoring: Alternative Assessments Mini Benchmarks BAT Data FCAT 2011 Quarter Exams IEP'S, EP'S TOMA Progress Monitoring: Alternative Assessments Mini Benchmarks teacher preference BAT Data, Compass Learning Reports, FCAT 2.0 2012

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:	By June 2013 40% of our Economical Disadvantage (FRL) Subgroup will demonstrate annual learning gains in mathematics to achieve Safe Harbor.
2012 Current Level of Performance:	2013 Expected Level of Performance:
43.5% (268)	140% (246)

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	Demonstrating deficiency in Number Sense, Algebraic Thinking, Geometry Data Analyze, Measurement	Demonstrating deficiency in Number Sense, Algebraic Thinking, Geometry Data Analyze, Measurement	Mrs. Herrera, Principal, Asst. Principals, and Asst. Principal over Math	Monitoring and adapting lessons based on students' need, Weekly Drills, Assessments, Quarterly Assessments, and Student/Teacher Data Chats	Assessments

End of Middle School Mathematics Goals

Algebra End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	By June 2013 80% of the students in Algebra 1 will score above level 3 on the EOC Exam
2012 Current Level of Performance:	2013 Expected Level of Performance:
16.3% (25)	100% (_____) will score above level 3 in the EOC exam.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Ratio of student teacher in the classroom is above the norm therefore some of the students will decrease.	. Student will be place in small settings with the ratio of 22/1	Principal, Krista Herrera, Asst. Principal over Math	Principal, Krista Herrera, Asst. Principal over Math	

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:	Students scoring level 4 will increase their score to level 5 and the students with scoring level 5 will maintain their Level 4_____% (_____), Level 5_____% (____).
2012 Current Level of Performance:	2013 Expected Level of Performance:
81.7% (125)	98% ()

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	Ratio of student teacher in the classroom is above the norm therefore some of the students will decrease	Student will be place in small settings	Principal, Krista Herrera, Asst. Principal over Math	Schedule reviews	

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 : _____					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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:	
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 subgroup:

3C. English Language Learners (ELL) not making satisfactory progress in Algebra. Algebra Goal #3C:	
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 subgroup:

3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra. Algebra Goal #3D:	
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 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:	By June 2013 98% of the Students scoring level 3 will increase their score to level 4 or 5.
2012 Current Level of Performance:	2013 Expected Level of Performance:
3.2% (2)	98%

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 Geometry. Geometry Goal #2:	By June 2013, At least 98% Students scoring level 4 will increase their score to level 5 and the students with scoring level 5 will maintain their
2012 Current Level of Performance:	2013 Expected Level of Performance:
96.8 % (61)	98% (57)

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 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 : <input type="text"/>				
Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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:	
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 subgroup:

3C. English Language Learners (ELL) not making satisfactory progress in Geometry.

Geometry Goal #3C:

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 subgroup:

3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.

Geometry Goal #3D:

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 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	6,7,8 Mathematics	Department Head	Mathematic Teachers	Begin 8/2012 Ongoing	Depts. PLC's	Principal: Mrs. Krista Herrera Assistant Principal over Mathematics
Differentiated Instruction Workshops	6,7,8 Mathematics	Dept. Heads/ ESE Specialist/Facilitators	Mathematic Teachers ESE Support Facilitators	Ongoing	Demonstration Classrooms Depts. PLC's CWT	Administration Dept. Heads
Dr. Marzano's	6,7,8 Math Dept	District Coaches	Math Department	Ongoing	Coaching & Conferencing Demonstration Classrooms	Math Department Head Assistant Principal over Mathematics
New Generation SSS (BIG IDEAS) Standards Workshops	6,7,8 Math Dept.	District Coaches	Math Department	Ongoing	Dept. PLC's Discussion Classroom Lesson Plan Reviews	Math Department Head Assistant Principal over Mathematics
Research-Based Best Practices And Programs	6,7,8 Math Dept.	Program Trainers	Math Department,	Ongoing	Student Work Samples Participants share knowledge with Dept. PLC's	Administration Math Department Head
Data Analysis	Grades 6-8		Math Department	Math Department		

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Intensive students	Material remediation, 1 set per grade level	SAC Accountability Funds	\$2,000.00
			Subtotal: \$2,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
FCAT calculators (4 function and /TI 84)	Replacements	SAC Accountability Funds (from supplies)	\$2,000.00
			Subtotal: \$2,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount

Algebra EOC/Geometry EOC, and Common Core Standards	Substitutes: 5 @ \$85.00 each	SAC Accountability Funds	\$425.00
			Subtotal: \$425.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Mathematic Competition Award	District Competition Fee/Material Award and recognition items	SAC Accountability Funds	\$400.00
			Subtotal: \$400.00
			Grand Total: \$4,825.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal # 1a:	By April 2013, a 5% (17) increase in Glades Middle School's eighth graders will score a 3 or greater on the Science FCAT
2012 Current Level of Performance:	2013 Expected Level of Performance:
35% (184)	37% (210)

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 find that Science concepts are abstract or do not connect to their lives. They do not feel that they can reach the higher levels nor is it important to reach those higher levels.	<p>1) Utilization of inquiry learning (experiential learning), directed, and guided, for exploring science concepts and to develop the tools necessary for problem-solving: In all grade levels one (1) inquiry activity per benchmark will be organized by the instructor.</p> <p>2) Utilization of differentiated instruction (Content, Process, Assessment and Environment) to maximize each student's understanding and performance on assessments.</p> <p>3) Utilization of the 5E (7E) Model of instructional planning.</p> <p>4) Incorporation of Technology resources</p>	<p>Science Depart. Chairperson: Brenda Farkas</p> <p>Assist. Principal, over science</p>	<p>The process used to evaluate the effectiveness of the strategy is: Documentation in lesson plans, student portfolios and/or interactive notebooks.</p> <p>Analysis of collected data; Teachers will analyze data generated by the BAT assessments (Mock Bat in Grade 6 & 7) and mini assessments and in grade 6 & 7 The Mock FCAT. This information will be used to make instructional discussions to improve student performance in addition the information will be shared with the students and with the administration.</p> <p>Quarterly data chats will be conducted with students and</p>	<p>The evaluation tools to be used:</p> <p>For students in all grade Level students use the</p> <p>County Administered Benchmark Assessment Test administered two times per year (September and December).</p> <p>Grade Level mini-assessments, evaluating the covered science concepts, given at the end of each unit.</p> <p>Teacher/Administration data chats will follow.</p>

		<p>(computers and specialized software, web-based activities (Brain-Pop, Study Island), interactive whiteboard, student response systems, videos clips and movies to enhance the understanding of science concepts.</p> <p>4) Teachers will meet routinely to collaboratively plan the instructional activities within the grade level.</p> <p>5) Utilization of the Nine-High Yield Instructional Strategies to improve student performance.</p>		administration.	
2	<p>Reliability of Data</p> <ul style="list-style-type: none"> - Concept understanding evaluated on the FCAT 2.0 is cumulatively from Grade 6 to Grade 8. - Data related to Science concept is not routinely collected. - The last standardized evaluation of student's understanding of science concepts was in Grade 5. 	<ul style="list-style-type: none"> - Teachers will collect data on student performance related on the NGSS Benchmarks by: Utilizing the County mini-benchmark assessments or equivalent in all grade levels. Students in all grade levels will take diagnostic test in September and a Mock FCAT Science Test with a follow-up in May to determine progress on benchmark mastery. - Provide more opportunities for review and remediation: Grade 8: utilization of "Study Island" (a web- based instruction, practice and review program) as a tool to differentiate instruction as a bimonthly classroom activity. - Utilization of classroom warm-ups to review science concepts, using student data to determine strengths and weakness to establish IFC. - Utilization of supplementary material for review and remediation: 	<p>Science Depart. Chairperson: Brenda Farkas</p> <p>Assist. Principal, over science</p>	<p>The process used to evaluate the effectiveness of the strategy is: documentation in lesson plans, student portfolios and/or interactive notebooks; analysis of student data by teacher; data chats between administration and teachers on the following dates: September 19th through September 30th.</p> <p>Analysis of BAT by teachers 1 data – October 17th to October 21st.</p> <p>Analysis of BAT II data by teachers December 2011</p> <p>Data chats preparing for FCAT "Crunch Time" February 2011</p>	<p>The evaluation tools to be used:</p> <p>Documentation of Quarterly Data chats with students</p> <p>For students in all Grade Levels the County Administered Benchmark Assessment Test are administered two times per year (September and December).</p> <p>Grade Level mini-assessments, evaluating the covered science concepts, are given at the end of each unit.</p> <p>Teacher/student data chats to occur October 4 – 7, 2011, and January 2012,</p> <p>Study Island Reports and FCAT Explorer Reports.</p>

		<p>“Measure-Up” in Grades 6 & 7: Amsco Publishing’s “Preparing for the FCAT Science Test” in Grade 8.</p> <p>Heinle Cengage Learning Gateway Science material and Millimark Education ConceptLink Science modules for ELL students in all grade levels</p> <p>SRA for ESE students</p>			
3	<p>The understanding of science concepts is dependent on reading literacy skills.</p>	<p>Reading Skills are integrated into the Science classroom utilizing the following strategies:</p> <p>Utilization of Best Practices (before, during, and after reading promote the development of content academic vocabulary and word identification skills.</p> <p>Utilization of the Dynamic Literacy program to assist learning of reading skills to identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words (Reading Process</p> <p>Utilization of Best Practices to develop essential reading process skills that aid students in understanding science concepts:</p> <ul style="list-style-type: none"> • Comparing and contrasting • Cause and effect • Making predictions; • Drawing conclusions <p>• Locating, organizing, interpreting, and synthesis of information from graphs, tables and charts</p> <p>All Science teachers will utilize interactive word walls to improve concept understanding.</p> <p>Grade 8 teachers will utilize Flocabulary for the reinforcement of</p>	<p>Science Depart. Chairperson: Brenda Farkas</p> <p>Assist. Principal, over science</p>	<p>The process used to evaluate the effectiveness of the strategy is: documentation in lesson plans, student portfolios and/or interactive notebooks; analysis of student data by teacher; data chats between administration and teachers on the following dates: September 19th through September 30th.</p> <p>Analysis of BAT by teachers 1 data – October 17th to October 21st.</p> <p>Analysis of BAT II data by teachers December 2011</p> <p>Data chats preparing for FCAT “Crunch Time” February 2011</p>	<p>For students in all Grade Levels the County Administered Benchmark Assessment Test are administered two times per year (September and December).</p> <p>Grade Level mini-assessments, evaluating the covered science concepts, are given at the end of each unit.</p> <p>Teacher/student data chats to occur October 4 – 7, 2011, and January 2012,</p>

	<p>science specific vocabulary</p> <p>All teachers will utilize the periodicals Current Science, Science World, Super Science or equivalent for the purpose of reinforcement of understanding of science concepts, development of content vocabulary and connecting science content to the real world.</p> <p>All teachers will utilize "writing to inform" best practices to develop and promote critical thinking skills in determining fact versus opinion, and to assist with scientific concept understanding.</p> <p>All grades will report their experimental findings, using a school based standardized format once per quarter.</p>			
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal # 1b:	By June 2013 26% of students will score at levels 4, 5, and 6 in science
2012 Current Level of Performance:	2013 Expected Level of Performance:
25%	26%

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	Exposure to grade level science material.	Students will participate in hands on science activities Direct Instruction Instruction on SSS Access Points	Assist. Principal over ESE, ESE Specialist, and ESE Teacher (SVE)	FAA Practice test	FAA

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal # 2a:	By April 2013, there will be a 2% (11) increase in the number of the students scoring at achievement levels 4 and 5 on the Science FCAT
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2012 Current Level of Performance:	2013 Expected Level of Performance:
18% (102)	20% (113)

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 differentiation of instruction to address students learning needs	<p>Identifying students' strengths and weaknesses and differentiating instruction to address needs:</p> <p>Utilization of differentiated instruction (Content, Process, Assessment and Environment) to maximize each student's understanding and performance on assessments.</p> <p>Utilization of standards based inquiry learning or experiential learning for exploring science concepts and to develop the tools necessary for problem-solving: In all grade levels one (1) inquiry activity per benchmark/</p> <p>Utilization of project based learning with the construction of final product that is to be shared with others.</p> <p>Utilization of inquiry learning (experiential learning), directed, and guided, for exploring science concepts and to develop the tools necessary for problem-solving: In all grade levels one (1) inquiry activity per benchmark will be organized by the instructors.</p> <p>Utilization of the 5E (7E) Model of instructional planning.</p> <p>Incorporation of technology resources such as computers and specialized software, web-based activities (Brain-pop, Study Island), interactive whiteboard, student response systems,</p>	<p>Science Depart. Chairperson: Brenda Farkas</p> <p>Assist. Principal over Science</p>	<p>Identifying students' strengths and weaknesses and differentiating instruction to address needs:</p> <p>Utilization of differentiated instruction (Content, Process, Assessment and Environment) to maximize each student's understanding and performance on assessments.</p> <p>Utilization of standards based inquiry learning or experiential learning for exploring science concepts and to develop the tools necessary for problem-solving: In all grade levels one (1) inquiry activity per benchmark</p> <p>Utilization of project based learning with the construction of final product that is to be shared with others.</p> <p>Utilization of inquiry learning (experiential learning), directed, and guided, for exploring science concepts and to develop the tools necessary for problem-solving: In all grade levels one (1) inquiry activity per benchmark will be organized by the instructors.</p> <p>Utilization of the 5E (7E) Model of instructional planning</p> <p>Utilization of the 5E (7E) Model of instructional planning</p> <p>Incorporation of technology resources such as computers and specialized software, web-based activities (Brain-pop, Study</p>	<p>The evaluation tools to be used:</p> <p>For students in all Grade Levels: students use the school generated Benchmark Assessment Test administered two times per year (September and December).</p> <p>Grade Level mini-assessments generated by FCAT Testmaker, evaluating the covered science concepts, are given at the end of each unit.</p> <p>Lesson plan review</p> <p>Data analysis review</p>

		<p>video clips and movies to enhance the understanding of science concept.</p> <p>Teachers will meet routinely to collaboratively plan the instructional activities within the grade levels.</p> <p>Utilization of the Nine-High Yield Instructional Strategies to improve student performance.</p>		<p>Island), interactive whiteboard, student response systems, video clips and movies to enhance the understanding of science concept.</p> <p>Teachers will meet routinely to collaboratively plan the instructional activities within the grade levels.</p> <p>Utilization of the Nine-High Yield Instructional Strategies to improve student performance</p>	
2	<p>The understanding of Science concepts is dependent on Common Core Literacy Skills.</p>	<p>All teachers will integrate and incorporate Common Core Literacy Skills using a variety of best practice strategies such as word walls, before, during and after reading strategies and free response writing.</p> <p>All students will participate in a Science research project (Science fair) with all of the components of research, investigation and presentation.</p> <p>All students will report their inquiry investigations using a common laboratory report format.</p>	<p>Science Depart. Chairperson: Brenda Farkas</p> <p>Assist. Principal over Science</p>	<p>Integration strategies will be documented in lesson plans;</p> <p>Use of student portfolios and science interactive notebook</p>	<p>Lesson plan review;</p> <p>Review of student portfolios and science interactive notebook</p>

<p>Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:</p>					
<p>2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science.</p> <p>Science Goal #2b:</p>			<p>By June 2013 26% of students taking the FAA will score at or above a level 7 in science.</p>		
<p>2012 Current Level of Performance:</p>			<p>2013 Expected Level of Performance:</p>		
<p>25%</p>			<p>26%</p>		
<p>Problem-Solving Process to Increase Student Achievement</p>					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Exposure to grade level	Students will	Assist Principal	FAA practice test	FAA

1	science material	participate in hands on science activities Direct Instruction Instruction on SSS Access Points Students will read non-fiction science based material	over ESE, ESE Specialist, and ESE Teacher (SVE)		
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Integration of the Common Core State Standards into Science Curriculum	6,7,8	Brenda Farkas	Glades M.S. Science Dept.	Bi-monthly	Lesson Plan Study	Brenda Farkas Science Dept. Chairperson

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Integration of Reading into the Curriculum	Science World Current Science	SAC Accountability	\$328.25
			Subtotal: \$328.25
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Integration of Technology Resources into the classroom	Study Island Subscription	SAC Accountability	\$1,432.50
Integration of Technology Resources into the classroom	Brainpop Subscription	SAC Accountability	\$995.00
			Subtotal: \$2,427.50
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: \$2,755.75

End of Science Goals

Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	By June 2013, 84% of students in grades 8 will score level 3 or higher on the FCAT Writing Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
82.5% (442)	83.5% (___)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Last FCAT Writing assessment was in 4th grade, so the student's mindset may be skewed based on previous results.	2012 FCAT Writing samples will be utilized per month to teach the FCAT Rubric and to facilitate the writing process. Spring Board will be used in all 6th, 7th & 8th grade classes to incorporate all Common Core standards and improve both reading & writing skills. FCAT writing workshops will be held once per month for each grade level with 8th grade teachers facilitating them. Each grade level will meet at the end of the month to review the writing strands covered during the month.	Mrs. Herrera, Principal Assist. Principal over L.A., and Ms. Correa, Dept. Chair	Student Portfolios Principal and teacher data chats Student and teacher data chats Monitoring that the utilization of the instructional strategies is achieved by: a)lesson plan review b)classroom walk –thru c)review and interpretation of data collected d)utilization of Response to Intervention strategies when data indicated	Students will write an essay in August and May for diagnostic purposes—all other essays to be written on a monthly basis. FCAT Writing Assessment Weekly and monthly assessments Glades Middle School Writing Rubric
2	The students' ability to incorporate proper grammar and high vocabulary words into their writing.	All LA teachers will use Language Bites transparencies and/or grammar activities and Flocab as a warm-up to teach and/or review basic grammar sentence editing and word choice on a weekly basis to be implemented in student writing. Point of Focus Writing Pieces will consistently, across content areas, enforce writing skills and strategies. LA department will create a Grading Plan (rubric) for Departments & Instructional Focus Calendar for all content areas to utilize.	Mrs. Herrera, Principal, Assist. Principal over L.A., and Ms. Correa, Dept. Chair	Student Portfolios Principal and teacher data chats Student and teacher data chats Monitoring that the utilization of the instructional strategies is achieved by: d)lesson plan review e)classroom walk–thru f)review and interpretation of data collected d)utilization of Response to Intervention strategies when data indicated	Students will write an essay in August and May for diagnostic purposes—all other essays to be written on a monthly basis. FCAT Writing Assessment Weekly and monthly assessments Glades Middle School Writing Rubric
	. Maintain student's focus and excitement.	Teachers will introduce the usage and	Mrs. Herrera, Principal, Assist.	Student Portfolios	Students will write an essay in

3		motivation of incorporating new vocabulary through the use of Flocabulary within the students' daily lives and monthly essay writings.	Principal over L.A., and Ms. Correa, Dept. Chair	Principal and teacher data chats Student and teacher data chats Monitoring that the utilization of the instructional strategies is achieved by: g)lesson plan review h)classroom walk–thru i)review and interpretation of data collected d)utilization of Response to Intervention strategies when data indicated	August and May for diagnostic purposes—all other essays to be written on a monthly basis. FCAT Writing Assessment Weekly and monthly assessments Glades Middle School Writing Rubric
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	By June 2013, 52% of students in grade 8 will score level 4 or higher on the FCAT Writing Assessment
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (4)	52% (5)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Exposure to grade level Language Arts.	Direct specialized instruction Differentiated Instruction Instruction on Sunshine State Standards Access points Implementation of the Unique Learning System	Assist Principal over ESE, ESE Specialist, and ESE Teacher (SVE)	FAA Practice test	FAA

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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FCAT 2.0 Refresher	6, 7, 8 Writing	Reading Expert Teacher	Language Arts teachers including ESE teachers who teach Language Arts	9/2012	Lesson Plan monitoring Classroom walk-thru Student portfolios Demonstration Classrooms	Ms. Correa, Dept. Head Mrs. Tyghter, Assistant Principal Mrs. Herrera, Principal
Writing Across All Curriculum	6, 7, 8 Entire School	Various LA teachers	School-wide	9/2012	Lesson Plan monitoring Classroom walk-thru Student portfolios	Ms. Correa, Dept. Head Mrs. Tyghter, Assistant Principal Mrs. Herrera, Principal
Flocabulary	6, 7, 8 Writing	Various LA teachers	Language Arts teachers including ESE teachers who teach Language Arts	9/2012	Lesson Plan monitoring Classroom walk-thru Student portfolios Demonstration Classrooms	Ms. Correa, Dept. Head Mrs. Tyghter, Assistant Principal Mrs. Herrera, Principal
Differentiated Instruction and BEEP	6, 7, 8 Writing	Various LA teachers	Language Arts teachers	10/2012	Lesson Plan monitoring Classroom walk-thru Student portfolios Demonstration Classrooms	Ms. Correa, Dept. Head Mrs. Tyghter, Assistant Principal Mrs. Herrera, Principal
Vertical Teaching	6, 7, 8 Writing	Various LA teachers	Language Arts teachers	12/2013 Ongoing (specifically again post FCAT)	Lesson Plan monitoring Classroom walk-thru Student portfolios Demonstration Classrooms	Ms. Correa, Dept. Head Mrs. Tyghter, Assistant Principal Mrs. Herrera, Principal
Literature Circles (2 sessions)	6, 7, 8 Writing	Various LA teachers	Language Arts teachers	1/2013	Lesson Plan monitoring Classroom walk-thru Student portfolios Demonstration Classrooms	Ms. Correa, Dept. Head Mrs. Tyghter, Assistant Principal Mrs. Herrera, Principal
Framework for Poverty	6, 7, 8 Writing	Various LA teachers	Language Arts teachers including ESE teachers who teach Language Arts	2/2013	Lesson Plan monitoring Classroom walk-thru Student portfolios Demonstration Classrooms	Ms. Correa, Dept. Head Mrs. Tyghter, Assistant Principal Mrs. Herrera, Principal
Common Core	6, 7, 8 Writing	Various LA teachers	Language Arts teachers including ESE teachers who teach Language Arts	ongoing	Lesson Plan monitoring Classroom walk-thru Student portfolios Demonstration Classrooms	Ms. Correa, Dept. Head Mrs. Tyghter, Assistant Principal Mrs. Herrera, 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
Writing Workshops	3 LA Teachers to attend a 3 day workshop	SIP	\$765.00
Writing Workshops for February	ELO or Supplemental Academic Instruction		\$1,000.00
			Subtotal: \$1,765.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Grading BAT I & II	Subs for 8th grade teachers	SIP	\$680.00
General Awards-FCAT	Award students receiving a 6.0 on the FCAT Writes	SIP	\$100.00
Sub for Spelling Bee Coordinator	Sub so that Coordinator has time to quiz students	SIP	\$85.00
			Subtotal: \$865.00
Grand Total: \$2,630.00			

End of Writing Goals

Civics End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. Students scoring at Achievement Level 3 in Civics.					
Civics Goal # 1:					
2012 Current Level of Performance:			2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Bubble students may drop to a Level 2	Civics activities across Cognitive Complexity Levels. Questions based on Middle School Civics Standards Webb's depth of Knowledge High-quality classroom libraries Differentiated Instruction 6-Traits of Writing	Mrs. Herrera, Principal, Asst. Principals, TBA Reading Coach	Quarterly Growth Increased achievement on Assessments District Midterms	Report Cards Progress Monitoring Student Data Record in Agenda Books EOC 2013
2	Build vocabulary to increase comprehension	Interactive Word Walls Consistency of words throughout the school. Close Reading Document-Based Questioning	Asst. Principals, TBA Reading Coach, Dept. Head, and Classroom Teachers	Word Wall Activities Content Area Vocabulary Assessments Dept. PLC's Review Data Instructional Coaching	BEEP Lessons assessments Word Wall PLC Focus FCAT 2013
3	Build Fluency and reading endurance	Close Reading Weekly Reading Logs Teacher Read Aloud Paired Reading Literature Circles CNN Student News Historical Fiction	Asst. Principals, TBA Reading Coach, and Classroom Teachers	Progress Monitoring Student Portfolios Novel Assignments/Projects	Fluency Assessments EOC 2013 Field Test FCAT 2013

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
1	Close Reading that focus on Higher Order Thinking Skills and Document-Based Questioning	Differentiated Instruction Literature Circle Project-Based Learning- History Fair Civics activities across Cognitive Complexity Levels. Questions based on Middle School Civics Standards and Webb's depth of Knowledge Historical Fiction 6-Traits of Writing NGSSS Civics Benchmarks CCSS standards CNN Student News Reciprocal Teaching	Mrs. Herrera, Principal, Asst. Principals, and TBA Reading Coach	Rubrics Shared Inquiry Discussion Student Portfolios Technological Projects Dept. PLC's Review Data Choice Boards Monitor Feedback	Project Presentations 6-Traits of Writing Novel assignments, Tests, Projects History Fair Kids Voting
2	Students are exposed to High Order Thinking, Document-Based Questioning, and Performance Tasks	Trade Books Project- Based Learning Socratic Seminars Webb's Depth Of Knowledge Cognitive Complexity Nonfiction Magazines NGSSS Civics Benchmarks CCSS standards	Principal Asst. Principals Reading Coach Department Head Classroom Teachers	Rubrics Shared Inquiry Discussion Student Portfolios Technological Projects Dept. PLC's Review Data Choice Boards Monitor Feedback	Content Area Assessments Project Presentations 6-Traits of Writing Novel assignments, Tests, Projects
3	7th Grade Level 5 students are not scheduled in a Reading class, and may drop to a Level 4	Close Reading Literature Circles Historical Fiction Trade Books	Principal Asst. Principals Reading Coach Department Head Classroom Teachers	Reading Strategies Assessments Testing Strategies Assessments DATA Chats	Student Evaluation EOC Field Test Quarter Midterms FCAT 2013

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
CCSS - Creating Question stems/Design Performance Tasks	6, 7, and 8, Social Studies	SS Dept. Head	Subject	monthly	Department PLC's, Observations, Demonstrations, Mini-lessons	Administration/ SS Dept. Head
Close Reading	6, 7, and 8, Social Studies	SS Dept. Head	Subject	monthly	Department PLC's	Department PLC's
Achieve 3000 "TeenBiz" Program	ELL's B1, C1	Dept. Head	SS Teachers	9/2012	TeenBiz Reports	AP (Social Studies)

Civics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Close Reading	Reading passages to be copied for each student to text mark. Photocopies are needed		\$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:	During the 2012-2013 school year, school-wide attendance will improve by 2% while excessive absences will be reduced by 11.3% resulting in increased student achievement in all subgroups
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
95.2%(1542)	99% (1436)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)

99	0				
2012 Current Number of Students with Excessive Tardies (10 or more)			2013 Expected Number of Students with Excessive Tardies (10 or more)		
10	0				
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 tardiness	Parent link call, letter to parent or guardian via email, notes on pinnacle, and parent conference	Team leader and grade level Assistant Principal	Attendance record review	Comparing to previous school years: Reduction in number of days tardy and minutes tardy
2	Chronic accumulation of excused/unexcused absences	Request acceptable written documentation to excuse absences after the fifth absence. Creation of a family assessment	Administrator Designated attendance staff, i.e. team leader. School social worker	Review attendance record and notes from pinnacle	Decrease in number of students with habitual excused absences
3	Increase in absences on early release days, pre-holidays, and/or pre-planning days	Create incentives for attendance, i.e. pep rally, career fair, and faculty/student basketball game. Parent phone call to discuss absence. Note on pinnacle for future review	Team teachers and grade level administrator	Review of attendance record and notes from pinnacle	Decrease in number of students absent, on these designated days, compared to previous years' attendance data.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Attendance Symposium	6-12	District Staff	Administrators /Guidance director	Fall of 2012	Attendance CAB conference	Principal/Student Services Staff
BTIP Training	K-5	District Staff	BTIP liaisons, attendance clerks	Fall of 2012	Ongoing review of BTIP processes	Administrator/Student Services Staff

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Suspension Suspension Goal #1:	During the 2012-13 school year in-school suspensions will be reduced while out-door suspensions will be reduced by resulting in increased student achievement in all subgroups.				
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions				
18.6% (302)	12% (194)				
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School				
9.8% (158)	6% (97)				
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions				
6.6% (107)	4% (65)				
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School				
4.8% (78)	2.5% (41)				
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	GMS Discipline Plan not implemented with fidelity by all stakeholders	Mini-in-service to "refresh" strategies/interventions CHAMPS 2 training to reinforce classroom management techniques; Use AES program to reduce the number of external suspensions	Administrator/Support Personnel	CWT Data Rtl data AES data	Review of student disciplinary referrals State Observation Rubric
2	Lack of student motivation	Student Referral to mentor program for academic and behavioral support	Guidance Personnel Foundations Team	Student disciplinary referrals and student achievement data	Mentor observation, parent conferences, teacher feedback, test scores and State Observation Rubric

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
CHAMPS II Classroom Management	Grades 6-8	Assistant Principal in collaboration with Office of Prevention	School-wide training; follow-up through PLCs	Planning Day in August; PLCs meet monthly	Number of referrals to administration	Principal
CHAMPS II PLC	Grade-level teams	Team Leader or Department Head	CHAMPS II PLC	Monthly	Walk-thru to ensure implementation of strategies.	Team Leader or Department Head

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

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Parent Involvement					
Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>		Parent participation will increase by at least 5% during the 2012-2013 school year.			
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
20%		25%			
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' failure to take information home to their parents on time.	Weekly Newsletter Automated reminder calls from Principal weekly. Night Workshops with community. FCAT Success and Curriculum Night to be held in January 2013 Parent workshop for ESE parents to understand services available. Parent workshops for ELL parents to understand services and requirements of an ELL student.	Administration Administration Guidance Department ESE Specialist ESOL Coordinator	Parent attendance at noted school functions. Parent attendance at noted school functions. Measurement of number of incidents involving students that parents need to speak with Administration about. Parent attendance at noted school functions. Parent attendance at noted school functions.	1.1. Sign-in Sheets Sign -in Sheets Calls to Administration concerning Middle School procedures. Sign-in Sheets/ Follow-up questions throughout school year. Sign-in Sheets/Follow-up questions throughout the school year.
2	Parents lack of knowledge and understanding of ESE services and the importance of parental involvement in the process.	Parent support group for ESE parents to understand services available throughout the school year.	ESE Department	Parent attendance at noted school functions.	Sign-in Sheets/Follow-up questions the school year.

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
ESE Services	6-8	ESE Specialist	ESE Specialist	ESE Specialist	Weekly Newsletter/Parent link phone calls Positive, effective IEP/EP meetings Less parental concerns of how the students is being serviced.	ESE Specialist
Middle School Jitters	6	PTSA - Guidance	Grade Level	Grade Level	Weekly Newsletter/Parent Link phone calls	Guidance Dept.
Understanding ELL	6-8	6-8	6-8	Sept. 2012	School Functions	ESOL Coordinator

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
			Grand Total: \$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	By April 2013, 41% (589) of all students, at Glades Middle School will participate in authentic learning experiences for adolescent scientists including but not limited to math

STEM Goal # 1:		and science based field trips, presenters and presentations, and other hands on opportunities that relate the components of STEM to the real world.			
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	The ability of teachers to find time within the constraints of managing rigorous and demanding curriculum in the subject areas.	Participation in organized field trips that relate the components of STEM to the real world.	Science Depart. Chairperson: Brenda Farkas Assist. Principal over STEM	The process used to evaluate the effectiveness of the strategy is: •Provide time for students to share general observations and reactions to field trip experiences •Create a classroom bulletin board displaying materials developed or collected while on the field trip. •Create a short news report about what happened on the field trip. Publicize the trip via an article in your local newspaper, school bulletin board, trip presentation for parent's night, or class Web page.	The evaluation tools to be used For students in all grade Level students use the school generated Benchmark Assessment Test administered two times per year (September and December). Grade level mini-assessments generated by FCAT Testmaker, evaluating the covered science concepts, are given at the end of each unit. Lesson plan review
2	The ability of the teachers to find presenters and opportunities to related the components of STEM to the real world	Listen to presenters/presentations that relate the components of STEM to the real world.	Science Depart. Chairperson: Brenda Farkas Assist. Principal over STEM	The process used to evaluate the effectiveness of the strategy is: •Provide time for students to share general observations and reactions to presentation experiences •Create a classroom bulletin board displaying materials developed or collected while on the field trip. •Create a short news report about what happened on the field trip. Publicize the trip via an article in your local newspaper, school bulletin board, trip presentation for parent's night, or class Web page	The evaluation tools to be used For students in all grade Level students use the school generated Benchmark Assessment Test administered two times per year (September and December). Grade level mini-assessments generated by FCAT Test Maker, evaluating the covered science concepts, are given at the end of each unit. Lesson plan review
3	The lack of student and	Goal #2: By April 2013, 41% (589) of all students, at Glades Middle School, will participate in a STEM showcase in which students present STEM themed and inquiry-based projects.	Science Depart. Chairperson: Brenda Farkas Assist. Principal over STEM	The process used to evaluate the effectiveness of the strategy is: •Create a classroom bulletin board displaying materials developed or collected while on the field trip.	The evaluation tools to be used Sign-in roster Grading rubric of student projects

parental involvement for evening programs			•Create a short news report about what happened on the field trip. Publicize the trip via an article in your local newspaper, school bulletin board, trip presentation for parent's night, or class Web page.
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
To incorporate STEM into the Science/Math Curriculum	All	Brenda Farkas Susan Suarez	Science/Math Dept.	Spring 2013	Lesson Plan Study	Brenda Farkas

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
Reading	AMSCO Reading for Common Core Standards	4 sets (2-6th / 1-7th / 1-8th)	SAC	\$2,160.00
Mathematics	Intensive students	Material remediation, 1 set per grade level	SAC Accountability Funds	\$2,000.00
Science	Integration of Reading into the Curriculum	Science World Current Science	SAC Accountability	\$328.25
Civics	Close Reading	Reading passages to be copied for each student to text mark. Photocopies are needed		\$0.00
Parent Involvement				\$0.00
				Subtotal: \$4,488.25
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Achieve 3000 Teenbiz for ELL students (B1-C1)	Non-Fiction Computer Program	County ESOL Dept.	\$0.00
Mathematics	FCAT calculators (4 function and /TI 84)	Replacements	SAC Accountability Funds (from supplies)	\$2,000.00
Science	Integration of Technology Resources into the classroom	Study Island Subscription	SAC Accountability	\$1,432.50
Science	Integration of Technology Resources into the classroom	Brainpop Subscription	SAC Accountability	\$995.00
Parent Involvement				\$0.00
				Subtotal: \$4,427.50
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	TeenBiz training for SS Teachers	To pay for Subs	Reading Allocation Fund	\$340.00
Mathematics	Algebra EOC/Geometry EOC, and Common Core Standards	Substitutes: 5 @ \$85.00 each	SAC Accountability Funds	\$425.00
Writing	Writing Workshops	3 LA Teachers to attend a 3 day workshop	SIP	\$765.00
Writing	Writing Workshops for February	ELO or Supplemental Academic Instruction		\$1,000.00
Parent Involvement				\$0.00
				Subtotal: \$2,530.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Subs for Reading to go on at least one field trip	To pay for Subs	Reading Allocation Fund	\$680.00
Mathematics	Mathematic Competition Award	District Competition Fee/Material Award and recognition items	SAC Accountability Funds	\$400.00
Writing	Grading BAT I & II	Subs for 8th grade teachers	SIP	\$680.00
Writing	General Awards-FCAT	Award students receiving a 6.0 on the FCAT Writes	SIP	\$100.00
Writing	Sub for Spelling Bee Coordinator	Sub so that Coordinator has time to quiz students	SIP	\$85.00
Parent Involvement				\$0.00
				Subtotal: \$1,945.00
				Grand Total: \$13,390.75

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

No Attachment (Uploaded on 10/11/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
School wide Items Cougar Character Awards- Guidance \$0.00 SAC Chair Supplement- \$700.00 SAC Chair Sub Coverage for Workshops/SIP \$340.00 Principals Discretionary Funding \$43.00 BMI Testing state required (2 subs) \$170.00 ESE student Incentives \$200.00	\$1,083.00

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

- SAC meetings are conducted monthly for appointed SAC members and guests. Each represented stakeholder group (parents, teachers, and staff) is elected by their respective peers.
- SAC meeting notices are distributed school wide one week in advance per SAC bylaws.
- Elections for SAC are held at the first SAC meeting in September and elected members serve two-year terms.
- SAC funds will be used to achieve the SIP objectives. The SAC budget is determined by \$5 per unweighted FTE for Accountability Funds.
- SAC meets monthly and reviews the objectives of the SIP. During the meeting areas of improvement are discussed and brought to the appropriate department. This process involves ongoing monitoring and evaluation to ensure higher standards of student achievement.
- Preparation for the upcoming SIP begins with each department analyzing student data and identifying anticipated barriers and strategies to improve student achievement.
- All other stakeholder groups are provided needs assessments to assess areas of improvement school wide.
- Department Chairpersons collect data and create the projected objectives for the upcoming year to reflect the needs of the school and strategies to achieve AYP.
- GMS Literacy Leadership Team and SAC members collaborate at a one-day SAC Retreat to finalize the objectives for the upcoming SIP.
- The final objectives by department are presented at the SAC meeting and further discussed and finalized. The SIP will be approved in its final form at the September meeting

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 GLADES MIDDLE SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	79%	76%	90%	55%	300	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	65%	69%			134	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	67% (YES)	64% (YES)			131	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					565	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Broward School District GLADES MIDDLE SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	77%	77%	92%	53%	299	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	66%	72%			138	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	61% (YES)	64% (YES)			125	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					562	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested