FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: MCNICOL MIDDLE SCHOOL

District Name: Broward

Principal: Mr. Horace A. Hamm

SAC Chair: Kawanna Hibbert

Superintendent: Mr. Robert Runcie

Date of School Board Approval: 12/4/2012

Last Modified on: 10/19/2012

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)
					2011-2012: School Grade: C Reading Proficiency: 41% Math Proficiency: 42% Writing Proficiency: 81% Science Proficiency: 34% Reading Learning Gains: 59% Math Learning Gains: 56% Reading Learning Gains for Lowest 25%: 63% Math Learning Gains for Lowest 25%: 49% 2010-2011: School Grade C; Highest collective point gain of all Broward County Middle Schools for the 2011 school year, increasing from 456 to 493 points - a 37 point gain from the previous year and 2 points from a "B" grade. Reading Proficiency=51%; 59% of our students made Learning Gains in Reading; Math Proficiency=52%; 63% made Learning Gains in math (a 9% gain from the previous year); 91% of all 8th grade students scored a level 4.0 and above in

Principal	Horace Hamm	Educational Specialist Degree: Educational Leadership, Nova Southeastern University Master's Degree: Elementary Education, Lehigh University, PA Bachelor's Degree: Social Psychology, Lehigh University, PA	2	7		writing; 41% of our 8th grade students were proficient in Science, an increase of 4% from the previous year. 68% of our lowest 25th percentile students made learning gains in math and reading (double digit gains from the previous year)

2009 – 2010 – School Grade C, Reading Proficiency: 50%, Students making Learning Gains in Reading: 54%; 54% of all students met the standards in math, 54% showed Learning Gains; 92% of all 8th grade students scored a level 4.0 and above in writing; and in science, 37% of all tested students met the standards. 82% of our subgroups made criteria resulting in Correct 1 status.

Intern Principal, Lyons Creek Middle - 2008-2009: School Grade A, Reading Proficiency: 72%, Math Proficiency: 72%, Writing Proficiency: 94%, Science Mastery 47%. AYP: 74%, Black, Hispanic, SWD, ELL, and Economically Disadvantaged did not make AYP in reading and math.

2007-2008: School Grade A, Reading Proficiency: 69%, Math Proficiency: 70%, Writing Proficiency: 95%, Science Mastery 40%. AYP: 87%, Black, ELL, did not make AYP in reading and math and SWD did not make AYP in reading.

Intern Principal, Margate Middle 2006-2007: School Grade C, Reading Proficiency: 52%, Math Proficiency: 56%, Writing Proficiency: 93%, Science Mastery 25%. AYP: 79%, SWD, ELL, and Economically Disadvantaged did not make AYP in reading and math and Black and Hispanic did not make AYP in reading.

Assistant Principal, Margate Middle 2005-2006: School Grade A, Reading Proficiency: 57%, Math Proficiency: 60%, Writing Proficiency: 88%. AYP: 87%, ELL and SWD did not make AYP in reading and math and Black subgroup did not make AYP in reading.

2004-2005: School Grade B, Reading Proficiency: 49%, Math Proficiency: 52%, Writing Proficiency: 80%. AYP: 80%, ELL and SWD did not make AYP in reading and math and Economically Disadvantaged and Black subgroups did not make AYP in math.

2003-2004: School Grade C, Reading Proficiency: 48%, Math Proficiency: 51%, Writing Proficiency: 89%, AYP: 77%, ELL and SWD did not make AYP in reading and math and Economically Disadvantaged and Black subgroups did not make AYP in math. |
| | | | | | | 2011-2012: Intern Principal, Administrator over Language Arts, Reading, and ESE: School Grade C, Reading Proficiency: 41%, Students making Learning Gains in Reading: 61%; 42% of all students met the standards in math, 63% showed Learning Gains; 81% of all 8th grade students scored a level 4.0 and above in writing; and in science, 32% of all tested students met the standards.

2010-2011: Intern Principal, McNicol Middle School-Grade C. Administrator over reading - 51% of all tested students met high standards; a 1% increase overall from the previous year and a 5% increase in reading learning gains improvement based on a 2-year comparison. A 9% increase is evidenced in McNicol's lowest 25th percentile, which increased from 59% to 68%. Highest collective learning gains of all Broward County middle schools for the 2011 school year with an increase with measurement from 456 to 493; a difference of 37 points. Administrator over writing - 88% of tested students scored level 4; a 6% increase |

Position	Name	Degrees/Certifications	2	7	Performance Record
Assis Principal	Andrea C. Ellis	Master's: ESOL and Multicultural Ed. Master's: School Administration English 6-9 Elem. Education K-6 Reading K-12	2	7	from 2010. McNicol ranked third (3rd) in District writing gains of students scoring above level 4. Ranked in the top 5% county-wide for student performance at/or above a level 5. 2009 – 2010 – School Grade C, Reading Proficiency: 50%, Students making Learning Gains in Reading: 54%; 54% of all students met the standards in math, 54% showed Learning Gains; 92% of all 8th grade students scored a level 4.0 and above in writing; and in science, 37% of all tested students met the standards. 82% of our subgroups made criteria resulting in Correct 1 status. 2008-2009: As the Administrator over Writing, aggressively worked with the writing teachers at H.D. Perry to achieve the following increases: 4 (07), 4.2 (08), and 4.4 (09). In the areas of Reading with specific attention on subgroups and AYP, H. D. Perry achieved the following under my leadership as the Administrator in charge of Reading: 2008, 52.8% of all students Reading on level, and 2009, 54.3% of all students Reading on level. While able to maintain for 2008, a small percentage growth was noted in the 2009 FCAT data for SWD and ESE students. Although H.D. Perry moved from a school grade of a C in 2008 to a B in 2009. 2006-07: Coral Springs Middle writing dept. (L.A.), writing scores were ranked #1 in the North Area and second in the District.
Assis Principal	Melissa Gurreonero	Master's: Educational Leadership Bachelor's: Elementary Education Certification(s): Leadership K-12 Elementary Education K-6 English for Speaker's of a Second Language	3	3	2011-2012: Assistant Principal over Science: School Grade C, Reading Proficiency: 41%, Students making Learning Gains in Reading: 61%; 42% of all students met the standards in math, 63% showed Learning Gains; 91% of all 8th grade students scored a level 4.0 and above in writing; and in science, 32% of all tested students met the standards. 2010-2011: Assistant Principal over Science: School Grade C, Reading Proficiency: 51%, Students making Learning Gains in Reading: 59%; 52% of all students met the standards in math, 63% showed Learning Gains; 91% of all 8th grade students scored a level 4.0 and above in writing; and in science, 41% of all tested students met the standards. 2009-2010: Peer Counseling Coordinator/ Professional Development Coordinator, : School Grade A, Reading Proficiency: 72%, Math Proficiency: 72%, Writing Proficiency: 94%, Science Mastery 47%. AYP: 74%, Black, Hispanic, SWD, ELL, and Economically Disadvantaged did not make AYP in reading and math. 2008-2009: Lyons Creek Middle - Peer Counseling Coordinator/ Professional Development Coordinator, : School Grade A, Reading Proficiency: 72%, Math Proficiency: 72%, Writing Proficiency: 94%, Science Mastery 47%. AYP: 74%, Black, Hispanic, SWD, ELL, and Economically Disadvantaged did not make AYP in reading and math. 2007-2008: School Grade A, Reading Proficiency: 69%, Math Proficiency: 70%, Writing Proficiency: 95%, Science Mastery 40%. AYP: 87%, Black, ELL, did not make AYP in reading and math and SWD did not make AYP in reading
Assis Principal	David Martin	Master's: Education Leadership Bachelor's: Physical Education and Sports Administration			2010 - 2011: A (New Reniassance Middle School)

INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Science	Lara Ruddy	Degrees: Bachelor's: Marine Science Master's: Environmental Science Certification: Middle Grades Sci. 6-12 Gifted Endorsement National Board Certification (NBCT)	11	3	Science Coach: 2011-2012 School Grade C Science Proficiency: 37% Science Coach: 2010-2011- School Grade C, Science Proficiency: 41% Math Proficiency: 52%, 63% showed Learning Gains in Math Reading Proficiency: 51% Students making learning gains in Reading: 59%; 81% of all 8th grade students scored a level 4.0 or above in writing. Science Teacher: Based on 2009-2010 FCAT scores, 71% of all 7S students received a level 3 or above, 34% increased a level and 55% made learning gains. 2008-2009 - Science department achieved a 3% student achievement increase on the 2009 Science FCAT. 36% of the eighth grade students scored a level 3 or above on the 2009 Science FCAT compared to only 33% of the eighth grade students scoring a level 3 or above on the 2008 Science FCAT. In addition, assisted in moving school grade from "C" to a "B" during the 2008-2009 school year.
Reading	TBA				

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	Review resumes for qualifications; contact instructional staffing for potential qualified candidates; Interview and follow-up reference checks.	Principal and Assistant Principals	Ongoing	
2	Organize visitation schedules for new teachers and teachers in need of additional support.	Curriculum Coaches, Department Chairs, AP's	Ongoing	
3	Regular bi-weekly meetings of new teachers with dept. chairs, team leaders, and administrator to provide mentoring support.	Curriculum Coaches, Department Chairs, Team Leaders, AP's	Ongoing	
4	Utilize data driven decision making to assist teachers in need of support and Professional Development.	Curriculum Coaches, Department Chairs, Team Leaders, AP's	Ongoing	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).
*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
There is (1) teacher who is classified as out-of-field.	The teacher is taking course work and in-service trainings to meet compliance requirements.

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
53	7.5%(4)	18.9%(10)	47.2%(25)	26.4%(14)	43.4%(23)	100.0%(53)	26.4%(14)	7.5%(4)	24.5%(13)

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 Gussack	Michel-Ange Renaud	New teacher to the school. Paired with ESE Specialist for mentoring support and curriculum development.	Preplanning orientation, intervisitations, weekly meetings with mentor, monthly support meetings with curriculum coaches to discuss evidence based strategies to incorporate into the elective classroom.
Shandrea Robinson	Gary Moise	New teacher and new teacher to the school. Paired with Ms. Robinson who is the coach for social studies.	Preplanning orientation, intervisitations, weekly meetings with mentor, monthly support meetings with curriculum coaches to discuss evidence based strategies.
Leti'a Hollinger	La Tonya Gardner	Not new teacher but new to the school. Paired with math coach for mentoring support and curriculum development.	Preplanning orientation, intervisitations, weekly meetings with mentor, monthly support meetings with curriculum coaches to discuss evidence based strategies.
Zylia Softleigh	Ashley Cadet	Not new teacher but new to the school. Paired with math coach for mentoring support and curriculum development.	Preplanning orientation, intervisitations, weekly meetings with mentor, monthly support meetings with curriculum coaches to discuss evidence based strategies.
Shandrea Robinson	Brett Studley	Not new teacher but new to the school. Paired with math coach for mentoring support and curriculum development.	Preplanning orientation, intervisitations, weekly meetings with mentor, monthly support meetings with curriculum coaches to discuss evidence based strategies.
		Not new	

Shandrea Robinson	Sophia Brown	teacher but new to the school. Paired with math coach for mentoring support and curriculum development.	Preplanning orientation, intervisitations, weekly meetings with mentor, monthly support meetings with curriculum coaches to discuss evidence based strategies.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title-I provides additional teachers to assist students, particularly low performing students, with additional assistance during the instructional day to extend learning opportunities.

McNicol Middle will utilize Title-I funds to assist in areas to include: Employee Salaries, District Professional Development, Equipment/Software, Classroom Libraries, and Instructional Games.

Title I funds will also be utilized for parent involvement activities (such as workshops) to empower parents to help their child improve his/her academic performance. Funds will also be utilized to maintain a dedicated Parent Resource Room ("Parent's Nest") to assist parents and families with school, district, and community resources that are available to assist them.

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

The goal of the ESOL Program is to ensure that all students entering McNicol Middle School with varying levels of limited English proficiency, receive comparable and comprehensive instruction. This instruction helps these students to develop communicative and academic skills necessary for meeting national, state, and district educational standards. When a student is tested and classified as English Language Learner (ELL) by the ESOL Coordinator, an appropriate action plan is created to meet the specific student's needs in language learning, academic achievement, and in cultural integration. A1-A2 students will have a 90-minute block in Language Arts (to include Developmental Language Arts) and content area instruction.

Students in the ESOL program are required to meet the same curriculum standards as non-ELL's in English/Language Arts and content area instruction. The content of the curriculum is established by the Sunshine State Standards. ESOL strategies, supplementary materials, and native language assistance are used to ensure that comprehensible instruction is being provided to every ELL student.

Title X- Homeless

Homeless services are available and provided through the School's Social Worker, Community Liaison, School Guidance Counselors, and Homeless Liaison (Ms. Sylva).

Supplemental Academic Instruction (SAI)

SAI funds will be used to provide additional instructional support for our students during the school day as well as through after school tutoring. Supplemental Educational Services(SES)programs will be a part of the extended day initiative.

Violence Prevention Programs

* SADD,* LEAPS,* GREAT, * Anti-Bullying, (Small and Large Group)* Cyber-bullying, (Small and Large Group)
* Peer Counseling (Conflict Mediation), * Peer Conflict Resolution through guidance counseling

McNicol also has a Prevention Liaison (Ms. Arnold) who implements school-wide initiatives (such as Peace Day, Discovery Health Prevention program, Anti-Bullying, Character Education, Cyber-Bullying, Family Day, Dating Matters Curriculum, etc.) to reduce violence and provide students and families with the skills necessary to reduce conflicts and promote positive relationships. An extension of this program also involves a mentoring program for at-risk students that is provided by Ms. Mitchum. This program provides counseling, goal setting, monitoring, and classroom intervention strategies directed at both the students and teachers in an effort to provide life skills that will have a positive impact on the students' social and emotional growth

Nutrition Programs

All students are offered free breakfast on each morning providing for students that are economically disadvantaged.

Housing Programs

Head Start

Adult Education

Career and Technical Education

The McNicol Mentoring Program is designed to provide career and technical opportunities to our at-risk population. This includes securing guest speakers and establishing business partnerships in the field of technical education, field trips that will connect their classroom learning to real world experiences, and our annual McNicol Career Day program, which allows all students to interact and explore a variety of careers and technical fields.

Job Training

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

*Principal: responsible for providing leadership and vision with respect to the use of data to guide decisions regarding the school-based RtI implementation.

Principal will also participate in weekly meetings, monitor database, and ensure implementation of RtI process with fidelity. Teachers and appropriate staff will be provided with necessary professional development to implement interventions and support. Interventions and action plans will be communicated with parents/guardians to ensure a collaborative team effort to generate positive results.

*Assistant Principals (3): responsible for assisting with implementation of RtI and monitoring expectations with fidelity.
*Instructional Coaches: Math Coach, Reading Coach, Science Coach:
responsible for developing, guiding, and evaluating core content and instructional focus implementation. They will also be instrumental in designing and implementing progress monitoring, assessments, data collection, data analysis, and data chats as well as professional development needs.
*Guidance Counselor – Case Manager
*ESE Specialist - data collection, implement IEP's and other interventions with individual students to support academic, emotional, behavioral, and social success.

*Exceptional Student Education (ESE) Teachers – data collection, instruction, collaboration with teachers.
*School Psychologist & Social Worker – participates in data collection, data interpretation, analysis of data, key in facilitating intervention plans based on data, provides support for intervention,
documentation, professional development, and program evaluation.
*Speech & Language Pathologist – language role in curriculum, assessment, screening, student intervention needs

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

The RtI Leadership Team will address individual student needs through a collaborative process. The team meets once a week to engage in the development of action plans to assist students with input and feedback from all of the students' teachers. The ultimate goal of the RtI team is to positively impact student behavior in an effort to increase student achievement. The grade level counselor will facilitate the meeting. Each child will be addressed and services will be prioritized based on individual student needs. Interventions will be discussed by the entire team to uncover the best strategy(ies) for the child. A case manager will be assigned to the child to monitor interventions and provide feedback to the "Team" to determine if additional assistance is needed. The intervention will include school based as well as outside community resources/agencies. The case manager will provide an update as to the progress of the intervention at subsequent meetings.

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 RtI Leadership Team is instrumental in working with the teachers, CPST, and administrators, to help develop and monitor the SIP. Key team members will facilitate dialogue with their colleagues and departments to explore strategies and goals to address student needs. A Tweak/Keep/Delete (TKD) process will be used at the end of the year to evaluate effectiveness for program improvement.

MTSS Implementation

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

The RtI Leadership Team will collaborate with all content area coaches and department chairs. McNicol's operational calendar is structured in a manner that allocates time on a monthly basis for teams and other instructional support staff to meet with the grade level guidance counselor and administrator to discuss research-based strategies and interventions. The CPS Team meets twice a month to engage in the development of action plans to assist students.

The data sources are as follows:
Baseline data:
Diagnostic Assessments (e.g., DAR, Fluency, San Diego, FCAT, BAT, Mock Writing Assessments); FAIR data

Progress Monitoring:
FCAT Explorer
FAIR Assessment Data
Tabula Digita
BAT II
Mini-Assessments
Data Chats
Progress Monitoring and Reporting Network (PMRN)
Dimension U

Midyear:
FAIR Assessment Data
Diagnostic Assessment for Reading (DAR)
San Diego
Mid-term Assessments
Writing Assessments
Diagnostic Assessment (ERDA)

End of year:
FCAT (Reading, Math, Science, and Writing)
FAIR Assessment Data
End of Course Exams

Describe the plan to train staff on MTSS.

RtI professional development will be provided after school, scheduled for the 2nd and 3rd Thursdays of the week, and will occur throughout the year. Training sessions on the RtI problem-solving model, data based decision-making, and evaluating interventions was implemented in the spring of 2010. These consisted of a tiered leadership and staff training. The RtI team will also evaluate additional staff development needs during the weekly RtI Leadership Team meetings.

Describe the plan to support MTSS.

It is the goal of our school's RtI team to work very closely with the District office to provide trainings on intervention strategies and testing protocols. We will also work very closely with our zone schools to share best practices in order to meet the emotional and social needs of our students.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The school-based Literacy Leadership Team (LLT) is comprised of the Principal, Assistant Principals,Instructional Coaches (Reading Coach, Science Coach), Department chairpersons, ESOL Coordinator, Magnet Coordinator,SAC Chairperson, and the ESE Specialist.

Members: Horace A. Hamm, Principal; Andrea Ellis-Smith, Intern Principal over ESE, Reading, Social Studies and Writing; Melissa Gurreonero, Asst. Principal over Magnet Programs,Math and Science; David Martin, Assistant Principal over ESOL, Athletics, and Electives; Lara Ruddy, Science Coach; Jacqueline Carrero, teacher; Keisha Lopez, Media Specialist; Jennifer Gussack, ESE Specialist; William Steinbeck, Language Arts Chair; Shandrea Robinson, Social Studies Chair, and Betty Shore, ESOL Chair

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

The Literacy Leadership Team will meet monthly to assess implementation of goals to ensure implementation with fidelity. The Reading Coaches will work very closely with the assistant principals to facilitate meetings.

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

The major initiative for the 2012 – 2013 school year will be a school wide implementation of the Common Core Standards. Utilizing the district's website entitled: "Defining the Common Core", every department will be responsible for exploring the standards and providing unique methods for exploration. Lunch-n-Learns will continue to provide mini demonstration labs for teachers to practice research-based strategies in an effort to support critical thinking and inquiry-based learning. The goal of our initiative is to integrate literacy awareness, listening and speaking infusion in the content areas, and hands-on, research-based application of various instructional tasks. Differentiated instruction still remain as an integral component of our school wide goal and at the heart of the Common Core practice. Interdisciplinary instruction will be an avenue utilized to carry out holistic analysis and research-based exploration of the differentiated process. One strategy that will be shared school wide as part of the school's literacy plan is Role, Audience,Format,Task (RAFT). This strategy focuses students on their role as a writer and the audience they will address. Training will be organized to demonstrate how it can be applied to every content area. Likewise, specific strategies have been identified for all departments to implement in their curriculum areas as part of our school wide literacy plan. Specific practices and strategies will be modeled during our professional development sessions (PLCs). We witnessed an increase in the alignment of instruction and collaboration, based on our 2011-2012 PLC model and are therefore expanding it this year. In addition to language arts, reading and social studies meeting together as one unit, the departments of Math, STEM and science will be following a similar collaborative model. Moreover, the infusion of content area reading strategies (CAR-PD/CIS) and Balanced Literacy throughout all disciplines will support the acquisition of needed practices as defined by the Common Core State Standards.

As we strive for excellence, all departments have devised a plan to support reading and writing instruction. The IFC's, which reflect all content foci, will be displayed throughout the school and in the classrooms. The "Word of the Day" will also be shared in common areas and electronically to expose our students to academic and content vocabulary.

A major focus will be placed on implementing the "Battle of the Books" program through reading and media technology. Rewards and incentives will be provided to student teams and teachers for meeting desired reading goals. Likewise, all teachers will be involved in our annual "Pathway to Excellence" campaign involving the Literature Door Project. As part of the school wide literacy program, the language arts department has developed writing warm-ups for "Writing Wednesdays". Social studies teachers will be bringing historical charters to life to provide content area support. Students will take the role of an historical figure, internalize his biography and share his history and accomplishments as he/she interacts with fellow students and teachers during the school day.

An inter-visitation project is in the development stages to bridge our elementary feeder schools and McNicol Middle. Language arts, reading, social studies, and science teachers will work on this interdisciplinary project, which involves students creating original books based on historical facts and the scientific process. These unique books will be a mixture of fiction and nonfiction. This initiative will involve students traveling to the elementary feeder schools to read to the incoming 5th grade students. The ultimate goal will be to increase literacy, which in turn will lead to increased student achievement.

Public School Choice

Supplemental Educational Services (SES) Notification
View uploaded file (Uploaded on 10/19/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

All teachers have received training on the Common Core Standards and have also received CAR-PD/CIS training to strengthen their understanding of content area reading strategies. Our professional development speaks to infusing reading across the content areas through practices and strategies that support differentiated instruction. Our school's reading coach, department chairs in language arts, social studies, and science are working together to organize extended and on-going trainings that takes into account the pedagocial experiences of the staff.

*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:	In grades 6-8, 29% (189) of students will score a level 3 on the 2013 FCAT Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
The 2012 current level of performance is 24% (161).	The 2013 expected level of performance is 29% (189)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers lack adequate understanding of applying rigor to instructional tasks exemplary of the new Common Core Standards.	Train teachers how to assess and benchmark student performance then scaffold strategies and implement critical thinking skills and tasks that will increase students' understanding of core knowledge.	Administration, Instructional Coaches, Department Chairs	Classroom Walkthroughs, monitoring of lesson plans, analysis of student work,data chats at various levels, and monitoring of biweekly assessments	BAT,FCAT, biweekly assessments, CWT logs, FAIR data, conferencing, FCAT Explorer reports, Collaborative PLCs
2	Teachers have a limited understanding about how to differentiate instruction.	Provide training and continual support for teachers on how to differentiate instruction to meet the needs of multiple performance levels and progress monitor student growth using data as a guiding tool.	Administration, Instructional Coaches, Department Chairs	Classroom Walkthroughs, monitoring of lesson plans, analysis of student work,data chats at various levels, and monitoring of biweekly assessments	BAT,FCAT, biweekly assessments, CWT logs, FAIR data, conferencing, FCAT Explorer reports, Collaborative PLCs
3	Teachers lack strategies for re-teaching.	Provide training for teachers on reteaching strategies that will demonstrate how to isolate, differentiate, and tailor instruction based on student performance data.	Administration, Instructional Coaches, Department Chairs	Classroom Walkthroughs, monitoring of lesson plans, analysis of student work,data chats at various levels, and monitoring of biweekly assessments	BAT,FCAT, biweekly assessments, CWT logs, FAIR data, conferencing, FCAT Explorer reports, Collaborative PLCs
4	Inconsistency in content vocabulary knowledge associated with the Next Generation Standards and Common Core expectations	Infusion of a "Word Works" component in the daily content instructional process, which extends to student driven word walls, schoolwide vocabulary initiatives, and also training for teachers on the incorporation of vocabulary activities within the classroom.	Administration, Instructional Coaches, Department Chairs, teachers	Classroom Walkthroughs, monitoring of lesson plans, analysis of student work,data chats at various levels, structured collaborative conversations, and monitoring of biweekly assessments	BAT,FCAT, biweekly assessments, CWT logs, FAIR data, conferencing, FCAT Explorer reports, Collaborative PLCs
	Inconsistent utilization of technology for instructional purposes	Increase of technology available inside the classroom by assigning	Administration, Instructional Coaches,	Classroom Walkthroughs, monitoring of lesson plans, analysis of student	BAT,FCAT, biweekly assessments, CWT

5		laptop carts to each reading class with a weekly rotation schedule between content area classes. Increase opportunities for students to access technology during the school day through an assigned computer lab rotation schedule. Increased utilization of technology software such as FCAT Explorer in order to enrich, progress monitor Common Core expectations	Department Chairs, teachers	work,data chats at various levels, structured collaborative conversations, and monitoring of biweekly assessments	logs, FAIR data, conferencing, FCAT Explorer reports, Collaborative PLCs
6	Customize student participation in extended learning opportunities	Early identification and recruitment of students with a track record of not making learning gains. Early planning and marketing of the ELO program. Increase parent involvement in the recruitment and attendance for students	Administration, Instructional Coaches, Department Chairs, Teachers	Monitoring of attendance and progress in each extended learning opportunity, analysis of student work, structured collaborative conversations, and monitoring of pre- and post assessments	Student attendance rosters, FCAT Explorer reports
7	Inconsistent exposure to Blooms Taxonomy and Webbs Depth of Knowledge	Train teachers through scheduled research based trainings, PLC's and informal Lunch N Learn workshops. on strategies that focus on the infusion of higher order questioning and the implementation of critical thinking skills.	Administration, Instructional Coaches, Department Chairs, teachers	Classroom Walkthroughs, monitoring of lesson plans, analysis of student work,data chats at various levels, structured collaborative conversations, and monitoring of biweekly assessments	BAT,FCAT, biweekly assessments, CWT logs, FAIR data, conferencing, FCAT Explorer reports, Collaborative PLCs
8	Decreased utilization of media resources for the purposes of student exposure and building self selected reading inventory.	Increase student opportunities for students to access media resources during the school day through an assigned media center rotation schedule.	Administration, Instructional Coaches, Department Chairs, Media Specialist, teachers	Monitoring of media center attendance and inventory, monitoring of lesson plans, analysis of student work	Media Center attendance and inventory, CWT logs, conferencing, Collaborative PLC,
9	Lack of exposure to high complexity questioning associated with the Common Core Standards and expectations	Train teachers through scheduled research based trainings, PLC's and informal Lunch N Learn workshops. on strategies that focus on the infusion of higher order questioning and the implementation of critical thinking skills.	Administration, Instructional Coaches, Department Chairs, Teachers	Classroom walkthroughs, monitoring of lesson plans, analysis of student work, data chats at various levels, structured collaborative conversations, and monitoring of biweekly assessments.	BAT,FCAT, biweekly assessments, CWT logs, FAIR data, conferencing, FCAT Explorer reports, Collaborative PLCs
10	Teachers lack a clear understanding of instructional delivery	Teachers will be provided with a 90-minute and 47-minute pacing guide that follows the Balanced Literacy model. Additionally, teachers will receive training on how to maximize the instructional block.	Administration, Instructional Coaches, Department Chairs, Teachers	Classroom walkthroughs, monitoring of lesson pacing, analysis of student work, data chats at various levels and structured collaborative conversations	BAT,FCAT, biweekly assessments, CWT logs, FAIR data, conferencing, FCAT Explorer reports, Collaborative PLCs

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:	In grades 6-8, 50% of students will score at levels 4, 5, and 6 on the 2012-2013 FCAT Alternate Assessment in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
The 2012 current level of performance is 46% (6).	The 2013 Expected Level of Performance is 50% (6.5).

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	Lack of access to appropriate materials that are aligned to Access Point Standards	Obtain appropriate instructional materials aligned to Access Point Standards.

Conduct teacher training on effective implementation and use of aligned materials in the classrooom based on student data analysis. | Administration, Instructional Coaches, ESE Specialist, teachers | Studnets' data analysis, Informal Assessments, Classroom walk through, Lesson Plans | Informal Assessments, Classroom walkthrough observations, Data Chats |
| 2 | Insufficient resources to promote literacy at home | PTSA sponsored Literacy night.

School wide "Lets Read" initiative, which provides a book to each student. | Administration, Instructional Coaches, Department Chairs, ESE Specialist PTSA, Title I Liaison | Parent and Student Surveys, Literacy Night attendance roster,formal and Informal Assessment | Formal and Informal Assessments data, conferencing |
| 3 | Insufficient personnel to administer assessment to Special Need Students | Create a more efficient assessment schedule to include additional qualified personnel available to proctor the assessment | Administration, Instructional Coaches, ESE Specialist,Guidance, Teachers | Student data Analysis,Formal and Informal Assessments, Assessment schedules | Student data, FAA Analysis, Formal and Informal Assessments |
| 4 | Inconsistent utilization of technology for instructional purposes | Increase of opportunities for students to access technology by ensuring a rotational schedule is in place for computer use.

Increased Utilization of technology software such as Reading Rainbow in order to enrich, progress monitor and remediate Access Point Standards | Administration, Instructional Coaches, ESE Specialist, Teachers | Studnets data analysis, Informal Assessments, Classroom walk through, Lesson Plans | Informal Assessments, Classroom walkthroughs observations, Data Chats |

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5	Decreased utilization of media resources for the purposes of student exposure and building self selected reading inventory	Increase opportunities for students to access media resources during the school day through an assigned media center rotation schedule.	Administration, Instructional Coaches, ESE specialist Media Specialist, Teachers	Monitoring of media center attendance and inventory, monitoring of lesson plans, analysis of student work	Media Center attendance and inventory, CWT logs, conferencing

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:	In grades 6-8, 21% (135) of students will score a level 4 on the 2013 FCAT Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
The 2012 current level of performance is 16% (111).	The 2013 expected level of performance 21% (135).

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	Common Core State Standards will pose a challenge to students who are not familiar with prerequisite skills.	Train teachers how to assess and benchmark student performance then scaffold strategies and implement critical thinking skills that will increase students' understanding of core knowledge.	Administration, Instructional Coaches, Department Chairs	Classroom Walkthroughs, monitoring of lesson plans, analysis of student work,data chats at various levels, and monitoring of biweekly assessments	BAT,FCAT, biweekly assessments, CWT logs, FAIR data, conferencing, FCAT Explorer reports, Collaborative PLCs
2	Student deficiencies in reading comprehension, which impact content area knowledge acquisition	Train teachers how to differentiate instruction to meet the needs of multiple performance levels and progress monitor student growth using data as a guiding tool.	Classroom Administration, Instructional Coaches, Department Chairs	Classroom Walkthroughs, monitoring of lesson plans, analysis of student work,data chats at various levels, and monitoring of biweekly assessments	BAT,FCAT, biweekly assessments, CWT logs, FAIR data, conferencing, FCAT Explorer reports, Collaborative PLCs
3	Inconsistency of reteaching to ensure mastery of content standards	Provide training to teachers on how to isolate and differentiate tailored instruction based on student performance data, which involves conferencing and grouping strategies.	Administration, Instructional Coaches, Department Chairs	Classroom Walkthroughs, monitoring of lesson plans, analysis of student work,data chats at various levels, and monitoring of biweekly assessments	BAT,FCAT, biweekly assessments, CWT logs, FAIR data, conferencing, FCAT Explorer reports, Collaborative PLCs
4	Inconsistency in content vocabulary knowledge associated with the Next Generation Standards and Common Core expectations	Infusion of a "Word Works" component in the daily content instructional process, which extends to student driven word walls, schoolwide vocabulary initiatives, and also training for teachers on the incorporation of vocabulary activities within the classroom.	Administration, Instructional Coaches, Department Chairs, teachers	Classroom Walkthroughs, monitoring of lesson plans, analysis of student work,data chats at various levels, structured collaborative conversations, and monitoring of biweekly assessments	BAT,FCAT, biweekly assessments, CWT logs, FAIR data, conferencing, FCAT Explorer reports, Collaborative PLCs

5	Inconsistent utilization of technology for instructional purposes	Increase of technology available inside the classroom by assigning laptop carts to each reading class with a weekly rotation schedule between content area classes.

Increase opportunities for students to access technology during the school day through an assigned computer lab rotation schedule.

Increased utilization of technology software such as FCAT Explorer in order to enrich, progress monitor Common Core expectations | Administration, Instructional Coaches, Department Chairs, teachers | Classroom Walkthroughs, monitoring of lesson plans, analysis of student work,data chats at various levels, structured collaborative conversations, and monitoring of biweekly assessments | BAT,FCAT, biweekly assessments, CWT logs, FAIR data, conferencing, FCAT Explorer reports, Collaborative PLCs |
| 6 | Customize student participation in extended learning opportunities | Early identification and recruitment of students with a track record of not making learning gains.

Early planning and marketing of the ELO program.

Increase parent involvement in the recruitment and attendance for students | Administration, Instructional Coaches, Department Chairs, Teachers | Monitoring of attendance and progress in each extended learning opportunity, analysis of student work, structured collaborative conversations, and monitoring of pre- and post assessments | Student attendance rosters, FCAT Explorer reports |
7	Inconsistent exposure to Blooms Taxonomy and Webbs Depth of Knowledge	Train teachers through scheduled research based trainings, PLC's and informal Lunch N Learn workshops on strategies that focus on the infusion of higher order questioning and the implementation of critical thinking skills.	Administration, Instructional Coaches, Department Chairs, Teachers	Classroom Walkthroughs, monitoring of lesson plans, analysis of student work,data chats at various levels, structured collaborative conversations, and monitoring of biweekly assessments	BAT,FCAT, biweekly assessments, CWT logs, FAIR data, conferencing, FCAT Explorer reports, Collaborative PLCs
8	Decreased utilization of media resources for the purposes of student exposure and building self selected reading inventory.	Increase student opportunities for students to access media resources during the school day through an assigned media center rotation schedule.	Administration, Instructional Coaches, Department Chairs, Media Specialist, Teachers	Monitoring of media center attendance and inventory, monitoring of lesson plans, analysis of student work	Media Center attendance and inventory, CWT logs, conferencing, Collaborative PLC,
9	Lack of exposure to high complexity questioning associated with the Common Core Standards and expectations	Train teachers through scheduled research based trainings, PLC's and informal Lunch N Learn workshops on strategies that focus on the infusion of higher order questioning and the implementation of critical thinking skills.	Administration, Instructional Coaches, Department Chairs, Teachers	Classroom walkthroughs, monitoring of lesson plans, analysis of student work, data chats at various levels, structured collaborative conversations, and monitoring of biweekly assessments.	BAT,FCAT, biweekly assessments, CWT logs, FAIR data, conferencing, FCAT Explorer reports, Collaborative PLCs
10	Teachers lack a clear understanding of instructional deliver	Teachers will be provided with a 90-minute and 47-minute pacing guide that follows the Balanced Literacy model.	Administration, Instructional Coaches, Department Chairs, Teachers	Classroom Walkthroughs, monitoring of lesson pacing, analysis of student work,data chats at various levels and	

		Additionally, teachers will receive training on how to maximize the instructional block.		structured collaborative conversations	

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:	In grades 6-8, 19% of students will score at or above level 7 on the 2012-2013 FCAT Alternate Assessment in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
The 2012 current level of performance is 15% (2).	The 2013 Expected Level of Performance is 19% (2.5).

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	Lack of Access to appropriate materials that are aligned to Access Point Standards	Obtain appropriate instructional materials aligned to Access Point Standards. Conduct teacher training on effective implementation and use of aligned materials in the classroom based on student data analysis.	Administration, Instructional Coaches, ESE Specialist, teachers	Student's data analysis, Formal and Informal Assessments, Classroom walk through, Lesson Plans	Formal and Informal Assessments, Classroom walkthrough observations, Data Chats
2	Insufficient resources to promote literacy at home	PTSA sponsored Literacy night. School wide "Lets Read" initiative, which provides a book to each student.	Administration, Instructional Coaches, Department Chairs, ESE Specialist PTSA, Title I Liaison	Parent and Student Surveys, Literacy Night attendance roster, Formal and Informal Assessment	Formal and Informal Assessments data, conferencing
3	Insufficient personnel to administer assessment to Special Need Students	Create a more efficient assessment schedule to include additional qualified personnel available to proctor the assessment	Administration, Instructional Coaches, ESE Specialist, Teachers	Student data Analysis, Formal and Informal Assessments, Assessment schedules	Student data, FAA Analysis, Formal and Informal Assessments
4	Inconsistent utilization of technology for instructional purposes.	Increase of opportunities for students to access technology by ensuring a rotational schedule is in place for computer use. Increased Utilization of technology software such as Reading Rainbow in order to enrich, progress monitor and remediate Access Point Standards	Administration, Instructional Coaches, ESE Specialist, teachers	Student data analysis,Formal and Informal Assessments, Classroom walk through, Lesson Plans	Formal and Informal Assessments, Classroom walkthrough observations, Data Chats
5					

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:			In grades 6-8, 65%(417) of the students will make learning gains on the 2013 FCAT Reading Test.	
	2012 Current Level of Performance:			2013 Expected Level of Performance:	
	The 2012 current level of performance is 60% (390).			The 2012 expected level of performance is 65%(417).	

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	Inconsistency in content vocabulary knowledge associated with the Common Core Standards and expectations	Infusion of a "Word Works" component in the daily content instructional process, which extends to student driven word walls, school wide vocabulary initiatives. Train teachers on the incorporation of vocabulary activities within the classroom.	Administration, Instructional Coaches, Department Chairs, teachers	Classroom Walkthroughs, monitoring of lesson plans, analysis of student work,data chats at various levels, structured collaborative conversations, and monitoring of biweekly assessments	BAT,FCAT, biweekly assessments, CWT logs, FAIR data, conferencing, FCAT Explorer reports, Collaborative PLCs
2	Inconsistency of reteaching to ensure mastery of content standards	Provide training to teachers on how to isolate and differentiate tailored instruction based on student performance data, which involves conferencing and grouping strategies.	Administration, Instructional Coaches, Department Chairs	Classroom Walkthroughs, monitoring of lesson plans, analysis of student work,data chats at various levels, and monitoring of biweekly assessments	BAT,FCAT, biweekly assessments, CWT logs, FAIR data, conferencing, FCAT Explorer reports, Collaborative PLCs
3	Lack of teacher understanding of subgroup accountability and Annual Measurable Objective (AMO).	Train teachers on components of the accountability process. Hold regular team and adminstration data chats with the inclusion of data analysis and strategic planning.	Administration, Instructional Coaches, Department Chairs	Classroom Walkthroughs, monitoring of lesson plans, analysis of student work,data chats at various levels, and monitoring of biweekly assessments	CWT logs, conferencing, Collaborative PLCs, Teacher/Team data presentations
4	Common Core State Standards will pose a challenge to students who are not familiar with prerequisite skills.	Train teachers how to assess and benchmark student performance then scaffold strategies and implement critical thinking skills that will increase students' understanding of core knowledge.	Administration, Instructional Coaches, Department Chairs	Classroom Walkthroughs, monitoring of lesson plans, analysis of student work,data chats at various levels, and monitoring of biweekly assessments	BAT,FCAT, biweekly assessments, CWT logs, FAIR data, conferencing, FCAT Explorer reports, Collaborative PLCs
5	Student deficiencies in reading comprehension, which impact content area knowledge acquisition	Train teachers how to to differentiate instruction to meet the needs of multiple performance levels and progress monitor student growth using data as a guiding tool.	Administration, Instructional Coaches, Department Chairs	Classroom Walkthroughs, monitoring of lesson plans, analysis of student work,data chats at various levels, and monitoring of biweekly assessments	BAT,FCAT, biweekly assessments, CWT logs, FAIR data, conferencing, FCAT Explorer reports, Collaborative PLCs
	Inconsistent utilization of technology for instructional purposes.	Increase of technology available inside the classroom by assigning	Administration, Instructional Coaches,	Classroom Walkthroughs, monitoring of lesson plans, analysis of student	BAT,FCAT, biweekly assessments, CWT

6		laptop carts to each reading class with a weekly rotation schedule between content area classes. Increase opportunities for students to access technology during the school day through an assigned computer lab rotation schedule. Increaded Uutilization of technology software such as FCAT Explorer in order to enrich, progress monitor and remediate the Next Generation Standards and Common Core expectations	Department Chairs, teachers	work,data chats at various levels, structured collaborative conversations, and monitoring of biweekly assessments	logs, FAIR data, conferencing, FCAT Explorer reports, Collaborative PLCs
7	Decreased student participation in extended learning opportunities	Increase of offered incentives for students who attend and participate regularly. Early planning and marketing of extended learning opportunities in order to increase student participation. Increase parent involvement in the recruitment and attendance for students	Administration, Instructional Coaches, Department Chairs, teachers	Monitoring of attendance and progress in each extended learning opportunity, analysis of student work, structured collaborative conversations, and monitoring of pre- and post assessments	Student attendance rosters, FCAT Explorer reports
8	Inconsistent exposure to Blooms Taxonomy/Webbs Depth of Knowledge high complexity questioning associated with the Next Generation Standards and Common Core expectations	Train teachers through scheduled research based trainings, PLC's and informal Lunch N Learn workshops. on strategies that focus on the infusion of higher order questioning and the implementation critical thinking skills.	Administration, Instructional Coaches, Department Chairs, teachers	Classroom Walkthroughs, monitoring of lesson plans, analysis of student work,data chats at various levels, structured collaborative conversations, and monitoring of biweekly assessments	BAT,FCAT, biweekly assessments, CWT logs, FAIR data, conferencing, FCAT Explorer reports, Collaborative PLCs
9	Decreased utilization of media resources for the purposes of student exposure and building self selected reading inventory.	Increase opportunities for students to access media resources during the school day through an assigned media center rotation schedule.	Administration, Instructional Coaches, Department Chairs, Media Specialist, teachers	Monitoring of media center attendance and inventory, monitoring of lesson plans, analysis of student work	Media Center attendance and inventory, CWT logs, conferencing, Collaborative PLC,

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:	In grades 6-8, 38% of students will score will make learning gaings on the 2012-2013 FCAT Alternate Assessment in Reading.

2012 Current Level of Performance:	2013 Expected Level of Performance:
The 2012 current level of performance is 34% (4.1).	The 2013 Expected Level of Performance is 38% (4.6).

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of access to appropriate materials that are aligned to Access Point Standard	Obtain appropriate instructional materials aligned to Access Point Standards. Conduct teacher training on effective implementation and use of aligned materials in the classrooom based on student data analysis.	Administration, Instructional Coaches, ESE Specialist, Teachers	Student data analysis, Formal and Informal Assessments, Classroom walk through, Lesson Plans	Formal and Informal Assessments, Classroom walkthrough observations, Data Chats
2	Insufficient resources to promote literacy at home.	PTSA sponsored Literacy night. School wide "Lets Read" initiative providing a book to each student.	Administration, Instructional Coaches, Department Chairs, ESE Specialist PTSA, Title I Laison	Parent and Student Surveys, Literacy Night attendance roster, Formal and Informal Assessment	Formal and Informal Assessments data, conferencing
3	Insufficient personnel to administer assessment to Special Need Students	Create a more efficient assessment schedule to include additional qualified personnel available to proctor the assessment	Administration, Instructional Coaches, ESE Specialist, Teachers	Student data Analysis, Formal and Informal Assessments, Assessment schedules	Student data, FAA Analysis, Formal and Informal Assessments
4	Inconsistent utilization of technology for instructional purposes	Increase of opportunities for students to access technology by ensuring a rotational schedule is in place for computer use. Increased Utilization of technology software such as Reading Rainbow in order to enrich, progress monitor and remediate Access Point Standards	Administration, Instructional Coaches, ESE Specialist, Teachers	Student's data analysis, Formal and Informal Assessments, Classroom walk through, Lesson Plans	Formal and Informal Assessments, Classroom walkthrough observations, Data Chats
5	Decreased utilization of media resources for the purposes of student exposure and building self selected reading inventory.	Increase student opportunities for students to access media resources during the school day through an assigned media center rotation schedule.	Administration, Instructional Coaches, ESE specialist, Media Specialist, teachers	Monitoring of media center attendance and inventory, monitoring of lesson plans, analysis of student work	Media Center attendance and inventory, CWT logs, conferencing

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:	In grades 6-8, 68%(114.2) of the students in the lowest 25%will make learning gains on the 2013 FCAT Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
2012 current level of performance is 63% (106.5)	2013 expected level of performance is 68% (114.2)

	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 need to customize and target students participation in extended learning opportunities	Early identification and recruitment of students with a track record of not making learning gains. Early planning and marketing of extended learning opportunities in order to increase student participation. Increase of offered incentives for students who attend and participate regularly. Increase of more engaging and diffentiated extended learning opportunities during the school day. Increase parent involvement in the recruitment and attendance for students	Administration, Instructional Coaches, Department Chairs, teachers	Monitoring of attendance and progress in each extended learning opportunity, analysis of student work, structured collaborative conversations, and monitoring of pre- and post assessments	Student attendance rosters, FCAT Explorer reports
2	Inconsistency of reteaching to ensure mastery of content standards	Provide training to teachers on how to isolate and differentiate tailored instruction based on student performance data, which involves conferencing and grouping strategies.	Administration, Instructional Coaches, Department Chairs	Classroom Walkthroughs, monitoring of lesson plans, analysis of student work,data chats at various levels, and monitoring of biweekly assessments	BAT,FCAT, biweekly assessments, CWT logs, FAIR data, conferencing, FCAT Explorer reports, Collaborative PLCs
3	Student deficiencies in reading comprehension, which impact content area knowledge acquisition	Schedule students into 90 minute block reading classes. Identify specific students for extended learning opportunities Train teachers how to to differentiate instruction to meet the needs of multiple performance levels and progress monitor student growth using data as a guiding tool.	Administration, Instructional Coaches, Department Chairs	Classroom Walkthroughs, monitoring of lesson plans, analysis of student work,data chats at various levels, and monitoring of biweekly assessments	BAT,FCAT, biweekly assessments, CWT logs, FAIR data, conferencing, FCAT Explorer reports, Collaborative PLCs
	Deficiencies in word recognition phonemic	Infusion of a "Word Works" component in the	Administration, Instructional	Classroom Walkthroughs, monitoring of lesson	BAT,FCAT, biweekly

4	awareness, phonics, and fluency as well as inconsistency in content vocabulary knowledge associated with the Next Generation Standards and Common Core expectations	daily content instructional process, which extends to student driven word walls, schoolwide vocabulary initiatives, and the district suggested word recognition curriculum, REWARDS PLUS or Just Words.

Train teachers on the incorporation of vocabulary activities within the classroom. | Coaches, Department Chairs, teachers | plans, analysis of student work,data chats at various levels, structured collaborative conversations, and monitoring of biweekly assessments | assessments, CWT logs, FAIR data, conferencing, FCAT Explorer reports, Collaborative PLCs |
| 5 | Lack of teacher understanding of subgroup accountability and Annual Measurable Objective (AMO). | Hold regular team and adminstration data chats with the inclusion of data analysis and strategic planning.

Train teachers on components of the accountability process. | Administration, Instructional Coaches, Department Chairs | Classroom Walkthroughs, monitoring of lesson plans, analysis of student work,data chats at various levels, and monitoring of biweekly assessments | CWT logs, conferencing, Collaborative PLCs, Teacher/Team data presentations |
| 6 | Common Core State Standards will pose a challenge to students who are not familiar with prerequisite skills. | Train teachers how to assess and benchmark student performance then scaffold strategies and implement critical thinking skills that will increase students' understanding of core knowledge. | Administration, Instructional Coaches, Department Chairs | Classroom Walkthroughs, monitoring of lesson plans, analysis of student work,data chats at various levels, and monitoring of biweekly assessments | BAT,FCAT, biweekly assessments, CWT logs, FAIR data, conferencing, FCAT Explorer reports, Collaborative PLCs |
| 7 | Inconsistent utilization of technology for instructional purposes. | Increase utilization of technology software such as FCAT Explorer in order to enrich, progress monitor and remediate the Next Generation Standards and Common Core expectations

Increase of technology available inside the classroom by assigning laptop carts to each reading class with a weekly rotation schedule between content area classes.

Increase opportunities for students to access technology during the school day through an assigned computer lab rotation schedule. | Administration, Instructional Coaches, Department Chairs, teachers | Classroom Walkthroughs, monitoring of lesson plans, analysis of student work,data chats at various levels, structured collaborative conversations, and monitoring of biweekly assessments | BAT,FCAT, biweekly assessments, CWT logs, FAIR data, conferencing, FCAT Explorer reports, Collaborative PLCs |

8	Inconsistent exposure to Blooms Taxonomy/Webbs Depth of Knowledge high complexity questioning associated with the Next Generation Standards and Common Core expectations	Train teachers through scheduled research based trainings, PLC's and informal Lunch N Learn workshops. on strategies that focus on the infusion of higher order questioning and the implementation critical thinking skills.	Administration, Instructional Coaches, Department Chairs, teachers	Classroom Walkthroughs, monitoring of lesson plans, analysis of student work,data chats at various levels, structured collaborative conversations, and monitoring of biweekly assessments	BAT,FCAT, biweekly assessments, CWT logs, FAIR data, conferencing, FCAT Explorer reports, Collaborative PLCs
9	Decreased utilization of media resources for the purposes of student exposure and building self selected reading inventory.	Increase student opportunities for students to access media resources during the school day through an assigned media center rotation schedule.	Administration, Instructional Coaches, Department Chairs, Media Specialist, teachers	Monitoring of media center attendance and inventory, monitoring of lesson plans, analysis of student work	Media Center attendance and inventory, CWT logs, conferencing, Collaborative PLC,
10	Decreased academic engagement beyond the traditional school day.	Provide academic and youth enrichment services, including the use of technology, through the Hispancic Unity sponsored afterschool program.	Administration, Instructional Coaches, Department Chairs, Hispanic Unity Site Administrator, teachers	Monitoring of attendance and progress in each enrichment activity,monitoring of lesson plans, analysis of student work,structured collaborative conversations	Student attendance rosters, FCAT Explorer reports
11	Lack of exposure to high complexity questioning associated with the Common Core Standards and expectations	Train teachers through scheduled research based trainings, PLC's and informal Lunch N Learn workshops. on strategies that focus on the infusion of higher order questioning and the implementation of critical thinking skills.	Administration, Instructional Coaches, Department Chairs, Teachers	Classroom Walkthroughs, monitoring of lesson plans, analysis of student work,data chats at various levels, structured collaborative conversations, and monitoring of biweekly assessments	BAT,FCAT, biweekly assessments, CWT logs, FAIR data, conferencing, FCAT Explorer reports, Collaborative PLCs

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Reading Goal # In grades 6-8, 45% of students will increase their proficiency in Reading as measured by the 2012-2013 Annual Measurable Objectives (AMO) 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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:	In grades 6-8, students White, 46% (19); Black, 59% (383); Hispanic, 48% (82) will not meet the Annual Measurable Objectives (AMO) on the 2012-2013 FCAT Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
2012 current level of performance: White, 48% (13); Black, 64% (319); Hispanic, 47% (61)	2012 expected level of performance: White, 46% (19); Black, 59% (383); Hispanic, 48% (82)

	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	Deficiencies in word recognition phonemic awareness, phonics, and fluency as well as inconsistency in content vocabulary knowledge associated with the Next Generation Standards and Common Core expectations	Infusion of a "Word Works" component in the daily content instructional process, which extends to student driven word walls, schoolwide vocabulary initiatives, and the district suggested word recognition curriculum, REWARDS PLUS or Just Words. Train teachers on the incorporation of vocabulary activities within the classroom.	Administration, Instructional Coaches, Department Chairs, teachers	Classroom Walkthroughs, monitoring of lesson plans, analysis of student work,data chats at various levels, structured collaborative conversations, and monitoring of biweekly assessmentsns	BAT,FCAT, biweekly assessments, CWT logs, FAIR data, conferencing, FCAT Explorer reports, Collaborative PLCs
2	Insufficient resources to promote literacy at home.	PTSA sponsored Literacy night. School wide Lets Read initiative providing a book to each student.	Administration, Instructional Coaches, Department Chairs, PTSA, Title I Laison	Parent and Student Survey, Literacy Night attendance roster, analysis of prject based activites.	BAT,FCAT, biweekly assessments, FAIR data, conferencing
3	The need to customize and target students participating in extended learning opportunities	Timely data analysis of assessment data to identify targeted students and customize instruction. Early planning and marketing of extended learning opportunities in order to increase student participation. Increase parent	Administration, Instructional Coaches, Department Chairs, teachers	Monitoring of attendance and progress in each extended learning opportunity, analysis of student work, structured collaborative conversations, and monitoring of pre- and post assessments	Student attendance rosters, FCAT Explorer reports

		involvement in the recruitment and attendance for students			
4	Decreased academic engagement beyond the traditional school day.	Provide academic and youth enrichment services, including the use of technology, through the Hispanic Unity sponsored afterschool program.	Administration, Instructional Coaches, Department Chairs, Hispanic Unity Site Administrator, teachers	Monitoring of attendance and progress in each enrichment activity,monitoring of lesson plans, analysis of student work,structured collaborative conversations	Student attendance rosters, FCAT Explorer reports
5	Student deficiencies in reading comprehension, which impact content area knowledge acquisition	Schedule criteria identified students into 90 minute block reading classes. Identify specific students for extended learning opportunities Train teachers how to to differentiate instruction to meet the needs of multiple performance levels and progress monitor student growth using data as a guiding tool.	Administration, Instructional Coaches, Department Chairs	Classroom Walkthroughs, monitoring of lesson plans, analysis of student work,data chats at various levels, and monitoring of biweekly assessments	BAT,FCAT, biweekly assessments, CWT logs, FAIR data, conferencing, FCAT Explorer reports, Collaborative PLCs
6	Lack of teacher understanding of subgroup accountability and Annual Measurable Objective (AMO).	Hold regular team and adminstration data chats with the inclusion of data analysis and strategic planning. Train teachers on components of the accountability process.	Administration, Instructional Coaches, Department Chairs	Classroom Walkthroughs, monitoring of lesson plans, analysis of student work,data chats at various levels, and monitoring of biweekly assessments	CWT logs, conferencing, Collaborative PLCs, Teacher/Team data presentations
7	Inconsistent exposure to Blooms Taxonomy/Webbs Depth of Knowledge high complexity questioning associated with the Next Generation Standards and Common Core expectations	Train teachers through scheduled research based trainings, PLC's and informal Lunch N Learn workshops. on strategies that focus on the infusion of higher order questioning and the implementation critical thinking skills.	Administration, Instructional Coaches, Department Chairs, teachers	Classroom Walkthroughs, monitoring of lesson plans, analysis of student work,data chats at various levels, structured collaborative conversations, and monitoring of biweekly assessments	BAT,FCAT, biweekly assessments, CWT logs, FAIR data, conferencing, FCAT Explorer reports, Collaborative PLCs

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
8	Decreased utilization of media resources for the purposes of student exposure and building self selected reading inventory.	Increase student opportunities for students to access media resources during the school day through an assigned media center rotation schedule.	Administration, Instructional Coaches, Department Chairs, Media Specialist, teachers	Monitoring of media center attendance and inventory, monitoring of lesson plans, analysis of student work	Media Center attendance and inventory, CWT logs, conferencing, Collaborative PLC,
9	Common Core State Standards will pose a challenge to students who are not familiar with prerequisite skills.	Train teachers how to assess and benchmark student performance then scaffold strategies and implement critical thinking skills that will increase students' understanding of core knowledge.	Administration, Instructional Coaches, Department Chairs	Classroom Walkthroughs, monitoring of lesson plans, analysis of student work,data chats at various levels, and monitoring of biweekly assessments	BAT,FCAT, biweekly assessments, CWT logs, FAIR data, conferencing, FCAT Explorer reports, Collaborative PLCs
10	Inconsistency of reteaching to ensure mastery of content standards	Provide training to teachers on how to isolate and differentiate tailored instruction based on student performance data, which involves conferencing and grouping strategies.	Administration, Instructional Coaches, Department Chairs	Classroom Walkthroughs, monitoring of lesson plans, analysis of student work,data chats at various levels, and monitoring of biweekly assessments	BAT,FCAT, biweekly assessments, CWT logs, FAIR data, conferencing, FCAT Explorer reports, Collaborative PLCs

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:	In grades 6-8, 71% (36) of ELL students will not meet the Annual Measurable Objectives (AMO) on the 2012-2013 Reading FCAT Math Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
2012 current level of performance: 95% (23)	2013 expected level of performance: 71% (36)
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
	Increased Language	Utilization of Rosetta	Administration,	Classroom	BAT,FCAT,

	1	deficiency between students and text	Stone software to assist students' acquisition of language and improve student achievement. Train teachers how to to differentiate instruction and conduct small group instruction to meet the needs ESOL students and progress monitor student growth using data as a guiding tool. Provide students with peer buddies to accommodate language needs. Provide additional translation support through district recommended picture dictionaries and bilingual dictionaries.	Instructional Coaches, ESOL Coordinator Department Chairs	Walkthroughs,Rosetta Stone reports monitoring of lesson plans, analysis of student work,data chats at various levels, and monitoring CELLA assessments	biweekly assessments, CWT logs, FAIR data, conferencing, FCAT Explorer reports, Collaborative PLCs
	2	Inadequate implementation of effective ESOL instructional reading strategies	Train teachers in the implementation of research based ESOL strategies and accomodations. Train teachers how to to differentiate instruction to meet the needs ESOL students and progress monitor student growth using data as a guiding tool.	Administration, Instructional Coaches, ESOL Coordinator Department Chairs	Classroom Walkthroughs, monitoring of lesson plans, analysis of student work,data chats at various levels, and monitoring CELLA assessments	BAT,FCAT, biweekly assessments, CWT logs, FAIR data, conferencing, FCAT Explorer reports, Collaborative PLCs
	3	Inconsistent and deficient utilization of Rosetta Stone software, the technology specifically designated for ESOL students for instructional purposes.	Increase of technology containing Rosetta Stone software and necessary hardware components (ie. microphone and headset)available inside the classroom by assigning laptop carts to each reading class with a weekly rotation schedule between content area classes. Increase opportunities for students to access technology containing Rosetta Stone software and necessary hardware components (ie. microphone and headset) during the school day through an assigned computer lab rotation schedule.	Administration, Instructional Coaches, ESOL Coordinator Department Chairs	Classroom Walkthroughs, monitoring of lesson plans, analysis of student work,data chats at various levels, and monitoring CELLA assessments	BAT,FCAT, biweekly assessments, CWT logs, FAIR data, conferencing, FCAT Explorer reports, Collaborative PLCs
		Lack of teacher understanding of subgroup accountability and Annual Measurable Objective (AMO).	Hold regular team and adminstration data chats with the inclusion of data analysis and strategic planning. Train teachers on components of the accountability process.	Administration, Instructional Coaches, Department Chairs	Classroom Walkthroughs, monitoring of lesson plans, analysis of student work,data chats at various levels, and monitoring of biweekly assessments	CWT logs, conferencing, Collaborative PLCs, Teacher/Team data presentations

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5	Decreased utilization of bilingual and home language media resources for the purposes of student exposure and building self selected reading inventory.	Increase opportunities for students to access media resources during the school day through an assigned media center rotation schedule.	Administration, Instructional Coaches, Department Chairs, Media Specialist, teachers	Monitoring of media center attendance and inventory, monitoring of lesson plans, analysis of student work	Media Center attendance and inventory, CWT logs, conferencing, Collaborative PLC
6	Decreased academic engagement beyond the traditional school day.	Provide academic and youth enrichment services, including the use of technology, through the Hispancic Unity sponsored afterschool program	Administration, Instructional Coaches, Department Chairs, Hispancic Unity Site Administrator, teachers	Monitoring of attendance and progress in each enrichment activity,monitoring of lesson plans, analysis of student work,structured collaborative conversations	Student attendance rosters, FCAT Explorer reports
7	Insufficient resources to promote literacy at home.	PTSA sponsored Literacy night. School wide Lets Read initiative providing a book to each student.	Administration, Instructional Coaches, Department Chairs, PTSA, Title I Laison	Bi-lingual Parent and Student Survey, Literacy Night attendance roster, analysis of prject based activites.	BAT,FCAT, biweekly assessments, FAIR data, conferencing

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	In grades 6-8, 75% (87) of students with disabilities (SWD) will not meet the Annual Measurable Objectives (AMO) on the 2012-2013 FCAT Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:

	The 2012 current level of performance is 90% (57).		The 2013 Expected Level of Performance is 75% (87).		
	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	Decreased student participation in extended learning opportunities	Early identification and recruitment of students with a track record of not making learning gains for ELO attendance and participation. Early planning and marketing of extended learning opportunities in order to increase student participation. Increase of offered incentives for students who attend and participate regularly. Increase of more engaging and diffentiated extended learning opportunities during the school day. Increase parent involvement in the recruitment and attendance for students	Administration, Instructional Coaches, Department Chairs, ESE Specialist teachers	Monitoring of attendance and progress in each extended learning opportunity, analysis of student work, structured collaborative conversations, and monitoring of pre- and post assessment	Student attendance rosters, FCAT Explorer reports
2	Inconsistency of reteaching to ensure mastery of content standards	Provide training to teachers on how to isolate and differentiate tailored instruction based on student performance data, which involves conferencing and grouping strategies.	Administration, Instructional Coaches, Department Chairs, ESE Specialist teachers	Classroom Walkthroughs, monitoring of lesson plans, analysis of student work,data chats at various levels, and monitoring of biweekly assessments	BAT,FCAT, biweekly assessments, CWT logs, FAIR data, conferencing, FCAT Explorer reports, Collaborative PLCs
3	Student deficiencies in reading comprehension and Blooms Taxonomy/Webbs Depth of Knowledge high complexity questioning associated with the Next Generation Standards and Common Core expectations,which impact content area knowledge acquisition	Schedule students into 90 minute block reading classes. Identify specific students for extended learning opportunities Train teachers through scheduled research based trainings, PLC's and informal Lunch N Learn workshops. on strategies that focus on the infusion of higher order questioning and the implementation critical thinking skills. Train teachers how to to differentiate instruction to meet the needs of multiple performance levels and progress	Administration, Instructional Coaches, Department Chairs, ESE Specialist teachers	Classroom Walkthroughs, monitoring of lesson plans, analysis of student work,data chats at various levels, and monitoring of biweekly assessments	BAT,FCAT, biweekly assessments, CWT logs, FAIR data, conferencing, FCAT Explorer reports, Collaborative PLCs

		monitor student growth using data as a guiding tool.			
4	Student deficiencies in word recognition phonemic awareness, phonics, and fluency as well as inconsistency in content vocabulary knowledge associated with the Next Generation Standards and Common Core expectations	Infusion of a "Word Works" component in the daily content instructional process, which extends to student driven word walls, schoolwide vocabulary initiatives, and the district suggested word recognition curriculum, REWARDS PLUS or Just Words. Train teachers on the incorporation of vocabulary activities within the classroom.	Administration, Instructional Coaches, Department Chairs, ESE Specialist teachers	Classroom Walkthroughs, monitoring of lesson plans, analysis of student work,data chats at various levels, structured collaborative conversations, and monitoring of biweekly assessments	BAT,FCAT, biweekly assessments, CWT logs, FAIR data, conferencing, FCAT Explorer reports, Collaborative PLCs
5	Lack of teacher understanding of subgroup accountability and Annual Measurable Objective (AMO) and IEP accomodations.	Hold regular team and adminstration data chats with the inclusion of data analysis and strategic planning. Train teachers on components of the accountability process. Train teachers on terminology, categorization and accomodations related to students with disabilities, IEP's and 504 plans.	Administration, Instructional Coaches, Department Chairs, ESE Specialist	Classroom Walkthroughs, monitoring of lesson plans, analysis of student work,data chats at various levels, and monitoring of biweekly assessments	CWT logs, conferencing, Collaborative PLCs, Teacher/Team data presentations
6	Decreased utilization of media resources for the purposes of student exposure and building self selected reading inventory.	Increase student opportunities for students to access media resources during the school day through an assigned media center rotation schedule.	Administration, Instructional Coaches, Department Chairs, ESE Specialist, Media Specialist, teachers	Monitoring of media center attendance and inventory, monitoring of lesson plans, analysis of student work	Media Center attendance and inventory, CWT logs, conferencing, Collaborative PLC,
7	Inconsistent utilization of technology for instructional purposes.	Increase utilization of technology software such as FCAT Explorer in order to enrich, progress monitor and remediate the Next Generation Standards and Common Core expectations Increase of technology available inside the classroom by assigning laptop carts to each reading class with a weekly rotation schedule between content area classes. Increase opportunities for students to access technology during the school day through an assigned computer lab rotation schedule.	Administration, Instructional Coaches, Department Chairs, ESE Specialist, teachers	Classroom Walkthroughs, monitoring of lesson plans, analysis of student work,data chats at various levels, structured collaborative conversations, and monitoring of biweekly assessments	BAT,FCAT, biweekly assessments, CWT logs, FAIR data, conferencing, FCAT Explorer reports, Collaborative PLCs

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:

	In grades 6-8, 57% (449) of economically disadvantaged students will not meet the Annual Measurable Objectives (AMO) on the 2012-2013 FCAT Reading Test.

2012 Current Level of Performance:	2013 Expected Level of Performance:
2012 current level of performance: 61% (385)	2013 expected level of performance: 57% (449)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited and inconsistent parental involvement	Increase parent/school communication through weekly parent phone link, school website, teacher personal calls, and newsletters PTSA sponsored Literacy night. Utilize Community Liaison to enhance home school relations Provide Parent skills training Provide parental resources that will provide parents with effective reading strategies to assist students.	Administration, Instructional Coaches, Department Chairs, Community Laison, Title I Laison	Parent Participation, Literacy Night attendance rosterParent phone link reports,, Parent surveys, teacher surveys, PTSA membership	Parent conference log, sign-ins, return rate of signed parent communication (such as: report cards, interim reports, parent surveys, etc.); assessment results, FCAT
2	Decreased student participation in extended learning opportunities	Early identification and recruitment of students with a track record of not making learning gains for ELO attendance and participation. Early planning and marketing of extended learning opportunities in order to increase student participation. Increase of offered incentives for students who attend and participate regularly. Increase of more engaging and diffentiated extended learning opportunities during the school day. Increase parent involvement in the recruitment and attendance for students	Administration, Instructional Coaches, Department Chairs, teachers	Monitoring of attendance and progress in each extended learning opportunity, analysis of student work, structured collaborative conversations, and monitoring of pre- and post assessmentsns	Student attendance rosters, FCAT Explorer reports

#	Barrier	Strategy	Person Responsible	Process Used to Determine Effectiveness	Evaluation Tool
3	Student deficiencies in reading comprehension, which impact content area knowledge acquisition	Schedule students into 90 minute block reading classes. Identify specific students for extended learning opportunities Train teachers how to to differentiate instruction to meet the needs of multiple performance levels and progress monitor student growth using data as a guiding tool.	Administration, Instructional Coaches, Department Chairs	Classroom Walkthroughs, monitoring of lesson plans, analysis of student work,data chats at various levels, and monitoring of biweekly assessments	BAT,FCAT, biweekly assessments, CWT logs, FAIR data, conferencing, FCAT Explorer reports, Collaborative PLCs
4	Deficiencies in word recognition phonemic awareness, phonics, and fluency as well as inconsistency in content vocabulary knowledge associated with the Next Generation Standards and Common Core expectations	Infusion of a "Word Works" component in the daily content instructional process, which extends to student driven word walls, schoolwide vocabulary initiatives, and the district suggested word recognition curriculum, REWARDS PLUS or Just Words. Train teachers on the incorporation of vocabulary activities within the classroom.	Administration, Instructional Coaches, Department Chairs, teachers	Classroom Walkthroughs, monitoring of lesson plans, analysis of student work,data chats at various levels, structured collaborative conversations, and monitoring of biweekly assessments	BAT,FCAT, biweekly assessments, CWT logs, FAIR data, conferencing, FCAT Explorer reports, Collaborative PLCs
5	Lack of teacher understanding of subgroup accountability and Annual Measurable Objective (AMO).	Hold regular team and adminstration data chats with the inclusion of data analysis and strategic planning. Train teachers on components of the accountability process.	Administration, Instructional Coaches, Department Chairs	Classroom Walkthroughs, monitoring of lesson plans, analysis of student work,data chats at various levels, and monitoring of biweekly assessments	CWT logs, conferencing, Collaborative PLCs, Teacher/Team data presentations
6	Decreased academic engagement beyond the traditional school day.	Provide academic and youth enrichment services, including the use of technology, through the Hispanic Unity sponsored afterschool program.	Administration, Instructional Coaches, Department Chairs, Hispancic Unity Site Administrator, teachers	Monitoring of attendance and progress in each enrichment activity,monitoring of lesson plans, analysis of student work,structured collaborative conversations	Student attendance rosters, FCAT Explorer reports

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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
Differentiated Instruction in the Content Areas	6-8	Admin., Coaches, Dept. Chairs	Content Area Teachers	Sept. - June	Data chats, formal and informal observations, classroom walkthroughs, PLC collaborative discussions	Administration, Coaches, Dept. Chairs
Understanding by Design	6-8	Admin., Coaches	Language Arts, Social Studies, and Reading Teachers	Oct. - June	Data chats, formal and informal observations, classroom walkthroughs, PLC collaborative discussions	Admin., Reading Coach, Dept. Chairs
Modeling and the Mini Lesson	6-8	Admin., Coaches, Dept. Chairs	Language Arts, Social Studies, and Reading Teachers	Sept., Oct., Nov.	Data chats, formal and informal observations, classroom walkthroughs, PLC collaborative discussions	Admin., Coaches, Dept. Chairs
Vocabulary Builder	6-8	Coaches and Dept. Chairs	All Teachers	Sept. - June	Data chats, formal and informal observations, classroom walkthroughs, PLC collaborative discussions, analysis of student work	Admin., Reading Coach, Dept. Chairs
Understanding the Common Core Standards	6-8	District Specialist, Reading Coach, Admin., Dept. Chairs	All Teachers	Aug. - June	Data chats, formal and informal observations, classroom walkthroughs, PLC collaborative discussions	Reading Coach, Admin., Dept. Chairs
The Balanced Literacy Approach and the Common Core Model	6-8	District Specialist, Coaches, Admin., Dept. Chairs	All Teachers	Aug. - June	Data chats, formal and informal observations, classroom walkthroughs, PLC collaborative discussions	Admin., Coaches, Dept. Chairs
Item Specs. & IFC Analysis	6-8	District Specialist, Reading Coach,Reading Dept. Chair, Admin.	Content Area Teachers	Sept. - Nov.	Data chats, formal and informal observations, classroom walkthroughs, PLC collaborative discussions	Reading Coach, Admin., Dept. Chair
Looking Together at Student Work	6-8	Reading Coach, Admin., Dept. Chairs	Content Area Teachers	Sept. - June	Data chats, formal and informal observations, classroom walkthroughs, PLC collaborative discussions	Administration, Coaches, Dept. Chairs
NG-CAR PD	6-8	District Specialist, Reading Coach, Admin.	Content Area Teachers	Sept. - June	Data chats, formal and informal observations, classroom walkthroughs, PLC collaborative discussions	Administration, Coaches, Dept. Chairs
Common Core and Text Complexity	6-8	District Specialist, Reading Coach	All Teachers	Oct., Nov., Feb., Mar.	Data chats, formal and informal observations, classroom walkthroughs, PLC collaborative discussions	Administration, Coaches, Dept. Chairs

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Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
CAR PD & CRISS Training	Materials and Supplies for trainings	Title One	$1,000.00
			Subtotal: $1,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Dimension U Technology	Laptops for training	NA	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
CRISS Training	Teacher salaries for professional development training	Title One	$750.00
CAR-PD Training	Teacher salaries for professional development training	Title One	$750.00
PW Impact Implementation	Salaries for professional development training	Title One	$750.00
Common Core & Text Complexity	Teacher participant stipends for professional development training (all curricular teachers)	Title One	$3,000.00
			Subtotal: $5,250.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
PLC Trainings relating to Common Core implementation	Substitute teachers and salaries for teachers participating in Common Core training	Title One	$1,000.00
Data Chats	Salaries for extended day data chats	Title One	$1,500.00
			Subtotal: $2,500.00
			Grand Total: $8,750.00

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:	80% of ESOL students will demonstrate learning gains according to their language classification in Listening/Speaking

2012 Current Percent of Students Proficient in listening/speaking:

19% of ESOL students are proficient in Listening/Speaking for the 2012 school year.

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	Some teachers are not well trained in ESOL strategies	More PLC's that address ESOL strategies and Common Core	Principal, Assistant Principal, ESOL Coordinator and ESOL Teachers	Teachers'feedback, and appraisal in ESS (service points), ESOL students' interviews to determine effectiveness, and communication with	CELLA, FCAT, BAT, and teachers' made exams. Teachers' feedback.

				parentsent attendance sheets.	
2	Most teachers could receive additional training in Common Core Standards in relationship to ESOL strategies	The school leadership team will form a mentor program to bring together bilingual teachers and students	Principal, Assistant Principal, ESOL Coordinator and ESOL Teachers	Teachers'feedback, and appraisal in ESS (service points), ESOL students' interviews to determine effectiveness, and communication with parents	CELLA, FCAT, BAT, teacher-made exams teachers feedback, Classroom Walkthroughs, and Observations
3	All computers in classrooms that have ESOL students should have Rosetta Stone	To increase involvement of ESOL arents in ESOL meetings	Principal, Assistant Principal, ESOL Coordinator and ESOL Teachers		CELLA, FCAT, BAT, teacher-made exams teachers feedback, Classroom Walkthroughs, and Observations

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:	80% of ESOL students will demonstrate learning gains according to their language classification in Listening/Speaking.
2012 Current Percent of Students Proficient in reading:	
7% of the ESOL students are proficient in reading for the 2012 School Year.	

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Some teachers are not well trained in ESOL strategies. 2. Most teachers could receive additional training in Common Core Standards in relationship to ESOL strategies. 3.Lack of headphones with a speaking piece to be used with Rosetta Stone. 4. All computers in classrooms that have ESOL students should have Rosetta Stone.	1. More PLC's that address ESOL strategies and Common Core. 2. To form a Mentor Program with bilingual students. 3. To ensure that every ESOL students uses a bilingual dictionary every day in class. 4. To increase involvement of ESOL Parents during ESOL meetings.	ESOL Coordinator and ESOL Teachers.	1.Teachers'feedback, attendance sheets, and appraisal in ESS(service points). 2. ESOL student's interviews to determine effectiveness. 3. ESOL students' feedback. 4. Parent attendance sheets.	CELLA, FCAT, BAT, and teachers' made exams. Teachers' feedback.

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	80% of ESOL students will demonstrate learning gains according to their language classification in Listening/Speaking.
2012 Current Percent of Students Proficient in writing:	
8% of the ESOL students are proficient in writing for the 2012 school year.	

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Some teachers are not well trained in ESOL strategies. 2. Most teachers could receive additional training in Common Core Standards in relationship to ESOL strategies. 3.Lack of headphones with a speaking piece to be used with Rosetta Stone. 4. All computers in classrooms that have ESOL students should have Rosetta Stone.	1. More PLC's that address ESOL strategies and Common Core. 2. To form a Mentor Program with bilingual students. 3. To ensure that every ESOL students uses a bilingual dictionary every day in class. 4. To increase involvement of ESOL Parents during ESOL meetings.	ESOL Coordinator and ESOL Teachers.	1.Teachers'feedback, attendance sheets, and appraisal in ESS(service points). 2. ESOL student's interviews to determine effectiveness. 3. ESOL students' feedback. 4. Parent attendance sheets.	CELLA, FCAT, BAT, and teachers' made exams. Teachers' feedback.

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
Rosetta Stone	Rosetta Stone Software Training	NA	$0.00
			Subtotal: $0.00

Professional Development

Strategy	Description of Resources	Funding Source	Available Amount
Differentiated Instruction	Differentiated Instruction training to provide accommodations for ELL students	NA	$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:	In grades 6-8 30% (266) of our students will achieve a level 3 on the 2012-2013 FCAT Mathematics Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25.4% (170)	30% (266)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers lack adequate understanding of applying rigor to instructional tasks exemplary of the new Common Core Standards.	Train teachers how to assess and benchmark student performance then scaffold strategies and implement critical thinking skills and tasks that will increase students' understanding of core knowledge.	Administration, Instructional Coaches, Department Chairs	Classroom Walkthroughs, monitoring of lesson plans, analysis of student work,data chats at various levels, and monitoring of biweekly assessments	BAT,FCAT, biweekly assessments, CWT logs, FAIR data, conferencing, FCAT Explorer reports, Collaborative PLCs
2	Teachers have a limited understanding about how to differentiate instruction.	Provide training and continual support for teachers on how to differentiate instruction to meet the needs of multiple performance levels and progress monitor student growth using data as a guiding tool.	Administration, Instructional Coaches, Department Chairs	Classroom Walkthroughs, monitoring of lesson plans, analysis of student work,data chats at various levels, and monitoring of biweekly assessments	BAT,FCAT, biweekly assessments, CWT logs, FAIR data, conferencing, FCAT Explorer reports, Collaborative PLCs
3	Teachers lack strategies for re-teaching.	Provide training for teachers on reteaching strategies that will demonstrate how to isolate, differentiate, and tailor instruction based on student performance data.	Administration, Instructional Coaches, Department Chairs	Classroom Walkthroughs, monitoring of lesson plans, analysis of student work,data chats at various levels, and monitoring of biweekly assessments	BAT,FCAT, biweekly assessments, CWT logs, FAIR data, conferencing, FCAT Explorer reports, Collaborative PLCs
4	Inconsistency in content vocabulary knowledge associated with the Next Generation Standards and Common Core expectations	Infusion of a "Word Works" component in the daily content instructional process, which extends to student driven word walls, schoolwide vocabulary initiatives, and also training for teachers on the incorporation of vocabulary activities within the classroom.	Administration, Instructional Coaches, Department Chairs, teachers	Classroom Walkthroughs, monitoring of lesson plans, analysis of student work,data chats at various levels, structured collaborative conversations, and monitoring of biweekly assessments	BAT,FCAT, biweekly assessments, CWT logs, FAIR data, conferencing, FCAT Explorer reports, Collaborative PLCs
	Next Generation State Standards will pose a challenge to students who are not familiar with prerequisite skills.	Each NGSS will be introduced with a pre-requisite standard. Students will utilize technology programs to build on prerequisite	Principal, Assistant Principal for Math, Math Department Chair	All standards will be introduced with the pre-requisite skill as a front-loader. Student Data Chats , Classroom Walkthroughs used in debriefing with teachers	Analysis, disaggregation, and comparison of bi-monthly assessment scores

5		skills.		to evaluate students' formal and informal assessments and ensure the success of teacher delivery in the classroom , Analysis of Assessment Data, Teacher and administration data chats	Kidz College, Dimension U and First in Math software reports

BAT Assessments

FCAT |
| 6 | Poor attendance at remedial and extended day programs. | Base incentives on student needs assessment

Increase incentives for students who attend and participate regularly

Early planning and marketing of extended learning opportunities in order to increase student participation. | Principal, Assistant Principal for Math, Math Department Chair | Frequent monitoring of student attendance to determine if attendance is related to the increase in incentives.

Project timeline planning tool | Attendance rosters and student feedback

Evaluation of project timeline planning tool |
| 7 | Learning environments lack the rigor needed to enhance critical thinking and problem-solving skills | Teachers will be provided Higher Order Thinking (HOT) questions and question stems ti be infused into lesson plans and daily instruction

Science and Math teachers will collaborate during weekly Professional Learning Communities to create interdisciplinary lessons and project-based learning opportunities

Teachers will increase the usage of hands-on manipulatives and interactive technology to enhance student learning and application | Administration, Instructional Coaches, Department Chairs, teachers | Student Data Chats, Classroom Walkthroughs, formal and informal assessments, Analysis of Assessment Data, Teacher and administration data chats | BAT, Bi-weekly assessment data, FCAT, CWT logs, conferencing |
| 8 | Teachers lack the time necessary to remediate or reteach students | Extended Learning Opportunties, such as pullouts, after-school tutoring, Saturday Camps,Intersession Academy, and/or Student Learning Communities will be offered to students needing remediation in current concepts and prerequisite skills

Teachers will spiral prerequisite skills into daily lessons through the use of warm-ups, homework, and lesson closures

Teachers will systematically utilize math-based technology, such as Gizmos, the 3-D Rover, and First In Math to enhance students' understanding of basic math concepts | Administration, Instructional Coaches, Department Chairs, Teachers | Classroom Walkthroughs, formal and informal assessments, Analysis of Assessment Data, First In Math Reports | First In Math Reports, Bi-weekly assessment data |
| 9 | Teachers demonstrate difficulty differentiating instruction | Teachers will be provided ongoing professional development that trains teachers on how to deliver differentiated | Administration, Instructional Coach, and Department Head | Classroom Walkthroughs, Conferencing,Lesson Plan, Delivery of Instruction, Formal and Informal Assessment | Lesson Plans, Evidence of student work, Professional development |

		instruction			follow-up activity/reflection

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	In grades 6-8, 58% of students will score at levels 4, 5, and 6 on the 2012-2013 FCAT Alternate Assessment in Mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
2012 Current Level of Peformance is 53.8% (7).	2013 Expected Level of Performance is 58% (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	Lack of appropirate materials that are aligned to Access Point Standards	Obtain appropriate instructional materials aligned to Access Point Standards. Conduct teacher training on effective implementation and use of aligned materials in the classrooom based on student data analysis.	Administration, Instructional Coaches, ESE Specialist, teachers	Studnets data analysis, Informal Assessments, Classroom walk through, Lesson Plans	Informal Assessments, Classroom walkthrough observations, Data Chats
2	Limited access to available personnel to administer the FAA	Create a more efficient and concise assessment schedule to utilize trained personnel for testing.	Administration, Instructional Coaches, ESE Specialist, teachers	Student data analysis, Assessment schedule	Student data analysis
3	Inconsistent utilization of technology for instructional purposes.	Increase opportunities for students to access technology by ensuring daily schedule of computer use inside the classroom. Increased utilization of technology software such as, First in Math and Reading Rainbow, in order to progress monitor and remediate Access Point Standards	Administration, Instructional Coaches, ESE Specialist, teachers	Students data analysis, Informal Assessments, Classroom walk through, Lesson Plans	Informal Assessments, Classroom walkthroughs observations, Data Chats

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4	Decreased utilization of media resources for the purposes of student exposure and building self selected reading inventory.	Increase student opportunities for students to access media resources during the school day through an assigned media center rotation schedule.	Administration, Instructional Coaches, ESE specialist Media Specialist, teachers	Monitoring of media center attendance and inventory, monitoring of lesson plans, analysis of student work	Media Center attendance and inventory, CWT logs, conferencing

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:	In grades 6-8, 22% (194) of the students will achieve a level 4 or above on the 2012-2013 FCAT Mathematics Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
16.3% (109)	22% (194)

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	Next Generation State Standards will pose a challenge to students who are not familiar with prerequisite skills	Each NGSSS will be introduced with a pre-requisite standard. Teacher training on NGSSS Scaffolding of prerequisite skills through the use of lesson opener and closure activities	Principal, Assistant Principal for Math, Department Chair	All standards will be introduced with the pre-requisite skill as a front-loader. Student Data Chats , Classroom Walkthroughs used in debriefing with teachers to evaluate students' formal and informal assessments and ensure the success of teacher delivery in the classroom , Analysis of Assessment Data, Teacher and administration data chats	Kidz College software reports, BAT Assessments, monthly assessments, FCAT
2	Deficiences in math vocabulary skills	Teachers will increase the number of vocabulary specific activities in the classroom. Invisible curriculum will be included in every math classroom. Math vocabulary will be infused within the school culture throughout the day.	Principal, Assistant Principals, Department Chair	CWT's, data chats, collegial conversations in PLC's. Include vocabulary driven questions in classroom assessments. Include more word webs. Monitoring of interactive word walls	BAT Assessments, monthly assessments, FCAT
3	Lack of real world connection within delivery of instruction	Students at this level will be exposed to Project Based Learning activities, and more integration of	Principal, Assistant Principal for Math, Department Chair	Weekly review of lesson plans to ensure higher level thinking activities that include real world	Weekly assessments, BAT, FCAT

		technology that includes real world connections.		connections; Analyze and compare data on bi-weekly assessments	
4	Learning environments lack the rigor needed to enhance critical thinking and problem-solving skills	Teachers will be provided Higher Order Thinking (HOT) questions and question stems ti be infused into lesson plans and daily instruction Science and Math teachers will collaborate during weekly Professional Learning Communities to create interdisciplinary lessons and project-based learning opportunities Teachers will increase the usage of hands-on manipulatives and interactive technology to enhance student learning and application	Administration, Instructional Coaches, Department Chairs, Teachers	Student Data Chats, Classroom Walkthroughs, formal and informal assessments, Analysis of Assessment Data, Teacher and administration data chats	BAT, Bi-weekly assessment data, FCAT, CWT logs, conferencing
5	Teachers lack the time necessary to remediate or reteach students	Extended Learning Opportunties, such as pullouts, after-school tutoring, Saturday Camps,Intersession Academy, and/or Student Learning Communities will be offered to students needing remediation in current concepts and prerequisite skills Teachers will spiral prerequisite skills into daily lessons through the use of warm-ups, homework, and lesson closures Teachers will systematically utilize math-based technology, such as Gizmos, the 3-D Rover, and First In Math to enhance students' understanding of basic math concepts	Administration, Instructional Coaches, Department Chairs, Teachers	Classroom Walkthroughs, formal and informal assessments, Analysis of Assessment Data, First In Math Reports	First In Math Reports, Bi-weekly assessment data
6	Teachers demonstrate difficulty differentiating instruction	Teachers will be provided ongoing professional development that trains teachers on how to deliver differentiated instruction	Administration, Instructional Coach, and Department Head	Classroom Walkthroughs, Conferencing,Lesson Plan, Delivery of Instruction, Formal and Informal Assessment	Lesson Plans, Evidence of student work, Professional development follow-up activity/reflection

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:	In grades 6-8, 19% of students will score at or above level 7 on the 2012-2013 FCAT Alternate Assessment in Mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
2012 Current Level of Performance is 15% (2).	2013 Expected Level of Performance is 19% (2.5).

	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	Lack of access to appropriate materials that are aligned to Access Point Standards	Obtain appropriate instructional materials aligned to Access Point Standards. Conduct teacher training on effective implementation and use of aligned materials in the classrooom based on student data analysis.	Administration, Instructional Coaches, ESE Specialist, teachers	Students data analysis, Informal Assessments, Classroom walk through, Lesson Plans	Informal Assessments, Classroom walkthroughs observations, Data Chats
2	Insufficient resources to promote fundamental math skills at home	PTSA sponsored Math Night.	Administration, Instructional Coaches, Department Chairs, ESE Specialist, PTSA, Title I Laison	Parent and Student Survey, Math Night attendance roster, Informal Assessment	Informal and Formal Assessments, Conferencing, Data Chats, BAT, FCAT
3	Insufficient personnel and assessment location for test administration to maximize use of assessment and instructional time.	Create a more efficient and concise assessment schedule to include additional assessment personnel testing locations, and student/proctor appropriateness.	Administration, Instructional Coaches, ESE Specialist,teachers	Student data analysis, Assessment schedule	Student data analysis
4	Inconsistent utilization of technology for instructional purposes	Increase of opportunities for students to access technology by ensuring daily rotational schedule of computer use inside the classroom. Increased utilization of technology software to progress monitor and remediate Access Point Standards	Administration, Instructional Coaches, ESE Specialist, teachers	Student data analysis, Informal Assessments, Classroom walk through, Lesson Plans	Informal Assessments, Classroom walkthroughs observations, Data Chats

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:	In grades 6-8, 62% (547) of our students will achieve learning gains on the 2012-2013 FCAT Math Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
57.5% (367.5)	62% (547)

	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	Next Generation State Standards will pose a challenge to students who are not familiar with prerequisite skills	Provide remediation and enrichment through pull-out programs and HELP Academy after school tutorial program.	Math Department Chair, Administration	The Math Department Chair will implement periodic assessments to monitor student progress. Data chats CWT's	Analysis, disaggregation, and comparison of bi-weekly assessment scores BAT assessments FCAT
2	Poor attendance at remedial and extended day programs	Increase of offered incentives for students who attend and participate regularly. Early planning and marketing of extended learning opportunities in order to increase student participation.	Math Department Chair, Math Teachers, and Administration	Monitoring of attendance	ELO Attendance rosters
3	Deficiencies in math vocabulary skills	Teachers will increase the number of vocabulary specific activities in the classroom. Invisible curriculum will be included in every math classroom.	Math Department Chair, Administration	CWT's, data chats, collegial conversations in PLC's. Inclusion of vocabulary driven questions in classroom assessments.	BAT assessments, monthly assessments, FCAT
4	Learning environments lack the rigor needed to enhance critical thinking and problem-solving skills	Teachers will be provided Higher Order Thinking (HOT) questions and question stems ti be infused into lesson plans and daily instruction Science and Math teachers will collaborate during weekly Professional Learning Communities to create interdisciplinary lessons and project-based learning opportunities Teachers will increase the usage of hands-on manipulatives and interactive technology to enhance student learning and application	Administration, Instructional Coaches, Department Chairs, Teachers	Student Data Chats, Classroom Walkthroughs, formal and informal assessments, Analysis of Assessment Data, Teacher and administration data chats	BAT, Bi-weekly assessment data, FCAT, CWT logs, Conferencing
5	Teachers lack the time necessary to remediate or reteach students	Extended Learning Opportunities, such as pullouts, after-school tutoring, Saturday Camps,Intersession Academy, and/or Student Learning Communities will be offered to students needing remediation in current concepts and prerequisite skills Teachers will spiral prerequisite skills into daily lessons through the use of warm-ups, homework, and lesson closures Teachers will	Administration, Instructional Coaches, Department Chairs, Teachers	Classroom Walkthroughs, formal and informal assessments, Analysis of Assessment Data, First In Math Reports	First In Math Reports, Bi-weekly assessment data

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
		systematically utilize math-based technology, such as Gizmos, the 3-D Rover, and First In Math to enhance students' understanding of basic math concepts			
6	Teachers demonstrate difficulty differentiating instruction	Teachers will be provided ongoing professional development that trains teachers on how to deliver differentiated instruction	Administration, Instructional Coach, and Department Head	Classroom Walkthroughs, Conferencing,Lesson Plan, Delivery of Instruction, Formal and Informal Assessment	Lesson Plans, Evidence of student work, Professional development follow-up activity/reflection

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	In grades 6-8, 54% of students will score will make learning gaings on the 2012-2013 FCAT Alternate Assessment in Mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
2012 Current Level of Performance is 50.8% (6.1).	2013 Expected Level of Performance is 54%(6.5).

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	Lack of access to approripate materials that are aligned to Access Point Standard	Obtain approriate instructional materials aligned to Access Point Standards. Conduct teacher training on effective implementation and use of aligned materials in the classrooom based on student data analysis.	Administration, Instructional Coaches, ESE Specialist, teachers	Student data analysis, Informal Assessments, Classroom walk through, Lesson Plans	Informal Assessments, Classroom walkthrough observations, Data Chats
2	Limited available personnel to administer the FAA	Create a more efficient and concise assessment schedule to utilize trained personnel for testing.	Administration, Instructional Coaches, ESE Specialist, teachers	Student data analysis, Assessment schedule	Student data analysis, conferencing
3	Inconsistent utilization of technology for instructional purposes.	Increase of opportunities for students to access technology by ensuring daily rotational schedule of computer use inside the classroom. Increase utilization of technology software such as Reading Rainbow in order to enrich, progress monitor and remediate Access Point Standards	Administration, Instructional Coaches, ESE Specialist, teachers	Student data analysis, Informal Assessments, Classroom walk through, Lesson Plans	Informal Assessments, Classroom walkthroughs observations, Data Chats

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:	In grades 6-8, 53% (118) of the lowest 25% will achieve learning gains on the 2012-20123 FCAT Mathematics Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
48.9% (80.2)	53% (118)

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr>
<td></td>
<td>Anticipated Barrier</td>
<td>Strategy</td>
<td>Person or Position Responsible for Monitoring</td>
<td>Process Used to Determine Effectiveness of Strategy</td>
<td>Evaluation Tool</td>
</tr>
<tr>
<td>1</td>
<td>Poor attendance at remedial and extended day programs</td>
<td>Increase of offered incentives for students who attend and participate regularly.

Early planning and marketing of extended learning opportunities in order to increase student participation.</td>
<td>Principal, Assistant Principal for Math, Math Department Chair</td>
<td>Monitoring of ELO attendance. Continue to reach out to students who are not achieving based on in class formal assessments.</td>
<td>Attendance sheets</td>
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<tr>
<td>2</td>
<td>Lack of math vocabulary skills</td>
<td>Use of invisible curriculum, which is vocabulary words displayed throughout the room that may not necessarily speak to the current IFC, both in school and sent home for parent participation. Increase the number of vocabulary activities within the classroom.</td>
<td>Principal, Assistant Principal for Math, Math Department Chair</td>
<td>Lesson plan monitored bi-weekly with a focus on vocabulary strategies. Vocabulary driven questions included within each math assessment.</td>
<td>Classroom assessments, Analysis of student work and usage in classroom discussions, BAT, FCAT</td>
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<tr>
<td>3</td>
<td>Lack of prerequisite knowledge and expectations of Next Generation Math Standards</td>
<td>Students will receive instruction through small group pull-out, cooperative learning, "hands on" activities, learning stations, and publisher's interactive software.</td>
<td>Principal, Assistant Principal for Math, Math Department Chair</td>
<td>All standards will be introduced with the pre-requisite skill as a front-loader. Student Data Chats , Classroom Walkthroughs used in debriefing with teachers to evaluate students' formal and informal assessments and ensure the success of teacher delivery in the classroom , Analysis of Assessment Data, Teacher and administration data chats</td>
<td>Classroom assessments, Kidz College reports, mini assessments, BAT 1 & BAT 2 comparisons, and FCAT data</td>
</tr>
<tr>
<td></td>
<td>Learning environments lack the rigor needed to enhance critical thinking and problem-solving skills</td>
<td>Teachers will be provided Higher Order Thinking (HOT) questions and question stems ti be infused into lesson plans and daily instruction

Science and Math teachers will collaborate</td>
<td>Administration, Instructional Coaches, Department Chairs, Teachers</td>
<td>Student Data Chats, Classroom Walkthroughs, formal and informal assessments, Analysis of Assessment Data, Teacher and administration data chats</td>
<td>BAT, Bi-weekly assessment data, FCAT, CWT logs, Conferencing</td>
</tr>
</table>

4		during weekly Professional Learning Communities to create interdisciplinary lessons and project-based learning opportunities Teachers will increase the usage of hands-on manipulatives and interactive technology to enhance student learning and application			
5	Teachers lack the time necessary to remediate or reteach students	Extended Learning Opportunties, such as pullouts, after-school tutoring, Saturday Camps,Intersession Academy, and/or Student Learning Communities will be offered to students needing remediation in current concepts and prerequisite skills Teachers will spiral prerequisite skills into daily lessons through the use of warm-ups, homework, and lesson closures Teachers will systematically utilize math-based technology, such as Gizmos, the 3-D Rover, and First In Math to enhance students' understanding of basic math concepts	Administration, Instructional Coaches, Department Chairs, Teachers	Classroom Walkthroughs, formal and informal assessments, Analysis of Assessment Data, First In Math Reports	First In Math Reports, Bi-weekly assessment data
6	Teachers demonstrate difficulty differentiating instruction	Teachers will be provided ongoing professional development that trains teachers on how to deliver differentiated instruction	Administration, Instructional Coach, and Department Head	Classroom Walkthroughs, Conferencing,Lesson Plan, Delivery of Instruction, Formal and Informal Assessment	Lesson Plans, Evidence of student work, Professional development follow-up activity/reflection

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 : In grades 6-8, 47% of students will increase their proficiency in Math as measured by the 2012-2013 Annual Measurable Objectives (AMO).

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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:	In grades 6-8, students White, 49% (20); Black, 57% (370); Hispanic, 46% (79) will not meet the Annual Measurable Objectives (AMO) on the 2012-2013 FCAT Math Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:

White, 48.1% (13) Black, 61.5% (305) Hispanic, 67% (52.8) Asian, 20% (1) American Indian 0% (0)			White, 49% (20); Black, 57% (370); Hispanic, 46% (79)		

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	Next Generation State Standards will pose a challenge to students who are not familiar with prerequisite skills	These students will receive instruction through small group pull-out, cooperative learning, "hands on" activities, after school tutoring, learning stations, publisher's interactive software, and peer-tutoring.	Principal, Assistant Principal for Math, Department Chair	All standards will be introduced with the pre-requisite skill as a front-loader. Student Data Chats, Classroom Walkthroughs used in debriefing with teachers to evaluate students' formal and informal assessments and ensure the success of teacher delivery in the classroom , Analysis of Assessment Data, Teacher and administration data chats	Classroom assessments, mini assessments, BAT I & II, and FCAT data.
2	Poor attendance at remedial and extended day programs	Increase incentives for students who attend and participate regularly Early planning and marketing of extended learning opportunities in order to increase student participation.	Principal, Assistant Principal for Math, Department Chair	Frequent monitoring of students attendance reports Project timeline planning tool	Attendance rosters and student feedback Evaluation of project timeline planning tool
3	Teachers lacking awareness of the different types of learners	Provide training for teachers in the art of differentiating instruction to meet the needs of various types of learners within each subgroup.	Principal, Assistant Principal, Math Coach, Department Chair, Teachers	Formal and informal assessment, conferencing, and analysis of student work	Frequent monitoring of assessment results
4	Instructional delivery lacks real world connection	Students at this level will be exposed to Project Based Learning activities, and more integration of technology that includes real world connections.	Administration, Math Coach, Department Chair	Weekly review of lesson plans to ensure higher level thinking activities that include real world connections; Analyze and compare data on bi-weekly assessments	Bi-weekly assessments, BAT, FCAT

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	In grades 6-8, 75% (38) of ELL students will not meet the Annual Measurable Objectives (AMO) on the 2012-2013 FCAT Math Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
91.3% (21)	75% (38)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Lack of prerequisite	Department PLC's	Principal, Assistant	CWT's	Classroom

#	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	knowledge and expectations of newly adopted Next Generation Math Standards	focused on improving teaching and learning. Sharing of best practices by master teachers PLC collaborations	Principal for Math, Department Chair	The department chair will implement periodic assessments to monitor student progress. Review data reports to monitor student progress	Observation, CWT data, and all Assessment scores.
2	Poor attendance at remedial and extended day programs.	Increase incentives for students who attend and participate regularly Early planning and marketing of extended learning opportunities in order to increase student participation.	Principal, Assistant Principal for Math, Department Chair	Frequent monitoring of students attendance reports Project timeline planning tool	Attendance rosters and student feedback Evaluation of project timeline planning tool
3	Teachers lacking awareness of the different types of learners	Provide training for teachers in the art of differentiating instruction to meet the needs of various types of learners within each subgroup.	Principal, Assistant Principal, Math Coach, Department Chair, Teachers	Formal and informal assessment, conferencing, and analysis of student work	Frequent monitoring of assessment results
4	Lack of real world connection within delivery of instruction	Students at this level will be exposed to Project Based Learning activities, and more integration of technology that includes real world connections.	Administration, Math Coach, Department Chair	Weekly review of lesson plans to ensure higher level thinking activities that include real world connections; Analyze and compare data on bi-weekly assessments	Bi-weekly assessments, BAT, FCAT

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	In grades 6-8, 73% (85) of SWD students will not meet the Annual Measurable Objectives (AMO) on the 2012-2013 FCAT Math Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
92.1% (58)	73% (85)

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 prerequisite knowledge and expectations of newly adopted Next Generation Math Standards	SWD students will receive instruction through small group pull-out, cooperative learning, "hands on" activities, learning stations, publisher's interactive software, and peer-tutoring.	Principal, Assistant Principal for Math, Math Department Chair	Classroom assessments as well as mini assessments, BAT, FCAT will be disaggregated by math teachers to assess the needs of selected students.	Classroom assessment, mini assessments, BAT I & II, and FCAT data.
2					
3	Lack of attendnce at remedial and extended day programs.	Increase incentives for students who attend and participate regularly Early planning and marketing of extended learning opportunities in	Principal, Assistant Principal for Math, Department Chair	Frequent monitoring of students attendance reports	Project timeline planning tool Attendance rosters and student feedback

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
		order to increase student participation.			Evaluation of project timeline planning tool
4	Teachers lacking awareness of the different types of learners	Provide training for teachers in the art of differentiating instruction to meet the needs of various types of learners within each subgroup.	Principal, Assistant Principal, Math Coach, Department Chair	Formal and informal assessment, conferencing, and analysis of student work	Frequent monitoring of assessment results
5	Lack of real world connection within delivery of instruction	Students at this level will be exposed to more hands-on activities, and more integration of technology that includes real world connections.	Administration, Math Coach, Department Chair	Weekly review of lesson plans to ensure higher level thinking activities that include real world connections; Analyze and compare data on bi-weekly assessments	Bi-weekly assessments, BAT, FCAT

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	In grades 6-8, 55% (433) of Economically Disadvantaged students will not meet the Annual Measurable Objectives (AMO) on the 2012-2013 FCAT Math Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
59.7% (372)	55% (433)

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 Prerequisite knowledge and expectations of newly adopted Next Generation Math Standards	Students will receive instruction through small group pull-out, cooperative learning, "hands on" activities, learning stations, publisher's interactive software.	Principal, Assistant Principal for Math, Math Department Chair	All standards will be introduced with the pre-requisite skill as a front-loader. Student Data Chats , Classroom Walkthroughs used in debriefing with teachers to evaluate students' formal and informal assessments and ensure the success of teacher delivery in the classroom , Analysis of Assessment Data, Teacher and administration data chats	Classroom assessment, mini assessments, BAT I & II, and FCAT data.
2	Lack of real world connection within delivery of instruction.	Technology integration and lessons built around real world connections will be integrated into daily lessons.	Math Coach, Administrators	Classroom Walk throughs, lesson plans monitored bi-weekly by the math coach; student progress.	Classroom assessment, mini assessments, BAT I & II comparison, and FCAT data.
3	Lack of math vocabulary skills	Use of invisible curriculum, both in school and sent home for parent participation. Increase the number of vocabulary activities within the classroom	Assistant Principal for Math, Math Department Chair	Lesson plan monitored bi-weekly with a focus on vocabulary strategies, inclusion of word webs and interactive word walls. Vocabulary driven questions included within each math assessment.	Classroom assessments.
	Poor attendance at remedial and extended day programs.	Increase incentives for students who attend and participate regularly	Principal, Assistant Principal for Math, Department Chair	Frequent monitoring of students attendance reports	Attendance rosters and student feedback

| 4 | | Early planning and marketing of extended learning opportunities in order to increase student participation. | | Project timeline planning tool | Evaluation of project timeline planning tool |

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:	In grades 6-8, 50% of our students will achieve a level 3 on the 2012-2013 on the 2012-2013 Algebra End of Course Exam.
2012 Current Level of Performance:	2013 Expected Level of Performance:
40% (6)	50% (28)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers lack adequate understanding of applying rigor to instructional tasks exemplary of the new Common Core Standards.	Train teachers how to assess and benchmark student performance then scaffold strategies and implement critical thinking skills and tasks that will increase students' understanding of core knowledge.	Administration, Instructional Coaches, Department Chairs	Classroom Walkthroughs, monitoring of lesson plans, analysis of student work,data chats at various levels, and monitoring of biweekly assessments	BAT,FCAT, biweekly assessments, CWT logs, FAIR data, conferencing, FCAT Explorer reports, Collaborative PLCs
2	Teachers have a limited understanding about how to differentiate instruction.	Provide training and continual support for teachers on how to differentiate instruction to meet the needs of multiple performance levels and progress monitor student growth using data as a guiding tool.	Administration, Instructional Coaches, Department Chairs	Classroom Walkthroughs, monitoring of lesson plans, analysis of student work,data chats at various levels, and monitoring of biweekly assessments	BAT,FCAT, biweekly assessments, CWT logs, FAIR data, conferencing, FCAT Explorer reports, Collaborative PLCs
3	Teachers lack strategies for re-teaching.	Provide training for teachers on reteaching strategies that will demonstrate how to isolate, differentiate, and tailor instruction based on student performance data.	Administration, Instructional Coaches, Department Chairs	Classroom Walkthroughs, monitoring of lesson plans, analysis of student work,data chats at various levels, and monitoring of biweekly assessments	BAT,FCAT, biweekly assessments, CWT logs, FAIR data, conferencing, FCAT Explorer reports, Collaborative PLCs
4	Inconsistency in content vocabulary knowledge associated with the Next Generation Standards and Common Core expectations	Infusion of a "Word Works" component in the daily content instructional process, which extends to student driven word walls, schoolwide vocabulary initiatives, and also training for teachers on the incorporation of vocabulary activities within the classroom.	Administration, Instructional Coaches, Department Chairs, teachers	Classroom Walkthroughs, monitoring of lesson plans, analysis of student work,data chats at various levels, structured collaborative conversations, and monitoring of biweekly assessments	BAT,FCAT, biweekly assessments, CWT logs, FAIR data, conferencing, FCAT Explorer reports, Collaborative PLCs

| 5 | Poor attendance at remedial and extended day programs. | Increase incentives for students who attend and participate regularly

Early planning and marketing of extended learning opportunities in order to increase student participation. | Principal, Assistant Principal for Math, Department Chair | Frequent monitoring of students attendance reports

Project timeline planning tool | Attendance rosters and student feedback

Evaluation of project timeline planning tool |

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:	In grades 6-8, 60% (33) of our students will achieve a level 4 or above on the 2012-2013 Algebra End of Course Exam.
2012 Current Level of Performance:	2013 Expected Level of Performance:
47% (7)	60% (33/55)

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
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1	Next Generation State Standards will pose a challenge to students who are not familiar with prerequisite skills.	Each NGSSS will be introduced with a pre-requisite standard. Teacher training on NGSSS	Principal, Assistant Principal for Math, Department Chair	All standards will be introduced with the pre-requisite skill as a front-loader. Student Data Chats , Classroom Walkthroughs used in debriefing with teachers to evaluate students' formal and informal assessments and ensure the success of teacher delivery in the classroom , Analysis of Assessment Data, Teacher and administration data chats	Kidz College software reports, BAT Assessments, monthly assessments, FCAT

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

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:	In grades 6-8, the students in each ethnic group will increase their 2013 Algebra End of Course Exam scores by 4-6 percent.

2012 Current Level of Performance:	2013 Expected Level of Performance:
White, (N/A) Black, 0% (0) Hispanic, 20% (1) Asian, 0% (0) Indian (N/A)	White, 0% (0/5) Black, 0% (0/34) Hispanic, 0% (0/14) Asian, N/A American Indian N/A

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Next Generation State Standards will pose a challenge to students who are not familiar with prerequisite skills.	These students will receive instruction through small group pull-out, cooperative learning, "hands on" activities, after school tutoring, learning stations, publisher's interactive software, and peer-tutoring.	Principal, Assistant Principal for Math, Department Chair	All standards will be introduced with the pre-requisite skill as a front-loader. Student Data Chats, Classroom Walkthroughs used in debriefing with teachers to evaluate students' formal and informal assessments and ensure the success of teacher delivery in the classroom , Analysis of Assessment Data, Teacher and administration data chats	Classroom assessments, mini assessments, BAT I & II, and FCAT data.
2	Poor attendance at remedial and extended day programs.	Increase incentives for students who attend and participate regularly Early planning and marketing of extended learning opportunities in order to increase student participation.	Principal, Assistant Principal for Math, Department Chair	Frequent monitoring of students attendance reports Project timeline planning tool	Attendance rosters and student feedback Evaluation of project timeline planning tool

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra.	N/A

Algebra Goal #3D:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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

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

3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:	The number of our Economically Disadvantaged Students will decrease by 6.7% on the 2012-2013 Algebra End of course Exam.
2012 Current Level of Performance:	2013 Expected Level of Performance:
16.7% (2)	10% (5/48)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Next Generation State Standards will pose a challenge to students who are not familiar with prerequisite skills.	These students will receive instruction through small group pull-out, cooperative learning, "hands on" activities, after school tutoring, learning stations, publisher's interactive software, and peer-tutoring.	Principal, Assistant Principal for Math, Department Chair	All standards will be introduced with the pre-requisite skill as a front-loader. Student Data Chats, Classroom Walkthroughs used in debriefing with teachers to evaluate students' formal and informal assessments and ensure the success of teacher delivery in the classroom , Analysis of Assessment Data, Teacher and administration data chats	Classroom assessments, mini assessments, BAT I & II, and FCAT data.

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:			In grades 6-8, 60% of our students will achieve a level 3 or above on the 2012-2013 Geometry End of Course Exam.		

2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (7)	60% (9)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers lack adequate understanding of applying rigor to instructional tasks exemplary of the new Common Core Standards.	Train teachers how to assess and benchmark student performance then scaffold strategies and implement critical thinking skills and tasks that will increase students' understanding of core knowledge.	Administration, Instructional Coaches, Department Chairs	Classroom Walkthroughs, monitoring of lesson plans, analysis of student work,data chats at various levels, and monitoring of biweekly assessments	BAT,FCAT, biweekly assessments, CWT logs, FAIR data, conferencing, FCAT Explorer reports, Collaborative PLCs
2	Teachers have a limited understanding about how to differentiate instruction.	Provide training and continual support for teachers on how to differentiate instruction to meet the needs of multiple performance levels and progress monitor student growth using data as a guiding tool.	Administration, Instructional Coaches, Department Chairs	Classroom Walkthroughs, monitoring of lesson plans, analysis of student work,data chats at various levels, and monitoring of biweekly assessments	BAT,FCAT, biweekly assessments, CWT logs, FAIR data, conferencing, FCAT Explorer reports, Collaborative PLCs
3	Teachers lack strategies for re-teaching.	Provide training for teachers on reteaching strategies that will demonstrate how to isolate, differentiate, and tailor instruction based on student performance data.	Administration, Instructional Coaches, Department Chairs	Classroom Walkthroughs, monitoring of lesson plans, analysis of student work,data chats at various levels, and monitoring of biweekly assessments	BAT,FCAT, biweekly assessments, CWT logs, FAIR data, conferencing, FCAT Explorer reports, Collaborative PLCs
4	Inconsistency in content vocabulary knowledge associated with the Next Generation Standards and Common Core expectations	Infusion of a "Word Works" component in the daily content instructional process, which extends to student driven word walls, schoolwide vocabulary initiatives, and also training for teachers on the incorporation of vocabulary activities within the classroom.	Administration, Instructional Coaches, Department Chairs, teachers	Classroom Walkthroughs, monitoring of lesson plans, analysis of student work,data chats at various levels, structured collaborative conversations, and monitoring of biweekly assessments	BAT,FCAT, biweekly assessments, CWT logs, FAIR data, conferencing, FCAT Explorer reports, Collaborative PLCs

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:	In grades 6-8, 60% (9) of our students will achieve a level 4 or above on the 2012-2013 Geometry End of Course Exam.
2012 Current Level of Performance:	2013 Expected Level of Performance:

50% (7) | 60% (9)

	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	Next Generation State Standards will pose a challenge to students who are not familiar with prerequisite skills.	Each NGSSS will be introduced with a pre-requisite standard. Teacher training on NGSSS	Principal, Assistant Principal for Math, Department Chair	All standards will be introduced with the pre-requisite skill as a front-loader. Student Data Chats , Classroom Walkthroughs used in debriefing with teachers to evaluate students' formal and informal assessments and ensure the success of teacher delivery in the classroom , Analysis of Assessment Data, Teacher and administration data chats	Kidz College software reports, BAT Assessments, monthly assessments, FCAT
2	Lack of real world connection within delivery of instruction.	Students at this level will be exposed to Project Based Learning activities, and more integration of technology that includes real world connections.	Principal, Assistant Principal for Math, Department Chair	Weekly review of lesson plans to ensure higher level thinking activities that include real world connections; Analyze and compare data on bi-weekly assessments	Weekly assessments, BAT, FCAT

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 :

Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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:	In grades 6-8, the number of students in each ethnic group will increase their 2013 Geometry End of course Exam scores by 4-6 percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White, (N/A) Black, 0% (0) Hispanic, 0% (0) Asian, 0% (0) Indian (N/A)	White, 0% (0) Black, 0% (0) Hispanic, 0% (0) Asian, 0% (0) Indian (N/A)

	Problem-Solving Process to Increase Student Achievement				

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

			Monitoring	Strategy	
1	Poor attendance at remedial and extended day programs.	Increase incentives for students who attend and participate regularly Early planning and marketing of extended learning opportunities in order to increase student participation.	Principal, Assistant Principal for Math, Department Chair	Frequent monitoring of students attendance reports Project timeline planning tool	Attendance rosters and student feedback Evaluation of project timeline planning tool

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

Problem-Solving Process to Increase Student Achievement

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

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry. Geometry Goal #3D:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

3E. Economically Disadvantaged students not

	making satisfactory progress in Geometry. Geometry Goal #3E:	The number of our Economically Disadvantaged Students will decrease by 25% on the 2012-2013 Geometry End of course Exam.
	2012 Current Level of Performance:	2013 Expected Level of Performance:
	50% (0)	25%(12/15)

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Poor attendance at remedial and extended day programs.	Increase incentives for students who attend and participate regularly Early planning and marketing of extended learning opportunities in order to increase student participation.	Principal, Assistant Principal for Math, Department Chair	Frequent monitoring of students attendance reports Project timeline planning tool	Attendance rosters and student feedback Evaluation of project timeline planning tool

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
Math and Science Professional Learning communities	6/7/8 Weekly IFC Focuses	Charles Montalto, (8), Lara Ruddy (7), Letia Hollinger (6)	Grade 8 Math and Science Teachers, Grade 7 Math and Science teachers, Grade 6 Math and Science Teachers	PLC's meet weekly on Monday and Wednesdays from 2:25-2:25 P.M.	Monthly Sharing of Best Practices	Assistant Principal over Mathematics
Mathematics training on DimensionU	6/7/8 math Teachers	Jeri Joiner, Department Chair	Grade 6,7,8 Math Teachers	September 27, 2012	CWT's, Sharing of Best Practices	Department Chair, Assistant Principal over Math
Mathematics training on Kidz College	6/7/8 math Teachers	Jeri Joiner, Department Chair	Grade 6,7,8 Math Teachers	September 27, 2012	Weekly log in reports	Department Chair, Assistant Principal over Math
Training on FCAT Test Maker Pro	Math Department Chair	Melissa Gurreonero, Assistant Principal	Math Department Chair, Reading Coach, Science Coach, Principal, Grade Level Assistant Principal's	August 30, 2012	Biweekly data reports produced by departments	Assistant Principals
Training on Math Gizmos	Math Department Chair	Melissa Gurreonero, Assistant Principal	Math Department Chair, Reading Coach, Science Coach, Principal, Grade Level Assistant Principal's	October 2012	Biweekly data reports produced by departments	Assistant Principals

Mathematics Budget:

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

Common Core State Standards Implementation	Funds to purchase "Navigating Implementation of the Common Core State Standards" Book Series	Title 1	$1,000.00
			Subtotal: $1,000.00

Technology

Strategy	Description of Resources	Funding Source	Available Amount
Calculators	Four Function Math calculators for FCAT testing.	General fund	$500.00
Utilizing IPAD's in classroom	Teacher training on implementing IPAD technology in classroom	Title 1	$500.00
			Subtotal: $1,000.00

Professional Development

Strategy	Description of Resources	Funding Source	Available Amount
Algebraic Thinking	Teacher participant stipends for professional development & vertical teaming training with feeder schools	Title One	$1,170.00
Common Core State Standards	Teacher salaries and substitute funding for professional development relating to Common Core implementation	Title 1	$1,500.00
			Subtotal: $2,670.00

Other

Strategy	Description of Resources	Funding Source	Available Amount
Math Family Night	Math Night for parents and stakeholders to come to the school and engage in math strategies and skills that will assist their children at home.	Title 1	$185.00
Math Data Chats	Salaries for participating teachers	Title 1	$1,000.00
			Subtotal: $1,185.00
			Grand Total: $5,855.00

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:	33% of all tested 8th grade students will score at a level 3 on the 2012-2013 FCAT Science Exam
2012 Current Level of Performance:	2013 Expected Level of Performance:
28.2% (55)	33%

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Teachers lack adequate understanding of applying rigor to	Train teachers how to assess and benchmark student performance then scaffold	Administration, Instructional Coaches, Department	Classroom Walkthroughs, monitoring of lesson plans, analysis of	BAT,FCAT, biweekly assessments, CWT logs, FAIR

1	instructional tasks exemplary of the new Common Core Standards.	strategies and implement critical thinking skills and tasks that will increase students' understanding of core knowledge.	Chairs	student work,data chats at various levels, and monitoring of biweekly assessments	data, conferencing, FCAT Explorer reports, Collaborative PLCs
2	Teachers have a limited understanding about how to differentiate instruction.	Provide training and continual support for teachers on how to differentiate instruction to meet the needs of multiple performance levels and progress monitor student growth using data as a guiding tool.	Administration, Instructional Coaches, Department Chairs	Classroom Walkthroughs, monitoring of lesson plans, analysis of student work,data chats at various levels, and monitoring of biweekly assessments	BAT,FCAT, biweekly assessments, CWT logs, FAIR data, conferencing, FCAT Explorer reports, Collaborative PLCs
3	Teachers lack strategies for re-teaching.	Provide training for teachers on reteaching strategies that will demonstrate how to isolate, differentiate, and tailor instruction based on student performance data.	Administration, Instructional Coaches, Department Chairs	Classroom Walkthroughs, monitoring of lesson plans, analysis of student work,data chats at various levels, and monitoring of biweekly assessments	BAT,FCAT, biweekly assessments, CWT logs, FAIR data, conferencing, FCAT Explorer reports, Collaborative PLCs
4	Inconsistency in content vocabulary knowledge associated with the Next Generation Standards and Common Core expectations	Infusion of a "Word Works" component in the daily content instructional process, which extends to student driven word walls, schoolwide vocabulary initiatives, and also training for teachers on the incorporation of vocabulary activities within the classroom.	Administration, Instructional Coaches, Department Chairs, teachers	Classroom Walkthroughs, monitoring of lesson plans, analysis of student work,data chats at various levels, structured collaborative conversations, and monitoring of biweekly assessments	BAT,FCAT, biweekly assessments, CWT logs, FAIR data, conferencing, FCAT Explorer reports, Collaborative PLCs
5	Students lack of understanding of the scientific process as it relates to real world applications	Students will participate in project based learning and hands on activities. Students will participate in science labs that are aligned to the Next Generation Standards. Teachers will engage in weekly PLC's in order to align content and build cross curricular focus. Science department will utilize a common lab report format with higher order questioning	Science Coach, STEM Coordinator, Science Department Chair, PLC Facilitators, Administration, Teachers	Assessment of student participation and levels of engagement in science lessons and science competitions, projects completed by students, Observations, Monthly monitoring of science assessment results	CWT, Rubrics for science projects, CWT data, Lab reports, BAT assessment data, FCAT results, Mini Assessment Data
6	Lack of exposure to scientific text amongst non-science curriculums.	Reading coach will infuse science based articles within the reading curriculum.	Reading and Science Coaches.	Increased student awareness and ability to decipher scientific vocabulary.	BAT, FCAT

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	In grade 8, 50% (2) of students will score at levels 4,5, and 6 on the 2012-2013 FCAT Alternate Assessment in Science.

	2012 Current Level of Performance:	2013 Expected Level of Performance:
	N/A	The 2013 expected level of performance is 50% (2).

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 access to appropriate materials that are aligned to Access Point Standards	Obtain appropriate instructional materials aligned to Access Point Standards.	Administration, Instructional Coaches, ESE Specialist, teachers	Analysis of student data, Informal Assessments, Classroom walk-through observations, Lesson plans	Informal Assessments, Classroom walk-through observations, data chats
2	Low reading comprehension and lack of access to scientific text and vocabulary.	Utilize relevant and interesting science articles and text while teaching reading strategies.	Administration, Instructional Coaches, ESE Specialist, teachers	Analysis of student data, Informal Assessments, Classroom walk-through observations	Informal Assessments, Classroom walk-through observations, data chats

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:	10% of all tested 8th grade science students will score at a level 4 or 5 on the 2012-2013 FCAT Science Exam.
2012 Current Level of Performance:	2013 Expected Level of Performance:
5.1% (10)	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	Students lack of understanding of the scientific process as it relates to real world applications	Students will participate in project based learning and hands on activities. Students will participate in science labs that are aligned to the Next Generation Standards. The Science department will utilize a common lab report format with higher order questions.	Science Coach, Science department chair, Administration	Assessment of Level 4 and 5 student participation and levels of engagement in science lessons and science competitions; projects completed by students; observations; monthly monitoring of science assessment results	CWT's, Rubrics for science projects, CWT data, Lab reports, BAT assessment data, FCAT results
2	Lack of exposure to scientific text amongst non-science curriculums	Reading coach will infuse science based articles within the reading curriculum.	Reading and Science Coach	Increased student awareness and ability to decipher scientific vocabulary.	BAT, FCAT,
	Lack of intrinsic desire to go "above and	Project based/ Inquiry based units being run	Classroom teachers,	Increased level of motivation and	CWT's, student presentations

3	beyond" what is being asked of students.	through grade level interdisciplinary teams.	Coaches, Department chairs, administration	excitement. Increase in achievement levels 4 and 5.	and involvement, BAT assessment data, FCAT results

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	In grade 8, 25% (1) of students will score at or about level 7 on the 2012-2013 FCAT Alternate Assessment in Science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	The 2013 Expected level of performance is 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	Lack of access to appropriate materials that are aligned to Access Point Standards	Obtain appropriate instructional materials aligned to Access Point Standards.	Administration, Instructional Coaches, ESE Specialist, teachers	Analysis of student data, informal assessments, classroom walk-through observations	Informal assessments, classroom walk-through observations, data chats
2	Lack of access to scientific text and vocabulary.	Utilize relevant and interesting science text during the teaching of reading strategies.	Administration, Instructional Coaches, ESE Specialist, teachers	Analysis of student data, informal assessments, classroom walk-through observations	Informal assessments, classroom walk-through observations, data chats
3	Insufficient level appropriate hands on activities aligned with Access Point Standards.	Obtain appropriate hands on activities and materials aligned with Access Point Standards.	Administration, Instructional Coaches, ESE Specialist, teachers	Analysis of student data, informal assessments, classroom walk-through observations, Lesson plans	Informal assessments, classroom walk-through observations, data chats

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
Math and Science Professional Learning Communities to align IFC's and plan for cross curricular support	Math and Science Grades 6/7/8	Charles Montalto (8), Lara ruddy (7), Letia Hollinger (6)	Grade 8 Math and Science teachers, Grade 7 Math and science teachers, Grade 6 Math and Science Teachers	PLCs meet weekly on Mondays and Wednesdays from 2:25-2:55 P.M.	Monthly Sharing of Best Practices	Assistant Principal over Math and Science

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Test Maker Pro Resources	Scantrons	Title 1	$500.00
			Subtotal: $500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Updated District Curriculum Trainings	Trainings provided by the district by grade level content	Staff Development	$1,000.00
			Subtotal: $1,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
STEM Family Night	A night filed with STEM activities to engage the parents and stakeholders in skills and strategies that will help build motivated students in the classroom.	Title 1	$250.00
Data Chats	Salaries for extended data chats session beyond school day	Title 1	$500.00
			Subtotal: $750.00
			Grand Total: $2,250.00

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	On the 2013 administration of the FCAT Writing Assessment, 95% of the students in the 8th grade will score at a level 3.0 or above.
2012 Current Level of Performance:	2013 Expected Level of Performance:
91% (174)	95% (232)

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 alignment of the Writing and Language Arts Curriculum	Department Chair will align Springboard (LA) curriculum with monthly writing prompts and identify such on the monthly IFC.	Principal, Assist. Principals, Department Chair.	Department data chats and collegial conversations during PLCs, teacher assessments, Looking at Student Work,and	Analyzing bi-weekly writing prompts, BAT writing assessment data, FCAT Writes Data

					CWTs
2	Student lack of organization in effectively mastering the writing process	Students will be taught to utilize various planning tools through Springboard in an effort to increase the planning and organization of their writing.	Language Arts Department Chairperson and Administration	Monitor diagnostic, mid year and end of year writing assessments	Writing Portfolios, BAT writing evaluation, FCAT Writing Evaluation (8th grade)
3	Insufficient tracking of writing portfolios in order to monitor student progress.	Development of a more effective tracking system to ensure portfolios will follow each student as they progress to the next grade level	Department Chair and Administration	Ongoing monitoring of the tracking system Electronic monitoring to ensure that the process is streamlined	Electronic tracking data tool
4	Student inability to complete a proficient assessment in allotted testing time	Students will participate in timed monthly writing assessments	Department Chair and Administration	Comparison of writing samples to determine growth with respect to timing Teacher/student conferencing Analysis of writing	Writing Portfolios, evaluation of writing samples, BAT writing evaluation, FCAT Writing Evaluation
5	Nonproficient writing students require more guided writing instruction to target specific deficiencies in the writing process	Teachers will be trained on the process of conducting guided writing groups on a biweekly basis.	Assistant Principal, Department Chair, and Model Language Arts Teachers	Observations, intervisitations, Teacher/student conferences,PLCs, and on-going collaborative horizontal and vertical conversations	Writing Portfolios, evaluation of writing samples, BAT writing evaluation, FCAT Writing Evaluation
6	Teachers unfamiliarity with the tenants of the Common Core Standards in Language Arts and the implications for differentiating writing instruction	The supervising Assistant Principal and Department Chair will organize a series of Common Core trainings that address each of the standards and provide models for observation and reflection during our PLCs.	Assistant Principal, Department Chair, and Model Language Arts Teachers	Observations, intervisitations, Teacher/student conferences,PLCs, and on-going collaborative horizontal and vertical conversations	Writing Portfolios, evaluation of writing samples, BAT writing evaluation, FCAT Writing Evaluation
7	Lack of focused scaffolded writing instruction at each grade level	Assistant Principal and Department Chair will augment the Language Arts IFC to specify isolated areas of focus to be executed at each grade level in an effort to scaffold the writing instruction and align accountability.	Assistant Principal, Department Chair, and Model Language Arts Teachers	Observations, intervisitations, Teacher/student conferences,PLCs, and on-going collaborative horizontal and vertical conversations	Writing Portfolios, evaluation of writing samples, BAT writing evaluation, FCAT Writing Evaluation
8	Teachers willingness to incorporate technology infusion, such as "Read, Write, Think" as a tool to extend and enhance classroom writing instruction	Teachers will be trained on the tenants of the "Read, Write, Think" website in a series of workshops. They will then be required to provide evidence of technology-based instruction during scheduled PLCs. Other technology-based programs will also be explored to support this objective.	Assistant Principal, Department Chair, and Model Language Arts Teachers	Observations, intervisitations, Teacher/student conferences,PLCs, and on-going collaborative horizontal and vertical conversations	Writing Portfolios, evaluation of writing samples, BAT writing evaluation, FCAT Writing Evaluation

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.	On the 2013 administration of the FCAT Writing Assessment, 91% of the students in the 8th grade will

Writing Goal #1b:	score at a level 4.0 or above.
2012 Current Level of Performance:	2013 Expected Level of Performance:
82% (164)	91% (223)

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 alignment of the Writing and Language Arts Curriculum	Department Chair will align Springboard (LA) curriculum with weekly writing prompts and identify such on the monthly IFC.	Principal, Assist. Principals, Department Chair.	Analysis of the SpringBoard and Language Arts curriculum, Restructuring the IFC, Monitoring and discussion utilizing an alignment planning tool, and utilizing our PLC time to include pacing and review analysis	Analyzing bi-weekly writing prompts, BAT writing assessment data, FCAT Writes Data
2	Student lack of organization in effectively mastering the writing process	Students will be taught to utilize various planning tools through Springboard in an effort to increase the planning and organization of their writing.	Language Arts Department Chairperson and Administration	Closer monitoring of diagnostic results, mid year and end of year writing assessments, direct instruction using TRIC, and guided writing instruction to meet the needs of student exhibiting similar writing deficiencies	Analyzing bi-weekly writing prompts, BAT writing assessment data, FCAT Writes data, and comparison of test release items
3	Students inability to complete a proficient assessment in allotted testing time	Students will participate in timed bi-weekly assessments.	Supervising administrator, Department Chair, and Language Arts Teachers	Comparison of writing samples to determine growth with respect to timing, teacher/student conferencing, and on-going modeling of the writing process to demonstrate organizing and outlining key information	Analyzing bi-weekly writing prompts, BAT writing assessment data, FCAT Writes data, and comparison of portfolio contents during the conferencing process
4	Insufficient tracking of writing portfolios in order to monitor student progress	Development of a more effective tracking system to ensure portfolios will follow each student as they progress to the next grade level	Supervising administrator, Department Chair, and Language Arts Teachers	On-going monitoring of the tracking system, the development of an electronic monitoring system to ensure that the process is streamlined	Analyzing bi-weekly writing prompts, BAT writing assessment data, FCAT Writes data, and comparison of portfolio contents during the conferencing process
5	Poor student motivation	Incentives will be provided to motivate students to write. Students will participate in writing conferences with their peers and also teachers designed to identify individual writing strengths and weaknesses, and define goals for their writing	Supervising administrator, Department Chair, and Language Arts Teachers	Closer monitoring of diagnostic results, mid year and end of year writing assessments, individual goal setting, and guided writing instruction to meet the needs of student exhibiting similar writing deficiencies	Analyzing bi-weekly writing prompts, BAT writing assessment data, FCAT Writes data, and comparison of portfolio contents during the conferencing process

6	Students limited vocabulary knowledge	Better utilization and infusion of the "Word Work" component in the SpringBoard curriculum; teachers will also maintain an interactive word wall and immerse students using the "Wow Words" strategy; stronger support from other content areas in the infusion of vocabulary instruction	Supervising administrator, Department Chair, and Language Arts Teachers	Comparison of writing samples to determine growth with respect to vocabulary usage; the incorporation of Parts of Speech to teach word relationships; teacher/student conferencing, and on-going modeling and shared writing to demonstrate vocabulary usage	Analyzing bi-weekly writing prompts, BAT writing assessment data, FCAT Writes data, and comparison of portfolio contents during the conferencing process
7	Lack of interdisciplinary writing support by other content areas	Utilizing the tenants of Common Core, the PLC model was developed to include concentrated alignment and planning by reading, language arts, and social studies teachers twice a week. A planning tool was developed to support the goals of the PLC model.	Principal, supervising administrator, Department Chairs, Language Arts, Reading, and Social Studies Teachers	On-going monitoring of the PLC model, professional development offerings exploring Common Core, sharing of collaborative best practices by the three content teachers, analysis of student work and portfolios	Presentation of collaborative best practices, alayzing bi-weekly writing prompts, BAT writing assessment data, analysis of released test items for review during PLC, and on-going student conferences

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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
Teaching Content Area Balanced Literacy	6-8	A.Ellis, O. Edmond, W. Steinbeck	Schoolwide		Modeling the "To, With, and By" approach to delivering and scaffolding instruction; Shared and Guided writing strategies will be monitored utilizing CWT, observations, and during our PLCs	Principal, Supervising Administrator, Coach, and Department Chair
SpringBoard and the Alignment of the Common Core Standards	6-8	District personnel, A. Ellis, W. Steinbeck, and O. Edmond	Language Arts, Reading, and Social Studies Teachers	Twice each trimester	SpringBoard material analysis, on-line SpringBoard assessments, CWT, observations, data review; analysis of student work during our PLC	Principal, Supervising Administrator, Coach, Department Chair
Creating and Maintaining Portfolios	6-8	S. Lawrence, W. Steinbeck	Language Arts Teachers	Each trimester	CWT,Collaborative PLCs, data chats with admin, coaches and departments, and during team discussions	Supervising Administrator, Coach, Department Chair
Defining the Common Core	6-8	District personnel, A. Ellis, O. Edmond, W. Steinbeck	Schoolwide	Twice for the year	Feedback and evaluation forms, surveys, CWTs, and observations	Principal, Supervising Administrator, Coach, Department Chair
Looking Together at Student Work	6-8	A. Ellis, O. Edmond, W. Steinbeck	Language Arts, Reading, and Social Studies	Once a month during scheduled PLC times	CWT, Observations, teacher/students conferences, collaborative conversations during our PLCs	Supervising Administrator, Coach, Department Chair

Common Core: Grammar Infusion	6-8	W. Steinbeck, A. Blake, A. Ellis	Language Arts	Twice monthly during scheduled PLC times	CWT, Observations, teacher/students conferences, collaborative conversations during our PLCs	Supervising Administrator, Coach, Department Chair
RRAP Strategy to Increase Student Engagement	6-8	J. Socol	Language Arts, Reading, Social Studies	Each Trimester	CWT, Observations, teacher/students conferences, collaborative conversations during our PLCs	Supervising Administrator, Coach, Department Chair
RAFT	6-8	W. Steinbeck	Schoolwide	Each Trimester	CWT, Observations, teacher/students conferences, collaborative conversations during our PLCs	Supervising Administrator, Coach, Department Chair
Read, Write, Think Writing Resource	6-8	W. Steinbeck	Language Arts Teachers	Oct., Nove., Dec.	CWT, Observations, teacher/students conferences, collaborative conversations during our PLCs	Supervising Administrator, Coach, Department Chair

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Progress Monitoring	Teacher salaries and substitute coverage will be needed.	Title 1	$500.00
			Subtotal: $500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Scholastic Online	Teachers will be trained on how to incorporate the new components of Scholastic Common Core teachable tools. Teacher salaries and sub. coverage will be needed.	Title-1	$500.00
			Subtotal: $500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Common Core and the new standards for writing	L. A. teachers will explore "Defining the Core" to become familiar with and also master techniques that add rigor. Substitute salaries and materials will be needed.	Title-1	$500.00
			Subtotal: $500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
SpringBoard and the New Common Core Standards for Writing	Teachers will be trained on the new components of College Board that provide Common Core strategies for L.A. teachers. Sub. coverage will be needed.	Title 1	$400.00
Student Writing Portfolios	Folders for organizing and storing student work as they transition to the next grade level	Title 1	$1,500.00
			Subtotal: $1,900.00
			Grand Total: $3,400.00

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:	85% of all tested 8th grade students will score a minimum score of level 3 on End-of-Course (EOC) Civics Exam
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	85% (208)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers lack adequate understanding of applying rigor to instructional tasks exemplary of the new Common Core Standards.	Train teachers how to assess and benchmark student performance then scaffold strategies and implement critical thinking skills and tasks that will increase students' understanding of core knowledge.	Administration, Instructional Coaches, Department Chairs	Classroom Walkthroughs, monitoring of lesson plans, analysis of student work,data chats at various levels, and monitoring of biweekly assessments	BAT,FCAT, biweekly assessments, CWT logs, FAIR data, conferencing, FCAT Explorer reports, Collaborative PLCs
2	Teachers have a limited understanding about how to differentiate instruction.	Provide training and continual support for teachers on how to differentiate instruction to meet the needs of multiple performance levels and progress monitor student growth using data as a guiding tool.	Administration, Instructional Coaches, Department Chairs	Classroom Walkthroughs, monitoring of lesson plans, analysis of student work,data chats at various levels, and monitoring of biweekly assessments	BAT,FCAT, biweekly assessments, CWT logs, FAIR data, conferencing, FCAT Explorer reports, Collaborative PLCs
3	Teachers lack strategies for re-teaching.	Provide training for teachers on reteaching strategies that will demonstrate how to isolate, differentiate, and tailor instruction based on student performance data.	Administration, Instructional Coaches, Department Chairs	Classroom Walkthroughs, monitoring of lesson plans, analysis of student work,data chats at various levels, and monitoring of biweekly assessments	BAT,FCAT, biweekly assessments, CWT logs, FAIR data, conferencing, FCAT Explorer reports, Collaborative PLCs
4	Inconsistency in content vocabulary knowledge associated with the Next Generation Standards and Common Core expectations	Infusion of a "Word Works" component in the daily content instructional process, which extends to student driven word walls, schoolwide vocabulary initiatives, and also training for teachers on the incorporation of vocabulary activities within the classroom.	Administration, Instructional Coaches, Department Chairs, teachers	Classroom Walkthroughs, monitoring of lesson plans, analysis of student work,data chats at various levels, structured collaborative conversations, and monitoring of biweekly assessments	BAT,FCAT, biweekly assessments, CWT logs, FAIR data, conferencing, FCAT Explorer reports, Collaborative PLCs
5	New and unfamiliar tested area that requires more clearly defined goals and objectives	Dept. Chair, instructional coach, and the leadership team will analyze established civics curriculum formats to identify core objectives and activities	Social studies chair, social studies Admin., leadership team, and social studies teachers	Classroom walkthroughs, external visitations, monitoring of lesson plans and student work, PLC Collaborative sessions	Identifying new partners,analysis, disaggregation and progress monitoring of assessment data, analysis of student work, collegial conversations, FCAT
	Students' inability to analyze, critically think about and apply problem-solving skills to	Dept. Chair, instructional coach, and the leadership team will analyze	Social studies chair, social studies Admin., leadership team,	Analysis of best practices, Classroom walkthroughs, external visitations, monitoring	Analysis, disaggregation and progress monitoring of assessment

#	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
6	real world challenges	established civics curriculum formats to identify objectives and strategies that intrensically connect the classroom to the real world	and social studies teachers	of lesson plans and student work, PLC Collaborative sessions	data, analysis of student work, collegial conversations, FCAT
7	Identification of real world resources that will assist in providing hands-on and applicative studies to build a new civics curriculum	Dept. Chair, instructional coach, and the leadership team will analyze established civics curriculum formats to identify core objectives and activities	Social studies chair, social studies Admin., leadership team, and social studies teachers	Field trips, analysis of best practices, Classroom walkthroughs, external visitations, monitoring of lesson plans and student work, PLC Collaborative sessions	Identifying new partners, field trip reflections,analysis, disaggregation and progress monitoring of assessment data, analysis of student work, collegial conversations, FCAT
8	Students limited understanding of different cultures and stereotypes that are core facets of a civics curriculum	Dept. Chair, instructional coach, and the leadership team will utilize role playing, video analysis and reflection, debates, and role reversal activities to support cultural acceptance and tolerance	Social studies chair, social studies Admin., leadership team, and social studies teachers	Field trips, analysis of best practices, Classroom walkthroughs, external visitations, monitoring of lesson plans and student work, PLC Collaborative sessions	Identifying new partners, field trip reflections,analysis, disaggregation and progress monitoring of assessment data, analysis of student work, collegial conversations, FCAT
9	Students lack of motivation and connection to a real and meaningful purpose	Dept. Chair, instructional coach, and the leadership team will analyze established civics curriculum formats to identify core objectives,activities, and possible incentives	Social studies chair, social studies Admin., leadership team, and social studies teachers	Written and oral presentations, incentives and certificates, community partner recognition events, classroom walthroughs, analysis of student work, PLC collaborative sessions	Identifying new partners, field trip reflections,analysis, disaggregation and progress monitoring of assessment data, analysis of student work, collegial conversations, FCAT

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Civics. Civics Goal #2:	70% of all tested 8th grade students will score a minimum score of level 3 on End-of-Course (EOC) Civics Exam
2012 Current Level of Performance:	2013 Expected Level of Performance:
N//A	70% (171)

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

#	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	New and unfamiliar tested area that requires more clearly defined goals and objectives	Dept. Chair, instructional coach, and the leadership team will analyze established civics curriculum formats to identify core objectives and activities	Social studies chair, social studies Admin., leadership team, and social studies teachers	Classroom walkthroughs, external visitations, monitoring of lesson plans and student work, PLC Collaborative sessions	Identifying new partners,analysis, disaggregation and progress monitoring of assessment data, analysis of student work, collegial conversations, FCAT
	Unfamiliarity of social	Dept. Chair,	Social studies	Analysis of best	Analysis,

2	studies teachers with curriculum and action research projects that will challenge level 4 and above students	instructional coach, and the leadership team will analyze established civics curriculum formats to identify objectives and strategies that intrinsically connect the classroom to the real world	chair, social studies Admin., leadership team, and social studies teachers	practices, Classroom walkthroughs, external visitations, monitoring of lesson plans and student work, PLC Collaborative sessions	disaggregation and progress monitoring of assessment data, analysis of student work, collegial conversations, FCAT
3	Students' inability to analyze, critically think about and apply problem-solving skills to real world challenges that is needed at the synthesis and evaluative level of the new civics curriculum	Dept. Chair, inst. coach, the sup.admin., and the leadership team will organize civis-related traings utilizing Bloom's Taxonomy and the domains of Webbs, in an effort to gage the level of rigor attached to obj. & activities	Social studies chair, social studies Admin., leadership team, and social studies teachers	Analysis of best practices, Classroom walkthroughs, external visitations, monitoring of lesson plans and student work, PLC Collaborative sessions	Analysis, disaggregation and progress monitoring of assessment data, analysis of student work, collegial conversations, FCAT
4	Identification of real world resources that will assist in providing hands-on and applicative studies to build a new civics curriculum	Dept. Chair, instructional coach, and the leadership team will analyze established civics curriculum formats to identify core objectives and activities	Social studies chair, social studies Admin., leadership team, and social studies teachers	Field trips, analysis of best practices, Classroom walkthroughs, external visitations, monitoring of lesson plans and student work, PLC Collaborative sessions	Identifying new partners, field trip reflections,analysis, disaggregation and progress monitoring of assessment data, analysis of student work, collegial conversations, FCAT
5	Lack of assessment tools targeting core objectives within the new civics curriculum	Dept. Chair, instructional coach, and the leadership team will analyze established civics curriculum formats to identify modes and models of assessment	Social studies chair, social studies Admin., leadership team, and social studies teachers	Analysis of research-based best practices, Classroom walkthroughs, external visitations, monitoring of lesson plans and student work, PLC Collaborative sessions	Analysis, disaggregation and progress monitoring of assessment data, analysis of student work, collegial conversations, FCAT

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
Understanding Civics Course Content	7-8	District personnel	Social studies teachers, administration, coaches, chairs	Oct., Dec., Feb., Apr.	Dept. assessments, classroom walkthroughs, observations, analysis of student work, EOC exams	Principal, supervising admin., coaches, dept. chair
Developing Oral and Written Communication Skills	6-8	Social studies admin., coaches, dept. chair	Language arts, social studies, reading teachers	Oct., Dec., Feb., Apr.	Dept. assessments, classroom walkthroughs, observations, analysis of student work, EOC exams	Principal, supervising admin., coaches, dept. chair

					Dept. assessments, classroom walkthroughs, observations, analysis of student work, EOC exams	Principal, supervising admin., coaches, dept. chair
Fundamentals of Project-based Learning	6-8	District Personnel, Social studies admin., coaches	Language arts, social studies, reading teachers	Nov. - Mar.	Dept. assessments, classroom walkthroughs, observations, analysis of student work, EOC exams	Principal, supervising admin., coaches, dept. chair
Service Learning and Civic Responsibilty	7-8	District personnel	Social studies teachers, coaches, administration, social studies chair	Nov.- Mar.	Dept. assessments, classroom walkthroughs, observations, analysis of student work, EOC exams	Principal, supervising admin., coaches, dept. chair
Understanding the Social Studies Connection in Common Core	6-8	District Personnel			Dept. assessments, classroom walkthroughs, observations, analysis of student work, EOC exams	Principal, supervising admin., coaches, dept. chair
The Art of Debate	6-8	Administratin, dept. chair, coaches	Language arts and social studies teachers	Nov. - Mar.	Dept. assessments, classroom walkthroughs, observations, analysis of student work, EOC exams	Principal, supervising admin., coaches, dept. chair

Civics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Textbook Training	Substitute coverage for teacher trainings	Title 1	$450.00
			Subtotal: $450.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $450.00

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:	For the 2012-2013 school year the attendance goal for McNicol is to raise our rate by at least 2% and decrease excessive absences and tardies by 10%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
94.3% (697)	96.3%

2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
119	111
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
39	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	Lack of parental knowledge of the correlation between school attendance and student achievement	Parent training on benefits of regular attendance, weekly reminders via ParentLink, monthly reminders via parent newsletter.	Teachers, Community Liason, Guidance, Administration	Monitoring of daily attendance.	Attendance Records and Parent Survey
2	Tardy Students	Parent and student training on the effect of tardies on student attendance records, weekly reminders via ParentLink, daily reminders via morning announcements, and monthly reminders via parent newsletter.	Guidance, Administration, Community Liaison	Monitoring of daily tardy rates.	Attendance Records
3	Lack of committed and consistent community mentors	Early identification of highest absentee offenders and early matching with most committed mentors.	Community Liason, Guidance, Administration	Monitoring of daily attendance for targeted students.	Attendance Records
4	Lack of incentives to promote the correlation between attendance and high academic performance	Aggressively solicit community and business partnerships to provide tangible incentives.	Community Liason, Guidance, Administration	Monitoring of daily attendance for targeted students.	Attendance records, Data Warehouse Attendance 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
Framework for Understanding Poverty	6-8	District Personnel	All Staff	Oct./Nov.	Tracking teacher interventions for attendance rates	Administration and guidance

Framework for Understanding Poverty	6-8	District Personnel	All Staff	Oct./Nov.	Tracking teacher interventions for attendance rates	Administration and guidance
The College-Ready Student	6-8	Admin./Guidance	All Staff	January	SAC, Parent Surveys, PTSA	Admin./Guidance
Attendance Pinnacle Training	6-8	Guidance	All	Aug./Sept.	Attendance Reports, CPST monitoring process	Guidance, Administrators

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:	McNicol Middle School will work diligently to decrease the school wide suspension rate by at least 5 percent.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
907	861
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
352	334
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions

68	65
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
49	47

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr>
<td></td>
<td>Anticipated Barrier</td>
<td>Strategy</td>
<td>Person or Position Responsible for Monitoring</td>
<td>Process Used to Determine Effectiveness of Strategy</td>
<td>Evaluation Tool</td>
</tr>
<tr>
<td>1</td>
<td>100% of school staff implementing and remaining consistent with school wide and classroom discipline plans.</td>
<td>Teacher training on the school wide plan and importance of consistent implementation of the plan.

CHAMPS training for repeat offenders.</td>
<td>Guidance, Assistant Principals, Principal</td>
<td>Documentation of offenders and ongoing monitoring/interventions for repeat offenders</td>
<td>Teacher documentation, Virtual Counselor Discipline Reports, 2011-2012 referral rate data.</td>
</tr>
<tr>
<td>2</td>
<td>Bell to Bell rigorous classroom instruction</td>
<td>Teacher training on effective lesson planning and bell to bell instruction.</td>
<td>Instructional Coaches, Guidance, Administration</td>
<td>Daily CWT'S, reduction in classroom incidences, and student achievement data.</td>
<td>2010-2011 Suspension Rate Data</td>
</tr>
<tr>
<td>3</td>
<td>Involvement of parents due to work and scheduling conflicts</td>
<td>Create an email database for each gradelevel center, increase updates to website and Twitter account, maintain monthly newsletter, provide incentives for parental involvement at PTSA/SAC meetings and interest committees.</td>
<td>SAC Chair, Title 1 Coordinator, School Volunteer Coordinator, Teachers, Guidance, Administration</td>
<td>Monitoring of parent survey and sign in sheets.</td>
<td>Parent survey and sign in sheets.</td>
</tr>
<tr>
<td>4</td>
<td>Lack of Social Skills and Conflict Resolution Strategies amongst students</td>
<td>Implementation of a consistent character education program; Student trainings to reduce conflict, bullying, and cyber-bullying; Positive Behavior - "Caught You Excelling" weekly incentives</td>
<td>Teachers, Guidance, Administration</td>
<td>Ongoing evaluation of suspension rates and behavior incidents; student surveys, staff surveys</td>
<td>2011-2012 Suspension Rate Data</td>
</tr>
</table>

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

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

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

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	McNicol Middle parent involvement will increase by at least 10%.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
392(54%)	462(64%)

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	Working Hours of Parents and Financial constraints	Parents will be provided with grade specific instructional strategies and resources that they can use at home.	Administration Curriculum Coaches Lead Teachers	Flyer Newsletter ParentLink PTSA & SAC	Parent Surveys, PTSA, SAC Meetings
	Cultural Understanding	Provide information to staff on the various	Administration • Curriculum	Parent Surveys, Parent Forums: PTSA and SAC	Parent Surveys, Parent

| 2 | | cultures represented in the school to increase awareness of the various cultures of the students enrolled. | Coaches Lead Teachers | | | Conferences |

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

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

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

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Annual Parent Seminar	Registration for 2 parents	Title 1 Parent Involvement	$80.00
			Subtotal: $80.00
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
Parent Literacy Trainings	Salaries for teachers to conduct training on communication tools, internet safety, anti-bullying laws, cultural sensitivity, BASIS data management system, Pinnacle, etc.	Title 1 Parent Involvement Funds	$685.00
			Subtotal: $685.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Parent Communication	Funding to purchase student agendas for organization and communicating with parents	Title 1 Parent Involvement Funds	$3,246.00
Refreshments	Funding for parent refreshments (food and drink only)	Title 1 Parent Involvement Funds	$950.00
			Subtotal: $4,196.00
			Grand Total: $4,961.00

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:					

1. STEM STEM Goal #1:	STEM Goal #1: Increase the level of engagement in STEM competitions. STEM Goal #2: Develop relationships, partnerships, and mentorships with members of the community's work force. Ideally, each of the Paxton Technology Lab modules will have at least one community representative associated with it in such a way that interested students could obtain real-world experience from professionals in the STEM field. STEM Goal #3: Develop relationships with our feeder schools as well as STEM focused high schools in order to design a vertically aligned STEM track for interested students to follow. STEM Goal #4: Increase female interest in STEM classes and electives which will increase future female enrollment.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1 The biggest barrier to participating in competitions is registration fees and materials costs. One FIRST Lego League team costs $321.	1.1. Include the competitions as part of the School Improvement Plan listing the need for financial support in STEM endeavors.	1.1. FIRST Lego League is Mr. Shaver Plywood Regatta is Ms. Ruddy. FAU Engineering competition is Ms. Ruddy.	1.1. Monitor the number of students that participate in each competition. Compare results from previous years involved in competitions	1.1 Event participation log.
2	1.2. Parent support	1.2. Competitions will be announced at PTSA/SAC meetings, parent links, school website, Open House, and Family Night Events.	1.2. Mrs. Gurreonero, Ms. Ruddy and Mr. Shaver	1.2. Parents will volunteer at competitions, support competition through donations, and mentoring teams.	1.2. Event sign-in sheets, receipts from bookkeeper for donations, and attendance at team meetings for mentoring.
3	2.1 Finding members of the professional community willing to volunteer and commit their time to mentoring students.	2.1 McNicol Website advertising for committed participants.	2.1 Mr. Carter, Mrs. Gurreonero, and Ms. Ruddy	2.1 Increased numbers of community volunteers.	2.1 Documentation of numbers of volunteers and time spent with students.
4	3.1 Time availability and funds to meet with necessary school personal.	3.1 Video or phone conferencing in lieu of physical meetings.		3.1 Increased number of students graduating Broward County high schools in STEM fields.	3.1 Documentation of numbers of students graduating from STEM fields in Broward County.
5	4.1 Society's perception.	4.1 Market the STEM classes and electives specifically to the female students.	4.1 Mr. Shaver, Ms. Ruddy, Mr. Martin, Ms. Gurreonero	4.1 Increased number of female students enrolling in STEM classes and electives.	4.1 Documentation and comparison of the number of female students enrolling in STEM classes and electives.

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
The Math and Science departments will work together to bridge the gap between the two disciplines and show the students how they relate to each other and the world around them (relevance).	k-12	Reading Coach, Science teachers, Math teachers, Language Arts teachers,Reading teachers, and Social Studies teachers	Instructional Staff	Mondays and Wednesdays of the second and third weeks of every month.	The PLC facilitators will continuously monitor teams and adjust goals as necessary.	Science teachers, Reading Coach, Administration
The grade level Math and Science departments will develop a cross curriculum inquiry based /project based unit. The Language Arts, Social Studies, and Reading departments should be included in these units. Each grade level will develop and complete one project per trimester.	Whole school	6th grade Ms. Hollinger 7th grade Ms. Ruddy 8th grade Mr. Montalto	Whole school	3 trimester long project per grade level culminating with a product to be presented at the end of each trimester.	The PLC facilitators will continuously monitor grade level projects.	6th grade Ms. Hollinger 7th grade Ms. Ruddy 8th grade Mr. Montalto Ms. Gurreonero, administrator over STEM

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
STEM Implementation throughout entire school	Funding for salaries for professional development/materials and supplies.	MSAP Grant	$15,000.00
		Subtotal: $15,000.00	

Other

Strategy	Description of Resources	Funding Source	Available Amount
Hosting FIRST Lego League Tournaments	6 Robot game tables, LCD projectors, 3 desktop computers, 2 laptop computers, 6 judges with training, 1 head referee, 4 referees, 1 tournament director, and about 20 volunteers.	MSAP Grant & Donations from Business Partners	$800.00
Materials for implementation of Cross-curriculum inquiry based units developed by the STEM math/science PLC teams.	Consumable materials necessary for the implementation of the engineering portion of the cross-curriculum inquiry based units as determined by the PLC teams.	Title One	$1,000.00
		Subtotal: $1,800.00	
		Grand Total: $16,800.00	

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)

DIFFERENTIATED INSTRUCTION Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. DIFFERENTIATED INSTRUCTION Goal DIFFERENTIATED INSTRUCTION Goal #1:	By the close of the 2012-2013 school year all 53 instructional staff will be trained in CIS and CAR-PD strategies through differentiated instruction.
2012 Current level:	2013 Expected level:
20% (10)	100% (53)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers lack a clear understanding of Guided Instruction through the Balanced Literacy approach	Teachers will be trained on the components of Balanced Literacy to maximize how they differentiate instruction and set goals for student learning.	Principal, Assistant Principal, Coaches, and Dept. Chair	Conferencing, Collaborative PLCs, Data Chats,and Analysis of Student Work	Classroom Walkthrougs, Data Chats, Analysis of Student Work, Observations
2	Teachers lack a clear understanding of how to differentiate to reteach a skill or strategy	Teachers will be trained on how to utilize data to effectively group students and assess student progress.	Principal, Assistant Principal, Coaches, and Dept. Chair	Conferencing, Collaborative PLCs, Data Chats,and Analysis of Student Work	Classroom Walkthrougs, Data Chats, Analysis of Student Work, Observations
3	Teachers lack a clear understanding about how to meet the needs of different types of learners	Teachers will be trained on ESOL and ESE strategies that are effective with all students not performing at or above grade level.	Principal, Assistant Principal, Coaches, and Dept. Chair	Conferencing, Collaborative PLCs, Data Chats,and Analysis of Student Work	Classroom Walkthrougs, Data Chats, Analysis of Student Work, Observations
4	Teachers lack a clear understanding about how to chunk complex information and the scaffolding of questions and/or tasks	Teachers will participate in lesson studies utilizing "The Art and Science of Teaching" by Robert Marzano.	Principal, Assistant Principal, Coaches, and Dept. Chair	Conferencing, Collaborative PLCs, Data Chats,and Analysis of Student Work	Classroom Walkthrougs, Data Chats, Analysis of Student Work, Observations

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

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

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

Teaching Content Area Balanced Literacy	6-8	Instructional Coaches,Administration, Department Heads	School-wide	Monthly	Lesson Plans, Best Practice Sharing, Classroom Walkthrough, Conferencing	Administration, Department Heads, Instructional Coaches
CRISS	6-8	District Faciltator	School Wide	Fall/Spring	Lesson Plans, Best Practice Sharing, Classroom Walkthrough, Conferencing	Administration, Department Heads, Instructional Coaches
Framework for Understanding Poverty	6-8	District Personnel	School Wide	Fall	Monitoring and tracking teacher interventions, student attendance rates	Administration, Guidance
Defining the Core	6-8	Instructional Coaches,Administration, Department Heads	School-Wide	Bi-Weekly	Lesson Plans, Best Practice Sharing, Classroom Walkthrough, Conferencing	Administration, Department Heads, Instructional Coaches
Filemaker Pro, Pinnacle, Promethean	6-8	Instructional Coaches,Administration, Department Heads	School Wide	Monthly	Lesson Plans, Best Practice Sharing, Classroom Walkthrough, Conferencing	Administration, Department Heads, Instructional Coaches, Guidance

Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Art & Science of Teaching	Funding for Materials relating to Marzano's Art & Science of Teaching	Title 1	$2,649.00
			Subtotal: $2,649.00
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
Art & Science of Teaching	Salaries for Professional Development beyond the school day	Title 1	$1,000.00
			Subtotal: $1,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $3,649.00

End of DIFFERENTIATED INSTRUCTION Goal(s)

FINAL BUDGET

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

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	CAR PD & CRISS Training	Materials and Supplies for trainings	Title One	$1,000.00
Mathematics	Common Core State Standards Implementation	Funds to purchase "Navigating Implementation of the Common Core State Standards" Book Series	Title 1	$1,000.00
Writing	Progress Monitoring	Teacher salaries and substitute coverage will be needed.	Title 1	$500.00
Parent Involvement	Annual Parent Seminar	Registration for 2 parents	Title 1 Parent Involvement	$80.00
DIFFERENTIATED INSTRUCTION	Art & Science of Teaching	Funding for Materials relating to Marzano's Art & Science of Teaching	Title 1	$2,649.00
				Subtotal: $5,229.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Dimension U Technology	Laptops for training	NA	$0.00
CELLA	Rosetta Stone	Rosetta Stone Software Training	NA	$0.00
Mathematics	Calculators	Four Function Math calculators for FCAT testing.	General fund	$500.00
Mathematics	Utilizing IPAD's in classroom	Teacher training on implementing IPAD technology in classroom	Title 1	$500.00
Science	Test Maker Pro Resources	Scantrons	Title 1	$500.00
Writing	Scholastic Online	Teachers will be trained on how to incorporate the new components of Scholastic Common Core teachable tools. Teacher salaries and sub. coverage will be needed.	Title-1	$500.00
				Subtotal: $2,000.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	CRISS Training	Teacher salaries for professional development training	Title One	$750.00
Reading	CAR-PD Training	Teacher salaries for professional development training	Title One	$750.00
Reading	PW Impact Implementation	Salaries for professional development training	Title One	$750.00
Reading	Common Core & Text Complexity	Teacher participant stipends for professional development training (all curricular teachers)	Title One	$3,000.00
CELLA	Differentiated Instruction	Differentiated Instruction training to provide accommodations for ELL students	NA	$0.00
Mathematics	Algebraic Thinking	Teacher participant stipends for professional development & vertical teaming training with	Title One	$1,170.00

		feeder schools		
Mathematics	Common Core State Standards	Teacher salaries and substitute funding for professional development relating to Common Core implementation	Title 1	$1,500.00
Science	Updated District Curriculum Trainings	Trainings provided by the district by grade level content	Staff Development	$1,000.00
Writing	Common Core and the new standards for writing	L. A. teachers will explore "Defining the Core" to become familiar with and also master techniques that add rigor. Substitute salaries and materials will be needed.	Title-1	$500.00
Civics	Textbook Training	Substitute coverage for teacher trainings	Title 1	$450.00
Parent Involvement	Parent Literacy Trainings	Salaries for teachers to conduct training on communication tools, internet safety, anti-bullying laws, cultural sensitivity, BASIS data management system, Pinnacle, etc.	Title 1 Parent Involvement Funds	$685.00
STEM	STEM Implementation throughout entire school	Funding for salaries for professional development/materials and supplies.	MSAP Grant	$15,000.00
DIFFERENTIATED INSTRUCTION	Art & Science of Teaching	Salaries for Professional Development beyond the school day	Title 1	$1,000.00
				Subtotal: $26,555.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	PLC Trainings relating to Common Core implementation	Substitute teachers and salaries for teachers participating in Common Core training	Title One	$1,000.00
Reading	Data Chats	Salaries for extended day data chats	Title One	$1,500.00
Mathematics	Math Family Night	Math Night for parents and stakeholders to come to the school and engage in math strategies and skills that will assist their children at home.	Title 1	$185.00
Mathematics	Math Data Chats	Salaries for participating teachers	Title 1	$1,000.00
Science	STEM Family Night	A night filed with STEM activities to engage the parents and stakeholders in skills and strategies that will help build motivated students in the classroom.	Title 1	$250.00
Science	Data Chats	Salaries for extended data chats session beyond school day	Title 1	$500.00
Writing	SpringBoard and the New Common Core Standards for Writing	Teachers will be trained on the new components of College Board that provide Common Core strategies for L.A. teachers. Sub. coverage will be needed.	Title 1	$400.00
Writing	Student Writing Portfolios	Folders for organizing and storing student work as they transition to the next grade level	Title 1	$1,500.00
		Funding to purchase		

Parent Involvement	Parent Communication	student agendas for organization and communicating with parents	Title 1 Parent Involvement Funds	$3,246.00
Parent Involvement	Refreshments	Funding for parent refreshments (food and drink only)	Title 1 Parent Involvement Funds	$950.00
STEM	Hosting FIRST Lego League Tournaments	6 Robot game tables, LCD projectors, 3 desktop computers, 2 laptop computers, 6 judges with training, 1 head referee, 4 referees, 1 tournament director, and about 20 volunteers.	MSAP Grant & Donations from Business Partners	$800.00
STEM	Materials for implementation of Cross-curriculum inquiry based units developed by the STEM math/science PLC teams.	Consumable materials necessary for the implementation of the engineering portion of the cross-curriculum inquiry based units as determined by the PLC teams.	Title One	$1,000.00
			Subtotal: $12,331.00	
			Grand Total: $46,115.00	

Differentiated Accountability

School-level Differentiated Accountability Compliance

ꞁ Priority	ꞁ Focus	ꞁ Prevent	ꞁ NA

Are you a reward school: ꞁ Yes ꞁ No

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

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School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✔ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Student Certificates & Awards	$2,000.00
Student Uniforms	$1,000.00
Student Novels to Support Literacy Initiative	$1,500.00
Student Supplies	$1,000.00
Motivational Speakers	$1,000.00
FCAT Family Night Activities	$1,000.00
School Beautification	$5,000.00

Student Book Bags	$1,000.00
Supplies for Parent/Student Resource Center	$1,000.00
Academic Camps & Extended Learning Opportunity Programs for Students/Teacher Training	$12,000.00

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

There are many SAC activities organized for the 2012-213 school year beginning with input in the development of the School Improvement Plan. They play a key role in the various stages of its development leading up to our school's final SIP approval and submission. The School Advisory Council convenes monthly to work very closely with the school community to identify barriers, review programs, analyze student data, and take part in the decision making process, including funding allocations.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Broward School District MCNICOL MIDDLE SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	51%	52%	91%	41%	235	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	59%	63%			122	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	68% (YES)	68% (YES)			136	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					493	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

Broward School District MCNICOL MIDDLE SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	50%	53%	92%	37%	232	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	54%	54%			108	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	59% (YES)	57% (YES)			116	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					456	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested