

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: NEW SMYRNA BEACH MIDDLE SCHOOL

District Name: Volusia

Principal: Joseph Rawlings

SAC Chair: Ann M. Jones

Superintendent: Margaret Smith

Date of School Board Approval: Pending School Board Action on December 11, 2012

Last Modified on: 10/17/2012

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

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

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Assis Principal	Rebecca Porter	BA - Journalism MS - Ed Leadership Elementary Ed 1 - 6 Journalism 6-12 Ed Leadership	22	2	2012: C School (HS: R58, M47, W81, S53; LG: R61, M:54 L25%: R53, M52)* 2011: NA: First year as administrator. *HS = High Standards, R = Reading, M = Math, W = Writing, S = Science, LG = Learning Gains, L25% = Lowest 25%
		BS Elementry Education; M Ed in Educational Leadership			2012: C School (HS: R58, M47, W81, S53; LG: R61, M:54 L25%: R53, M52)* 2011: B School (HS: R71, M65, W84, S60; LG: R59, M64, L25%: R60, M61; AYP 79%) 2010 DeBary Elementary School B School (HS: R82, M82, W79, S68; LG: R65, M61; L25%: R42, M62; AYP92%) A School (HS: R69, M62, W87, S37; LG: R69, M75; L25%: R59, M87; AYP100%) 2008 Campbell Middle School C School: (HS: R61, M52, W93, S25; LG: R59, M60; L25%: R57, M69; AYP: 77%)

Principal	Joseph Rawlings	Certified in Elementary Education K-12, and Ed Leadership	2	7.5	2007 C School (HS: R58,M50,W84,S30; LG: R57,M63; L25%: R59,M66; AYP: 74%) 2006: B School (HS: R58,M50,W84; LG: R64,M65; L25%: R70; AYP:85%) 2005 Turie T.Small Elementary; A School (HS: R64,M59,W93; LG: R72,M72; L25%: R50; AYP: 100%) 2004 A School (HS: R54,M59,W93; LG: R72,M72; L25%: R70; AYP: 97%) *HS = High Standards, R = Reading, M = Math, W = Writing, S = Science, LG = Learning Gains, L25% = Lowest 25%
Assis Principal	Thomas Casey	BS in Music Education MS Education Leadership Certified in Ed Leadership, Music Ed, Special Ed	10	11.5	2012: C School (HS: R58, M47, W81, S53; LG: R61, M: 54 L25%: R53, M52)* 2011: B School (HS: R71, M65, W84, S60; LG: R59, M64, L25%: R60, M61; AYP 79%) 2010 A School(HS: R73,M68,W91,S59; LG: R62,M69; L25%: R60,M65; AYP 82) 2009 A SCHOOL (HS: R75,64,W94,S59; LG: R68.M65; L25%: R67,M62; AYP: 85) 2008 A SCHOOL (HS: R71,M65,W91,S55; LG: R63,M68; L25%R57,M66; AYP: 90) 2007 B SCHOOL (HS: R69,M58,W94,S51; LG: R63,M63; L25%: R59,M65; AYP: 85) 2006 B SCHOOL(HS: R63,M58,W93; LG: R59,M64; L25%R64; AYP87) 2005 B SCHOOL (HS: R63,M58,W88; LG: R59,M64; L25%: R64; AYP83) 2004 B SCHOOL (HS: R63,M64,W92; LG: R61,M67; L25%58: AYP: 87) 2003 A SCHOOL (HS: R67,M61,W94; LG: R67,M64; L25%: R71;) 2002 B SCHOOL (HS: R62,M58,W69; LG: R62,M63; L25%: R70) 2001 Silver Sands Middle School: C School *HS = High Standards, R = Reading, M = Math, W = Writing, S = Science, LG = Learning Gains, L25% = Lowest 25%
Assis Principal	Michael P. Rinaldi, Sr.	BS on Education MS in Education Leadership Certified as School Princinal in all levels Social Science 6-12 ESE K-12		10	2012: Galaxy Middle School: C School (HS: R54, M44, W66, S47; LG: R61%, M49%; L25%: R55%, M43%)* 2011 Galaxy Middle School: B School (HS: R68, M61, W85, S57, LG: R60, M63, L25%: R64, M63) 2010: Silver Sands Middle School: A School (HS: R73, M70, W93, S54, LG: R61, M68, L25%: R54, M62) 2009: SSMS: A School (HS: R77, M71, W92, S60, LG: R70, M67, L25%: R71, M55) 2008: SSMS: A School (HS: R74, M69, W87, S57, LG: R63, M67, L25%: R55, M69) 2007: SSMS: A School (HS: R70, M70, W91, S53, LG: R63, M67, L25% R55, M69) 2006: SSMS: A School (HS: R69, M65, W90, LG: R65, M71, L25%: R65) 2005: Buddy Taylor Middle School (Flagler County) B School (HS: R63, M61, W90, LG: R57, M70, L25% R62) 2004: Buddy Taylor Middle School (Flagler County) B School: (HS: R64, M59, W92, LG: R64, M67, L25%: R60) *HS = High Standards, R = Reading, M = Math, W = Writing, S = Science, LG = Learning Gains, L25% = Lowest 25%

INSTRUCTIONAL COACHES

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

			# of	# of Years as	Prior Performance Record (include prior School Grades, FCAT/Statewide
--	--	--	------	---------------	---

Subject Area	Name	Degree(s)/ Certification(s)	Years at Current School	an Instructional Coach	Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Amy McLain	Certified: Reading K-12; English 6-12; English 5-9; ESOL	25	7	2012: C School (HS: R58, M47, W81, S53; LG: R61, M:54 L25%: R53, M52)* 2011: B School (HS: R71, M65, W84, S60; LG: R59, M64, L25%: R60, M61; AYP 79%) 2010 A School(HS:R73,M68,W91,S59; LG:R62,M69; L25%:R60,M65; AYP 82) 2009 A SCHOOL (HS:R75,64,W94,S59; LG:R68.M65; L25%:R67,M62; AYP:85) 2008 A SCHOOL (HS:R71,M65,W91,S55; LG:R63,M68; L25%R57,M66; AYP:90) 2007 B SCHOOL (HS:R69,M58,W94,S51; LG:R63,M63; L25%:R59,M65; AYP:85) *HS = High Standards, R = Reading, M = Math, W = Writing, S = Science, LG = Learning Gains, L25% = Lowest 25%

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	New Teacher Programs (Individualized PD, peer classroom visits, mentors, PAR Teachers)	Thomas Casey	June 2013	
2	Professional Development	Administration	June 2013	
3	PLC Activities	Department Chairs	June 2013	
4	Network w/Community & Business Partners	School Administration	June 2013	
5	Promotion of School through Website	Webmaster	June 2013	
6	Student Showcase	Guidance/Administration	June 2013	
7	Participation in District Job Fair and Recruitment Activities	Administration	June 2013	

Non-Highly Effective Instructors

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

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

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

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
73	2.7%(2)	15.1%(11)	35.6%(26)	46.6%(34)	42.5%(31)	95.9%(70)	15.1%(11)	5.5%(4)	16.4%(12)

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
Paulette McKibbins-Shed - PAR	Julian Doster	New Teacher	District required activities

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

Under Title I Part A our school works with outside agencies that provide specific services to targeted children and their families. These organizations team with our school to provide specific services to students, parents, and staff, including all special needs groups. It is the expectation of those involved in these partnerships that the activities and services will benefit the students by providing the children served with the support, tools, and materials they need to be ready to learn as they move down the appropriate path to graduation.

Programs supported by Title I at NEW SMYRNA BEACH MIDDLE SCHOOL

*AVID Program for Identified Students

*Supplemental materials and supplies needed to close the achievement gap

Title I, Part C- Migrant

The district receives funds to support the N & D programs to accelerate the rate of student achievement and close the achievement gaps for students in these programs. Services are coordinated with district DJJ and Neglected programs. Students are transitioned from DJJ centers back into the district schools with a transition plan to ensure academic and social success.

Title II

The district receives federal funds to provide access to Professional Development activities for public and private school teachers and principals in the core subject areas to ensure quality instruction and student success.

Title III

The District ESOL Coordinator and staff provide ongoing support and Professional Development to teachers to ensure instructional best practices are utilized. Teachers consistently progress monitor the ELL students to identify specific needs, target interventions/enrichments to ensure the appropriate pathway toward graduation.

Title X- Homeless

The school works closely with Pam Woods, Title X Coordinator, to ensure that homeless students have the materials and resources they need to be successful.

Supplemental Academic Instruction (SAI)

The district provides remedial and supplemental instructional resources to students who fail to meet performance levels.

Violence Prevention Programs

New Smyrna Beach Middle School offers the following non-violence and anti-drug programs:

*Student mentoring program

*DARE

- *Character Development through Physical education classes
- *Peer Mediation Program
- *Crisis Training Program
- *Suicide Prevention Program
- *Bullying Program
- *Cyber-Bullying Program

Nutrition Programs

New Smyrna Beach Middle School offers a variety of nutrition programs including:

- *Free and Reduced Meal Plan
- *Wellness Policy School Plan
- *Health Classes
- *Personal Fitness Classes
- *Running Club
- *Volleyball Club
- *Track Club
- *Middle School Basketball (District)
- *Basketball Club (school based)

Housing Programs

N/A

Head Start

Adult Education

N/A

Career and Technical Education

New Smyrna Beach Middle School offers the following Career and Technical Courses:

- AVID
- EXPLORATION OF AGRISCIENCE (including year-long advanced section)
- BUSINESS KEYBOARDING
- COMPUTER APPLIED BUSINESS 1 (including year-long advanced section)
- ORIENTATION TO HEALTH OCCUPATIONS
- PERSONAL DEVELOPMENT
- EXPLORING TECHNOLOGY & CAREER PLANNING (including year-long advanced section)
- ART (including year-long advanced section)
- EXPLORING COMMUNICATION TECHNOLOGY
- CULINARY CAREERS (including year-long advanced Culinary Arts section)

Job Training

New Smyrna Beach Middle School offers students' career awareness opportunities through Jr. Achievement programs, job shadowing opportunities, guest speakers from business and industry, and field trips to business and industry locations.

Our school offers students career awareness opportunities through Career and Technical Education in the Agriculture, Business, Family and Consumer Science, Technology, and Health career clusters. Students are also offered the opportunity to develop leadership skills through Career and Technical Student Organizations such as FFA, SGA, FFEA, Physical Education, AVID, Career Showcase for 8th grade students.

Other

N/A

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal: Provides a common vision for the use of data-based decision-making by promoting the Volusia Proficiency Model. Ensures that educators are implementing the district's Progress Monitoring Plan (PMP) accessible through the K-12 curriculum link of the webpage and the VCS Problem Solving/RtI model (i.e., Problem Identification, Analysis of Problem, Intervention

Implementation and Response to Intervention) for those students who do not respond effectively to core instruction. For those students who do not respond positively to interventions beyond core, ensure that the school's Problem Solving Team (PST) is accessed as needed. Ensure adequate professional development is scheduled for faculty. School Psychologists will provide/facilitate training on skill building and understanding of the components of PS/RtI. Support the school's team in the completion of resource mapping (academic and behavioral) with focus on standard protocol interventions in order to enhance implementation of PS/RtI. Communicates with parents through school newsletters, relevant meetings, and the sharing of the parent link of the VCS Problem Solving/RtI website (under Psychological Services) in order to address the purpose of PS/RtI in meeting student needs and to address frequently asked parental questions. In addition, parents are provided information about PS/RtI at PST meetings.

School Psychologist: Assists schools in interpreting individual, class-wide, grade-level and school-wide data in order to develop appropriate targeted interventions linked to the academic or emotional/behavioral problem. Ensure that on-going progress monitoring is in place in the area of intervention to most appropriately determine the student's response to intervention. Provides professional development to staff on PS/RtI.

Select General Education Teachers (Primary and Intermediate): Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching. Encompasses Problem Solving/RtI practices when addressing the needs of ESE students with a focus on potential reintegration into General Education based on data.

Academic Coaches: Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk"; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development, and provides support for assessment and implementation monitoring.

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 school based MTSS leadership team identifies school based resources (both materials and personnel) to determine the continuum of academic and behavioral supports available to students at the individual school site. Academic and behavioral data are considered in order to determine priorities and functions of other existing teams (e.g., Problem Solving Teams, Behavior Leadership Teams, and Professional Learning Communities). The Problem Solving process (i.e., Problem Identification, Analysis of Problem, Intervention Implementation and Response to Intervention) is used as the way of work of all teams and not just for individual student concerns. Adherence to the Problem Solving process ensures that individual, class-wide, and school-wide issues are addressed systematically with data; that interventions (supports) are tiered to the targeted problems; and that a plan is in place to monitor progress. The school-based MTSS leadership team meets regularly throughout the school year in order to address the academic and behavioral needs that develop throughout the year, as well as to monitor outcomes of supports and interventions.

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

The school improvement plan is data driven and focuses on areas of school-based need for both specific content areas as well as specific student populations. Similarly, MTSS is a data-driven framework that seeks to find solutions/resources matched in intensity to student need in academic and behavioral areas. The MTSS framework follows the district's four-step problem solving process, with RtI as an integral component of the process. As a result, the school improvement plan is based on a strategic analysis of data, and identified resources (as identified by the MTSS school based leadership team) are matched to the needs of the students/schools. Building the SIP within the context of MTSS results in the school determining the areas of most significant need and, as importantly, enables the school to develop a plan that can be addressed based on existing resources.

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.

Pinnacle Gradebook provides evidence of performance in core instruction across content areas. In addition, information gleaned from FAIR assessments, DRAs, OPM probes, interim assessments and FCAT provide valuable information regarding reading performance for both individuals and groups of students. Interim assessments and FCAT also provide critical information regarding student performance in the areas of mathematics, science, and writing. Pinnacle Insight reports provide further information regarding performance by both individual and groups of students (disaggregated by specific groups) in order to inform instruction and intervention. Behavioral expectations are communicated by the school to all students and parents. Those students who do not obtain proficiency in behavioral expectations are provided supports and interventions

matched to student need. Office discipline data are maintained and monitored by the school site. Tier 2 and tier 3 supports/interventions and the response to these interventions are entered into the electronic PST system. Summary reports within the system are available to MTSS school-based leadership (i.e. the Principal, PST Chair, and school psychologist).

Describe the plan to train staff on MTSS.

The district Coordinator of MTSS in conjunction with the Deputy Superintendent for Instructional Services will be providing schools with relevant training materials on MTSS. In addition to an overview of MTSS that will be available to all schools, the foundational principles of MTSS and resources will be embedded within other resources and trainings (e.g., Deliberate Practice and Common Core State Standards Training).

Describe the plan to support MTSS.

School-based support for MTSS will be provided by the District MTSS Leadership Team. In turn, the school-based MTSS Leadership team will disseminate relevant MTSS information to teachers and parents. Data-based meetings throughout the school year will identify those students in need of academic and/or behavioral supports. Furthermore, based on this data-based decision making, supports will be implemented and monitored. School-specific reports, such as those available in Pinnacle Insight, will facilitate the development of a data-based MTSS framework. This data, in conjunction with identified school-based tiered resources, will ensure that a Multi-Tiered System of Supports is an overarching framework that guides the work of the school.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

A. McLain (Reading Coach), D. Triplett (Media Specialist), H. Peterson (Reading), L. Beck (ESE/Math), E. White (SS), Marilyn Mahoney (LA), M. Peterson (Electives), Valencia Robinson (Reading), Linda Earnest (ESE/Science), Mari Reed (LCCE), Becky Porter (AP)

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

The LLT meets four times a year, staffed by a member of various subject areas including an administrator and other designated individuals. Discussions of upcoming community events, book fairs, literacy fairs and conventions. Suggestions of new materials, ways to motivate readers and displaying of new ideas.

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

To promote school-wide vocabulary enhancement through the school news, to encourage school-wide participation in the 5th Annual Secondary Literacy Fair to enlist the help of volunteers to establish book clubs for our various levels of readers and to facilitate our Mentor Program. To implement and support the school-wide use of the Common Core Standards in all classrooms.

Public School Choice

Supplemental Educational Services (SES) Notification
[View uploaded file](#) (Uploaded on 9/25/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

N/A

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

Every secondary school has the support of a Reading Coach to ensure that all teachers receive professional development related to current reading research and instructional pedagogy. All classroom teachers utilize effective reading strategies in order to meet the instructional needs of the students. New Smyrna Beach Middle School has created additional computer lab with Smart Board technology for reading teachers.

*High Schools Only

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

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

N/A

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

N/A

Postsecondary Transition

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#)

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	Students achieving proficiency (FCAT Level 3) in reading will increase by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (327)	29%

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	Opportunities to train new teachers, funding for follow up coaching	Teachers will receive training in practices that promote high student engagement; receive follow up support and coaching.	Coaching Staff Administrator Teachers	Ongoing monitoring of formative and summative assessment data VSET observations and conferences Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data	Reading assessment data, formative and summative assessments, FAIR data, FCAT results
2	Large number of students low SES, ELL, other ethnic minority, and students with disabilities impacted by multiple barriers are moderate to high risk	Identified students through FAIR and MacMillan Interim tests will receive additional reading instruction using scientifically research based reading strategies.	Academic Coach Administrator Teachers	Ongoing monitoring of reading formative and summative assessment data Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data	Reading assessment data, formative and summative assessments, FAIR data, FCAT results,
3	Teachers who do not teach Language Arts are not familiar enough with literacy strategies necessary to accomplish the rigor required by Common Core State Standards	Train teachers to use High-Impact Literacy Strategies that support achieving the Anchor Literacy Standards	Administrative Staff Reading Coach	Ongoing monitoring through VSET observations Teacher records of reflections on literacy strategy use	Reading assessment data, formative and summative assessments, FAIR data, FCAT results
4	No funding for tutoring of struggling students	Address concept gaps during Stinger Time.	Reading Teachers, Reading Coach	Student growth on classroom, district, and state assessments	Reading assessment data, formative and summative assessments, FAIR 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:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	The percentage of students achieving at Level 4, 5, and 6 in reading on the FAA will increase by 1% in 2013
2012 Current Level of Performance:	2013 Expected Level of Performance:
26% (5)	27%

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	Not all instruction has been consistently aligned to the NGSSS access points	Implement Access courses in all core academic areas, as well as Standards-Referenced Grading	Administration ESE Team	Check usage and implementation, as well as student progress data using Unique Reports Administrative observation tools	Unique Reports FAA Scores
2	Difficulty of finding high-quality lessons for students with cognitive disabilities that also address varying complexity levels	District training for teachers on the implementation of Unique Learning System for Access courses Follow-up coaching provided by program specialists	Administration ESE Team	Check usage and implementation, as well as student progress data using Unique Reports Administrative observation tools	Unique Reports FAA Scores
3	There is a need for more collaboration time amongst teachers of students with cognitive disabilities	Participation of Access course teachers in District's monthly Virtual PLC using webinar platform	Administration ESE Team	District follow-up survey Check student progress data using Unique Reports	Unique Reports Survey

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:	Students achieving above proficiency (FCAT Level 4 & 5) in reading will increase by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (327)	31%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Adequate time for teachers to review data, plan differentiated instruction, and deliver the instruction within the school day.	Teams (with the support of the coaching staff) will meet monthly in Professional Learning Communities to work collaboratively in collecting and analyzing	Coaching Staff Administrator Teachers	Ongoing monitoring of formative and summative assessment data Track student growth using Scantron assessments and meet	Reading assessment data, formative and summative assessments, FAIR data, FCAT results

		data in order to plan effective differentiated instruction and enrichment		regularly as grade-level teams to foster growth among all students	
2	More rigorous instruction is needed, with more opportunities for higher-level thinking skills.	Professional development on Charlotte Danielson's Framework 3b: Using Questioning and Discussion Techniques (Domain 1)	Curriculum Team	Ratio of higher-level questions to lower-level questions will be assessed during walk-throughs and coaching provided to those with a low percentage of higher-level questions.	Walk-throughs

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	Students scoring at or above Level 7 on FAA in reading will increase by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
37% (7)	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
1	Difficulty of finding high-quality lessons for students with cognitive disabilities that also address varying complexity levels	District training for teachers on the implementation of Unique Learning System for Access courses Follow-up coaching provided by program specialists	Administration ESE Team	Check usage and implementation, as well as student progress data using Unique Reports Administrative observation tools	Unique Reports FAA Scores
2	There is a need for more collaboration time amongst teachers of students with cognitive disabilities	Participation of Access course teachers in District's monthly Virtual PLC using webinar platform Evaluation of the student's need to access more rigorous courses and change placement if necessary Discussion of application of skills and knowledge at a higher level and in various settings	Administration ESE Team	District follow-up survey Check student progress data using Unique Reports	Unique Reports Survey

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:	Students making learning gains in reading will increase by 1% in 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:

61% (636)		62%			
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 with large gaps in reading achievement.	Intensive assistance in Reading will be provided by Intensive Reading teachers, assisted by the evaluation and monitoring of the administrative team.	Reading Coach, ESE Lead Team, Administrators	FAIR assessments will be analyzed three times each year. FCAT Explorer and District Interim Assessments will be monitored monthly to note student improvements.	FCAT 2.0, FCAT Explorer, FAIR assessments, District Interim Assessments, Formative and summative assessments.
2	Teachers using data from available resources and progress monitoring assessments to target instruction in classroom	Provide school based training on Pinnacle Gradebook and Insight reports	Department Chairs Reading Coach Administrators	Monitor District Interim Assessments	FCAT 2.0, FAIR assessments, District Interim Assessments, formative and summative assessments.
3	Adequate time for teachers to review data, plan differentiated instruction, and deliver the instruction within the school day.	Teams (with the support of the coaching staff) will meet monthly in Professional Learning Communities to work collaboratively in collecting and analyzing data in order to plan effective differentiated instruction and enrichment	Coaching Staff Administrator Teachers	Ongoing monitoring of formative and summative assessment data Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students	FCAT 2.0, FAIR assessments, District Interim Assessments, formative and summative assessments
4	No funding for tutoring of struggling students	Address concept gaps during Stinger time.	Reading Teachers and Reading Coach	Student growth on classroom, district, and state assessments.	FCAT 2.0, FAIR assessments, District Interim Assessments, formative and summative assessments

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	Students making learning gains on FAA in reading will increase by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
44% (8)	45%

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
	Not all instruction has	Implement Access	Administration	Check usage and	Unique Reports

1	been consistently aligned to the NGSSS access points	courses in all core academic areas, as well as Standards-Referenced Grading	ESE Team	implementation, as well as student progress data using Unique Reports Administrative observation tools	FAA Scores
2	There is a need for more collaboration time amongst teachers of students with cognitive disabilities	Participation of Access course teachers in District's monthly Virtual PLC using webinar platform	Administration ESE Team	District follow-up survey Check student progress data using Unique Reports	Unique Reports Survey
3	Difficulty of finding high-quality lessons for students with cognitive disabilities that also address varying complexity levels	District training for teachers on the implementation of Unique Learning System for Access courses Follow-up coaching provided by program specialists	Administration ESE Team	Check usage and implementation, as well as student progress data using Unique Reports Administrative observation tools	Unique Reports FAA Scores

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	Students in the lowest 25% making Learning Gains will increase by 1% in 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
49% (140)	50%

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	Adequate time for teachers to review data, plan differentiated instruction, and deliver the instruction within the school day.	Teams (with the support of the coaching staff) will meet monthly in Professional Learning Communities to work collaboratively in collecting and analyzing data in order to plan effective differentiated instruction and enrichment	Coaching Staff Administrator Teachers	Ongoing monitoring of formative and summative assessment data Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students	Reading assessment data, FAIR data, FCAT results, formative and summative assessments.
2	Students in the lowest 25% are usually students with disabilities, low SES and/or ELL. Many are affected by these multiple barriers.	Provide in school tutoring during Stinger time in the areas of vocabulary, fluency, phonics, and comprehension instruction using scientifically based reading materials.	Instructional coaches, tutors, administration.	Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data.	Reading assessment data, FAIR data, FCAT results. Formative and summative assessments.
3	No funding for tutoring of struggling students.	Address concept gaps during Stinger time.	Reading teachers and reading coach	track student growth on classroom, district, and state assessments	Reading assessment data, FAIR data, FCAT results. Formative and summative assessments.

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 2012-2013, we will reduce the achievement gap by meeting the AMO target (66% proficient) or through Safe Harbor (62% proficient). 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	58	66	69	73	76	

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 2012-2013, each subgroup will reduce the achievement gap by meeting the AMO target or through Safe Harbor in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Asian 75% Black/African American 34% Hispanic 61% White 61%	Asian 78% (Safe Harbor) Black/African American 65% (Safe Harbor) Hispanic 63% (AMO Target) White 65% (Safe Harbor)

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 struggling with reading fluency and comprehension	Train core subject teachers in Common Core reading strategies to use across the content areas. Address concept gaps during Stinger time. Computer lab with Smart Board technology reserved for reading teachers	Reading Coach and Reading Department Chair Core Teachers Reading teachers	Track student growth using FAIR assessments and Classroom assessments.	District Assessments, FAIR assessments, FCAT 2.0, classroom formative and summative assessments.
2	Students not achieving at last 70% mastery on reading classroom assessments	Teachers will implement District grades guidelines and reteach and retest students to increase levels of content mastery	Reading teachers	Track student growth on classroom, district, and state assessments	District assessments, FAIR assessments, FCAT 2.0, classroom formative and summative assessments
3	No funding for tutoring of struggling students	Address concept gaps during Stinger time.	Reading teachers	Track student growth on classroom, district, and state assessments	District assessments, FAIR assessments, FCAT 2.0, classroom formative and summative assessments

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

5C. English Language Learners (ELL) not making satisfactory progress in reading.	NA
--	----

Reading Goal #5C:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
NA		NA			
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	NA	NA	NA	NA	NA

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 2012-2013, the achievement gap for SWD students will be reduced by meeting the AMO target or through Safe Harbor.
2012 Current Level of Performance:	2013 Expected Level of Performance:
24% of SWD students made satisfactory progress	32% (Safe Harbor) will make satisfactory progress

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The majority of our Students with Disabilities are below grade level	Ensure that all teachers receive professional development related to effective instructional strategies in reading for Students with Disabilities Address concept gaps with students during Stinger Time	Reading Coach and Administration IEP Facilitator Reading Teachers	Ongoing monitoring of formative assessments and teacher observation by Administration. Track student growth on classroom, district, and state assessments	classroom formative and summative assessments, District assessments, FCAT 2.0
2	Students not achieving at least 70% mastery on reading classroom assessments	Teachers will implement District grade guidelines and reteach and retest students allowing for an increased level of mastery of reading skills Computer lab with Smart Board technology reserved for reading teachers	Reading teachers	Track student growth on classroom, district, and state assessments.	classroom formative and summative assessments, District assessments, FCAT 2.0
3	No funding for tutoring of struggling students	Address concept gaps with students during Stinger Time	Reading Teachers, Reading Dept. Chair, Reading Coach	Track student growth on classroom, district, and state assessments	classroom formative and summative assessments, District assessments, FCAT 2.0

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 2012-2013, the achievement gap for Economically Disadvantaged students will be reduced by meeting the AMO target or through Safe Harbor.
2012 Current Level of Performance:	2013 Expected Level of Performance:
49% of ED students making satisfactory progress	54% of ED students will make satisfactory progress (Safe Harbor)

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	Challenges of working with students who come from low SES backgrounds	Ensure that all teachers receive professional development related to effective instructional strategies in reading Provide time in computer lab with Smart Board designated for reading teachers Classrooms in Technology Initiative Train teachers in AVID strategies for all students	Reading Coach and Administration Reading Teachers, Reading Coach, and Administration Beanka Colee and Jodi Alligood	Ongoing monitoring of formative assessment and teacher observation by administration	classroom formative & summative assessments, district assessments, FAIR assessments, FCAT 2.0
2	No funding for tutoring for Students struggling with reading fluency and comprehension	Address concept gaps with students during Stinger time	Reading teachers	Tracking of student growth on classroom, district, and state assessments	classroom formative & summative assessments, district assessments, FAIR assessments, FCAT 2.0
3	Students not achieving at least 70% mastery on classroom reading assessments	Teachers will implement District Grade Policy and retest students to increase level of mastery of reading content	reading teachers	tracking of student growth on classroom assessments	classroom formative & summative assessments, district assessments, FAIR assessments, FCAT 2.0

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

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

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

Common Core Standards	6 - 8/All	Amy McLain, Jodi Alligood, Tina Hardy and Administration	School Wide	8 Early Release Days	Exit Quiz through Edmodo Walk-throughs	Reading Coach and Administration
-----------------------	-----------	--	-------------	----------------------	---	----------------------------------

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
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 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.		The percentage of students scoring proficient in listening/speaking will maintain at 100% in 2013.			
CELLA Goal # 1:					
2012 Current Percent of Students Proficient in listening/speaking:					
100% (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	Providing comprehensible instruction to English Language Learners	Data on ELL students language proficiency and achievement levels should be used for differentiated instruction	Administrator Academic Coach	Ongoing monitoring of formative assessments and teacher observations by principal	CELLA, IPT, FCAT, District Assessments, formative and summative assessments

2	Providing comprehensible instruction to English Language Learners	Ensure that teachers use English Language Proficiency Standards for English Language Learners	Administrator Academic Coach	Ongoing monitoring of formative assessments and teacher observations by principal	CELLA, IPT, FCAT, District Assessments, formative and summative assessments
3	Providing comprehensible instruction to English Language Learners	Ensure that teachers receive professional development related to effective instructional practices for teaching ELLs.	Administrator Academic Coach	Ongoing monitoring of formative assessments and teacher observations by principal	CELLA, IPT, FCAT, District Assessments, formative and summative assessments

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:

The percentage of students scoring proficient in Reading on CELLA will increase by 1%.

2012 Current Percent of Students Proficient in reading:

50% (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	Providing comprehensible instruction to English Language Learners	Data on ELL students language proficiency and achievement levels should be used for differentiated instruction	Administrator Academic Coach	Ongoing monitoring of formative assessments and teacher observations by principal	CELLA, IPT, FCAT, District Assessments
2	Providing comprehensible instruction to English Language Learners	Ensure that teachers use English Language Proficiency Standards for English Language Learners	Administrator Academic Coach	Ongoing monitoring of formative assessments and teacher observations by principal	CELLA, IPT, FCAT, District Assessments
3	Providing comprehensible instruction to English Language Learners	Ensure that teachers receive professional development related to effective instructional practices for teaching ELLs.	Administrator Academic Coach	Ongoing monitoring of formative assessments and teacher observations by principal	CELLA, IPT, FCAT, District Assessments

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

3. Students scoring proficient in writing.

CELLA Goal #3:

The percentage of students scoring proficient in writing on the CELLA will increase by 1%.

2012 Current Percent of Students Proficient in writing:

0% (0)

Problem-Solving Process to Increase Student Achievement

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

1	Providing comprehensible instruction to English Language Learners	Data on ELL students language proficiency and achievement levels should be used for differentiated instruction	Administrator Academic Coach	Ongoing monitoring of formative assessments and teacher observations by principal	CELLA, IPT, FCAT, District Assessments, formative and summative assessments
2	Providing comprehensible instruction to English Language Learners	Ensure that teachers use English Language Proficiency Standards for English Language Learners	Administrator Academic Coach	Ongoing monitoring of formative assessments and teacher observations by principal	CELLA, IPT, FCAT, District Assessments, formative and summative assessments
3	Providing comprehensible instruction to English Language Learners	Ensure that teachers receive professional development related to effective instructional practices for teaching ELLs.	Administrator Academic Coach	Ongoing monitoring of formative assessments and teacher observations by principal	CELLA, IPT, FCAT, District Assessments, formative and summative assessments

CELLA Budget:

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

Middle School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	The percentage of students scoring at Achievement Level 3 in mathematics will increase by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (317)	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 are not yet familiar with the Common Core State Standards in math	Provide professional development on embedding the 8 Standards for Mathematical Practices into daily instruction as appropriate Implement new math Curriculum Maps, which have these standards incorporated Utilize math labs for mini-focus assessments	Administration Math Department Chair	Ongoing monitoring of formative assessments and teacher observations by administrators	VSET Evaluation, classroom formative and summative assessments, Focus assessments, District Interim Assessments, FCAT 2.0
2	No funding for tutoring of struggling students	Students will learn gaps in math concepts during Stinger time	Math Department Chair Math Teachers	Student growth on Classroom, District, and State Assessments	Classroom formative and summative assessments, FOCUS assessments, District Interim Assessments, FCAT 2.0

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal # 1b:	Students scoring at Levels 4, 5, & 6 on the Florida Alternate Assessment will increase by 1% in 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
47% (9)	48%

Problem-Solving Process to Increase Student Achievement

	Person or	Process Used to
--	-----------	-----------------

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Not all instruction has been consistently aligned to the NGSSS access points	Implement Equals Math in all Access courses, as well as Standards-Referenced Grading	Administration ESE Team	Equals Curriculum-based assessments Check usage and implementation, as well as student progress data using Unique Reports Administrative observation tools	Unique Reports FAA Scores
2	Difficulty of finding high-quality lessons for students with cognitive disabilities that also address varying complexity levels	District training for teachers on the implementation of Unique Learning System for Access courses Follow-up coaching provided by program specialists	Administration ESE Team	Check usage and implementation, as well as student progress data using Unique Reports Administrative observation tools	Unique Reports FAA Scores
3	There is a need for more collaboration time amongst teachers of students with cognitive disabilities	Participation of Access course teachers in District's monthly Virtual PLC using webinar platform	Administration ESE Team	District follow-up survey Check student progress data using Unique Reports	Unique Reports Survey

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:	Students achieving above proficiency (FCAT level 4 & 5) in math will increase by 1% in 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
20% (235)	21%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of time and focus to devote to professional dialogue about teaching practices	Participate in professional development on Lesson Study, to include a focus on the following elements: Identifying similarities and differences, summarizing and note taking, setting objectives and providing feedback, and cooperative Learning	Administration Instructional Coaches	Participation in professional development, coupled with follow-up observations Teacher reflections	VSET observation, Formative and summative assessments Focus assessments FCAT District Interim Assessments
2	No funding for tutoring of struggling students	address concept gaps during Stinger Time	Math teachers	student growth on classroom, district and state assessments	Formative and summative assessments Focus assessments FCAT District Interim Assessments

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	The percentage of students achieving at or above Achievement Level 7 on the FAA in mathematics will increase by 1% in 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
11% (2)	12%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Difficulty of finding high-quality lessons for students with cognitive disabilities that also address varying complexity levels	District training for teachers on the implementation of Unique Learning System for Access courses Follow-up coaching provided by program specialists	Administration ESE Team	Check usage and implementation, as well as student progress data using Unique Reports Administrative observation tools	Unique Reports FAA Scores
2	There is a need for more collaboration time amongst teachers of students with cognitive disabilities	Participation of Access course teachers in District's monthly Virtual PLC using webinar platform Evaluation of the student's need to access more rigorous courses and change placement if necessary Discussion of application of skills and knowledge at a higher level and in various settings	Administration ESE Team	District follow-up survey Check student progress data using Unique Reports	Unique Reports Survey

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	Increase the number of students making Learning Gains in mathematics by 1% in 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
52% (568)	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	Not all math teachers are familiar with incorporating common core standards in math.	Provide professional development on common core standards for math.	Administration Math Department Chair	Ongoing monitoring of formative assessments and teacher observations by administrators	VSET Evaluation formative and summative assessments Focus assessments

					FCAT District Interim Assessments.
2	No funding for tutoring of struggling students	Address concept gaps during Stinger Time.	Math teachers	Student growth on classroom, district, and state assessments.	Formative and summative assessments Focus assessments FCAT District Interim Assessments

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	The percentage of students making learning gains on the FAA in math will increase by 1% in 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (9)	51%

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	Not all instruction has been consistently aligned to the NGSSS access points	Implement Access courses in all core academic areas, as well as Standards-Referenced Grading	Administration ESE Team	Check usage and implementation, as well as student progress data using Unique Reports Administrative observation tools	Unique Reports FAA Scores

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	Students in the lowest 25% making learning gains will increase by 1% in 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
48% (140)	49%

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	Not all math teachers are familiar with incorporating common core standards.	Provide professional development on common core standards math.	Administration Math Department Chair	Ongoing monitoring of formative assessments and teacher observations by administrators	VSET Evaluation. Formative and summative assessments FOCUS assessments

					FCAT District Interim Assessments
2	No funding for tutoring of struggling students	Address concept gaps in Stinger Time	Math teachers	student growth on classroom, district, and state assessments.	Formative and summative assessments Focus assessments FCAT District Interim Assessments

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Middle School Mathematics Goal # The math achievement gap will decrease in 2012-2013 by reaching our AMO goal of 59% of students making satisfactory progress in math or by reaching Our Safe Harbor goal of 53% of our students making satisfactory				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	48%	66%	69%	73%	76%	

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:	We will reduce our math achievement gap in student subgroups by ethnicity by reaching either our AMO target in Math or by reaching our Safe Harbor goal in Math in 2012-2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Asian 56% made satisfactory progress Black/African American 29% made satisfactory progress Hispanic 46% made satisfactory progress White 50% made satisfactory progress	Asian 60% (Safe Harbor) Black/African American 36% (Safe Harbor) Hispanic 51% (Safe Harbor) White 55%(Safe Harbor)

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	No funding for tutoring of struggling students.	Students will learn gaps in math concepts during Stinger time (extended class time).	Math Department Chair, Math Teachers	Student growth on Classroom, District, and State Assessments	Classroom formative and summative assessments, FOCUS assessments, District Interim Assessments, FCAT 2.0
2	Students not achieving at least 70% mastery on math classroom assessments	Teachers will use District Grade Guidelines and reteach and retest students to increase mastery of math content	Math Teachers	Student growth on classroom, district and state assessments	Classroom formative and summative assessments, FOCUS assessments, District interim assessments, FCAT 2.0

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:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

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	NA	NA	NA	NA	NA

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:	We will close the achievement gap in mathematics for SWD by reaching our Safe Harbor goal in 2012-2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
21% of SWD students made satisfactory progress in math	29% will make satisfactory progress in math (Safe Harbor)

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	No funding for tutoring of struggling students.	Provide instruction in math concept gaps through Stinger time	Math Teachers, Administration, Guidance Counselors	Student Growth on Classroom, District, and State Assessments	Formative and summative assessments Focus assessments FCAT District Interim Assessments
2	Students not achieving at least 70% mastery on math classroom assessments	Teachers will use the District Grading Guidelines by reteaching and retesting students to enable them to achieve 70% or more mastery of math content.	Math Teachers	Student growth on classroom, district, and state assessments	Formative and summative assessments Focus assessments FCAT District Interim Assessments

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	We will decrease our achievement gap in mathematics for Economically Disadvantaged students by reaching our Safe Harbor goal in 2012-2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:

49% of Economically Disadvantaged students making satisfactory progress in math			46% of EConimically Disadvantaged students will make satisfactory progress in math (Safe Harbor)		
Problem-Solving Process to I ncrease Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students not achieving at least 70% mastery on math classroom assessments	Math teachers will implement the District Grading Policy and reteach and retest students to increase mastery of math content	Math Teachers	Track student growth on Classroom, District, and State assessments	Formative and summative assessments Focus assessments FCAT District Interim Assessments
2	No funding for tutoring of struggling students	Instruction in math concept gaps will be done during Stinger time	Math teachers	Track student growth on Classroom, District, and State Assessments.	Formative and summative assessments Focus assessments FCAT District Interim Assessments

End of Middle School Mathematics Goals

Algebra End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:			The percentage of students scoring at Achievement Level 3 in Algebra on the EOC exam will increase by 1% in 2013.		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
59% (75)			60%		
Problem-Solving Process to I ncrease Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers are not yet familiar with the Common Core State Standards in math	Provide professional development on embedding the 8 Standards for Mathematical Practices into daily instruction as appropriate Implement new math Curriculum Maps, which have these standards incorporated	Administration Math Department Chair	Ongoing monitoring of formative assessments and teacher observations by administrators	VSET Evaluation, Formative and summative evaluations, District Interim assessments, FOCUS assessments, EOC Exam
2	No funding for tutoring of struggling students	Address concept gaps during Stinger Time	Math Teachers	Student growth on classroom, district, and state assessments	Formative and summative evaluations, District Interim assesements, FOCUS assessments, EOC

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

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	The percentage of students scoring at or above Achievement Level 4 in Algebra on the EOC exam will increase by 1% in 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (34)	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	Lack of time and focus to devote to professional dialogue about teaching practices	Participate in professional development on Lesson Study, to include a focus on the following elements: Identifying similarities and differences, summarizing and note taking, setting objectives and providing feedback, and cooperative Learning	Administration Instructional Coaches	Participation in professional development, coupled with follow-up observations Teacher reflections	VSET evaluation, Formative and summative evaluations, District Interim assessments, FOCUS assessments, EOC Exam
2	No funding for struggling students	Address concept gaps during Stinger Time	Math teachers	student growth on classroom, district, and state assessments	Formative and summative evaluations, District Interim assessments, FOCUS assessments, EOC Exam

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 # The math achievement gap will decrease in 2012-2013 by reaching our AMO goal of 59% of students making satisfactory progress in math or by reaching Our Safe Harbor goal of 53% of our students making satisfactory				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	48	59	63	67	71	

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:	We will reduce our math achievement gap in student subgroups by ethnicity by reaching either our AMO target in Math or by reaching our Safe Harbor goal in Math in 2012-2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Asian 56% made satisfactory progress	Asian 60% (Safe Harbor)

Black/African American 29% made satisfactory progress Hispanic 46% made satisfactory progress White 50% made satisfactory progress	Black/African American 36% (Safe Harbor) Hispanic 51% (Safe Harbor) White 55%(Safe Harbor)
--	--

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students who are missing just a few algebra concepts. No funding for tutoring for struggling students	Teachers will provide extra assistance to students who are struggling with specific Algebra concepts during Stinger Time.	Math teachers	Monitoring of Formative and Summative Assessments	Formative and Summative Assessments District Interim Assessments, FOCUS assessments, Algebra EOC

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following 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. Algebra Goal #3D:	We will close the achievement gap in mathematics for SWD by reaching our Safe Harbor goal in 2012-2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
21% made satisfactory progress in 2012	29% will make satisfactory progress in 2013 (Safe Harbor)

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
	Challenges working with ESE students who have significant gaps in math concepts.	Teachers will use common core standards in math to eliminate the gaps in math concepts.	ESE Administrator ESE Lead Team	Ongoing monitoring of formative assessments and teacher observation by administration.	Formative Assessments Summative Assessments,

1					Focus Assessments District Interim Assessments and EOC
2	No funding for tutoring for struggling students	Address concept gaps during Stinger Time	Math teachers	Student growth on classroom, district, and state assessments.	Formative Assessments Summative Assessments, Focus Assessments District Interim Assessments and EOC

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

3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:	We will decrease our achievement gap in mathematics for Economically Disadvantaged students by reaching our Safe Harbor goal in 2012-2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
40% made satisfactory progress in 2012	46% will make satisfactory progress in 2013 (Safe Harbor)

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	No funding for tutoring for Students who have are struggling with Algebra concept gaps	Address algebra concept gaps during Stinger Time	Algebra teachers Math Department Chair Administration	monitor formative and summative assessments; Algebra 1 EOC	formative and summative assessments, FOCUS assessments, District Interim Assessments, Algebra 1 EOC

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:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Geometry Goal #				
	<div style="border: 1px solid black; padding: 2px;">NA</div>				
Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry. Geometry Goal #3B:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement

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

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

3C. English Language Learners (ELL) not making satisfactory progress in Geometry. Geometry Goal #3C:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3E. Economically Disadvantaged students not making satisfactory progress in Geometry. Geometry Goal #3E:	NA
---	----

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

End of Geometry EOC Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g. , frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core Strategies	6 - 8	Amy McLain, Jodi Alligood and Administration	All faculty grades 6 - 8	8 Professional Development Early Release Days	Edmodo Exit Quiz Walk-throughs	Administration

Mathematics Budget:

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

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	Students achieving proficiency (FCAT Level 3) in science will increase by 1% in grade 8 in 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
41% (163)	42%

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 knowledge of CCSS standards and literacy strategies to incorporate into science instruction	Participate in professional development on the 5E Instructional Model Participate in training on incorporating CCSS Literacy and Mathematics Standards in Science Lessons (such as close reading)	Administration Science PLCs Science Department C	Monitor usage and implementation through: ISN (Interactive Student Notebooks) or Cornell Note-taking Formal Lab Reports (2 per quarter)	Formal Lab Reports Formative and summative assessments FSA & SSA District Interim Assessments FCAT
2	No funding for tutoring of students struggling with science	Address concept gaps during Stinger Time	Science Teachers and department chair	student growth on classroom, district and state assessments	Formal Lab Reports Formative and summative assessments FSA & SSA District Interim Assessments FCAT

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	Students scoring at Levels 4, 5, and 6 on the FAA Science Assessment will increase by 1%
2012 Current Level of Performance:	2013 Expected Level of Performance:
78% (7)	79%

Problem-Solving Process to Increase Student Achievement

	Person or	Process Used to
--	-----------	-----------------

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Not all instruction has been consistently aligned to the NGSSS access points	Implement Access courses in all core academic areas, as well as Standards-Referenced Grading	Administration ESE Team	Check usage and implementation, as well as student progress data using Unique Reports Administrative observation tools	Unique Reports FAA Scores
2	Not all instruction has been consistently aligned to the NGSSS access points Lack of targeted curriculum for science	ASAP Science (Assessing Science through the Access Points)	Administration ESE Team	ASAP Science Curriculum-based assessments	ASAP Science Curriculum-based assessments FAA
3	Scheduling issues do not always permit collaboration between Gen Ed and ESE teachers	Collaboration between Gen Ed teachers and the Access Science teachers, including materials and facilities sharing	Administration Gen Ed and ESE Teacher Teams	Teacher Response to Administrative Query	VSET Evidence in Domain 4

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	Students achieving above proficiency (FCAT Level 4 & 5) in science will increase by 1% in grade 8 in 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
16%(70) of 8th graders scored level 4 or 5 on FCAT Science	17% of 8th graders will score a level 4 or 5 on FCAT Science

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 having access to technological resources for science projects and other research projects which help students to increase their scientific knowledge.	Additional computer lab in media center Address science concept gaps in Stinger Time BYOT and IPAD science classrooms	Administration, Media Specialist, Science Department Science teachers	Increased student achievement on science projects, and implementation of strategy	Classroom formative and summative assessments, District Interim assessments, and FCAT
2	Some students are reluctant to participate, and it can be hard to determine what individual students know on a daily basis.	Implement 75 Formative Assessment Strategies as a Science Department Address science concept gaps in Stinger Time Increase Level of Student Questioning To Focus on Cognitive Complexity of Learning Targets for instruction and assessment	Administration Science PLCs Science Department Chair	Teacher Data	Vset Evaluation Domain 3 Classroom formative and summative assessments, District Interim Assessments, FCAT

3	Students needing additional support to take advanced classes	AVID Program AVID Tutors AVID Field Trips	Jodi Alligood	Increased student achievement on formative and summative assessments; District Interim Assessments and State Assessments	Classroom formative and summative assessments, District Interim Assessments, FCAT
4	No funding for tutoring of struggling students	Address concept gaps during Stinger Time.	Science Teachers	Increased student achievement on formative and summative assessments; District Interim Assessments and State Assessments	Classroom formative and summative assessments, District Interim Assessments, FCAT

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	The percentage of students scoring at or above Achievement Level 7 on the FAA Science will increase by 1% in 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	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	Difficulty of finding high-quality lessons for students with cognitive disabilities that also address varying complexity levels	District training for teachers on the implementation of Unique Learning System for Access courses Follow-up coaching provided by program specialists	Administration ESE Team	Check usage and implementation, as well as student progress data using ASAP Science Curriculum-based assessments and Unique Reports Administrative observation tools	ASAP Science Curriculum-based assessments Unique Reports FAA Scores
2	There is a need for more collaboration time amongst teachers of students with cognitive disabilities	Participation of Access course teachers in District's monthly Virtual PLC using webinar platform Evaluation of the student's need to access more rigorous courses and change placement if necessary Discussion of application of skills and knowledge at a higher level and in various settings	Administration ESE Team	District follow-up survey Check student progress data using ASAP Science Curriculum-based assessments and Unique Reports	ASAP Science Curriculum-based assessments Unique Reports Survey

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core Strategies	6 - 8	Amy McLain, Jodi Alligood, Tina Hardy and Administration	All faculty	8 Professional Development Early Release Days	Edmodo Walk-throughs	Administration Amy McLain

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
AVID Program	Teachers AVID Tutors AVID Field Trips	Title I	\$41,030.00
			Subtotal: \$41,030.00
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: \$41,030.00

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	The percentage of students making AYP progress (FCAT Level 3.0 and higher) in writing will increase by 1% in 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
81% (310)	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	Teachers outside of Language Arts do not often provide practice for students to write about their content areas	Administer Volusia Writes schedule with fidelity in all curriculum areas Provide support and coaching to teachers on scoring Implement CCSS Anchor Literacy Standards school-wide. Address writing concept gaps in Stinger Time	Classroom Teachers Administration Instructional Coaches	Monitor growth of Volusia Writes scores	Volusia Writes Data, FCAT, formative and summative assessments.
2	Language Arts teachers are not yet familiar enough with the state changes in scoring of FCAT Writing responses	Use the state-provided CD of 2012 students' FCAT Writing responses for professional development Implement writing strategies provided through district training which focus on the change in state writing expectations. Address writing concept gaps in Stinger Time	Instructional Coaches Language Arts Department Chair Administration	Monitor Volusia Writes scores	Volusia Writes FCAT Writing, formative and summative assessments.

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	The percentage of students scoring at 4 or higher on FAA writing will increase by 1% in 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
67% (6)	68%

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	Not all instruction has been consistently aligned to the NGSSS access points	Implement Access courses in all core academic areas, as well as Standards-Referenced Grading	Administration ESE Team	Check usage and implementation, as well as student progress data using Unique Reports Administrative observation tools	Unique Reports FAA Scores
2	Difficulty of finding high-quality lessons for students with cognitive disabilities that also address varying complexity levels	District training for teachers on the implementation of Unique Learning System for Access courses Follow-up coaching provided by program	Administration ESE Team	Check usage and implementation, as well as student progress data using Unique Reports Administrative observation tools	Unique Reports FAA Scores

		specialists			
3	There is a need for more collaboration time amongst teachers of students with cognitive disabilities	Participation of Access course teachers in District's monthly Virtual PLC using webinar platform	Administration ESE Team	District follow-up survey Check student progress data using Unique Reports	Unique Reports Survey

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core Strategies	6 - 8	Amy McLain, Jodi Alligood, Tina Hardy, and Administration	All faculty	8 Early Release Professional Development Days	Edmodo Walk-through	Amy McLain Administration

Writing Budget:

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

End of Writing Goals

Civics End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Civics.

Civics Goal #1:

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

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

2. Students scoring at or above Achievement Levels 4 and 5 in Civics. Civics Goal #2:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

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

Civics Budget:

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

End of Civics Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:

1. Attendance Attendance Goal # 1:	The number of students with excessive tardies or absences will decrease by 5% in 2013. Our school's attendance rate will increase by 1% in 2013.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
94.19%	95.19%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
502 students with excessive absences	477 students will have excessive absences
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
295 students have excessive tardies	280 students will have excessive tardies.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students talking with friends instead of getting to class on	Administration will make periodic unannounced sweeps	Administration, Highly Qualified Instructional Staff	Monitoring of number of students who are tardy to class.	Pinnacle

1	time.	of students who are late to class and issue consequences and will place phone calls to parents.			
2	Students who have unexcused absences without parent knowledge	All students with unexcused absences will receive phone calls to their parents informing them of the student's unexcused absences.	Classroom Teachers, Clerical Staff, Administration, Guidance	Monitoring of number of students who have excessive absences	Pinnacle
3	Parents uninformed of student absences/tardies from classrooms until after school day over	Teachers will use Pinnacle and use Best Practice of doing attendance in the first 10 minutes of a class period allowing Parents to immediately check Pinnacle and see if students are in class and call the school.	Teachers, Administration	Monitoring of number of students who have excessive tardies/absences	Pinnacle

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

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

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

Attendance Budget:

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

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:	The number of students suspended in-school and the number of in-school suspensions will decrease by 1%. The number of out-of-school suspensions and the number of students being suspended out of school will be decreased by 1% 2012.				
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions				
1250	1234				
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School				
360	357				
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions				
424	420				
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School				
220	218				
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	Consistent reinforcement of school procedures	Utilize BLT	BLT Members Administration	Monitor data	Discipline Data
2	Students not sufficiently supervised on the way to lunch	All teachers will walk their classes to lunch thereby increasing the number of adults supervising students	Administration/Teachers	Monitor data	Discipline Data
3	Teachers not visible in hallways during transition times.	Administrators will monitor teachers at doorways.	Administration	Administration will monitor teachers in hallways during transitions	Discipline data

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: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	We will increase the number of parents involved with our school by 3% in 2012.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
67% of our parents were involved in 2011 - 2012	70% of our parents will be involved in 2012-2013.
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parents not understanding science project requirements to help their children complete projects	Science Parent Project Night Provide free science display board to students whose parents attend science project science night	Science Fair Coordinators Parent Contact	Track the number of parents who attend	Sign-in sheets
2	Parents not able to help their student with homework	Provide information and strategies to parents on how to help their children during Parent Night	Parent Contact	Track the number of students who attend Parent Night	sign-in sheets
3	Parent understanding of school expectations	Provide Student Academic Achievement Standards, Title I program information, Open House	School Staff	Parents complete Title I survey and climate surveys Open house sign in sheets	Title 1 Survey Climate Survey Sign- sheets
4	Parents being informed of how they can be involved at our school and school events	Principal has a weekly radio program on AM 1230. Connect-Ed calls Quarterly Newsletter	Principal Staff	Increase in parent involvement at school events	Five Star
5	Lack of communication between students and parents	Provide information for improving communication between students and parents via Parenting Tips Literature	Reading Coach and teachers	Parent Exit Card	Parent Exit Card
6	Parents understanding of social studies projects in order to help their students	Social Studies Project Parent Night. Parents attending will have access to free project display board if needed.	Social Studies Department Chair and Parent Contact	Track the number of parents who sign in at S.S. night	Sign-in sheets
7	Parents ability to track student achievement and progress	Pinnacle access	Pinnacle Coordinator Teachers	Parent phone calls about grades	Parent contact information
8	Parents understanding extracurricular clubs and activities available to their child after school hours	School will host a club expo during FCAT parent night	Parent contact Club sponsors	Track the number of parents who sign in in at FCAT parent night	Sign-in sheets

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

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

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

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
FCAT Nights Science Project Night Social Studies Project Night Extended Hours for Student/Parent use of Media Center Provide Project Boards for Needy Students	Teacher Presenters Teacher Presenters Teacher Presenters Media Specialist Project Display Boards	Title I \$800 Title I \$400 Title I \$800 Title I \$2400 Title I \$1533	\$6,333.00
Subtotal:			\$6,333.00
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:			\$6,333.00

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:			The number of BYOT classrooms will increase in the 2012-2013 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	Students not having access to technology from home	During BYOT activities, we will provide lap tops or iPads as available. Do group activities to share what technology is available.	BYOT teachers Administration	Monitor BYOT activities in BYOT classrooms	Walk throughs

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
BYOT/LTC	6-8	Administration	Selected LTC/BYOT teachers	as needed	Walk-throughs Evidence of lessons using technology	Administration

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
During BYOT activities, we will provide lap tops or iPads as available.	iPads - 9	SAC Funds	\$3,599.91
			Subtotal: \$3,599.91
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: \$3,599.91

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:			NA		
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	NA				

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)

Mentoring Activities Support 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. Mentoring Activities Support Goal Mentoring Activities Support Goal #1:	Our mentoring community members will help the percentage of our students making learning gains in Mathematics on the FCAT increase by 1% in 2013.
2012 Current level:	2013 Expected level:
52% (568)	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	Students who do not have enough adult academic support at home.	Mentors from our community will work with mentoring students to increase their problem solving skills in mathematics using various games and activities.	Debra Triplett, Mentoring Coordinator Administration	Monitor Mentors using activities Monitor classroom formative and summative assessments Monitor FOCUS assessments, District Interim Assessments, FCAT.	Classroom formative and summative assessments, FOCUS assessments, District Interim Assessments, and 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
No Data Submitted						

Budget:

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

members will help the percentage of our students making learning gains in Mathematics on the FCAT increase by 1% in 2013.	Problem Solving Learning Games and activities	Prize money from Pop-tabs competition in Volusia County Schools.	\$363.43
			Subtotal: \$363.43
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: \$363.43

End of Mentoring Activities Support Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Science	AVID Program	Teachers AVID Tutors AVID Field Trips	Title I	\$41,030.00
Parent Involvement	FCAT Nights Science Project Night Social Studies Project Night Extended Hours for Student/Parent use of Media Center Provide Project Boards for Needy Students	Teacher Presenters Teacher Presenters Teacher Presenters Media Specialist Project Display Boards	Title I \$800 Title I \$400 Title I \$800 Title I \$2400 Title I \$1533	\$6,333.00
Mentoring Activities Support	Our mentoring community members will help the percentage of our students making learning gains in Mathematics on the FCAT increase by 1% in 2013.	Problem Solving Learning Games and activities	Prize money from Pop-tabs competition in Volusia County Schools.	\$363.43
				Subtotal: \$47,726.43
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
STEM	During BYOT activities, we will provide lap tops or iPads as available.	iPads - 9	SAC Funds	\$3,599.91
				Subtotal: \$3,599.91
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
				Grand Total: \$51,326.34

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent	<input type="checkbox"/> NA
-----------------------------------	--------------------------------	----------------------------------	-----------------------------

Are you a reward school: Yes No

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

[View uploaded file](#) (Uploaded on 10/15/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business

and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.

✓ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Teacher Request for Classroom Enhancements	\$650.00
End of Year Student Awards	\$180.00

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

During the 2012-2013 school, New Smyrna Beach Middle School's School Advisory Council will meet the 3rd Tuesday of each month. During those monthly meetings, we will monitor the progress of our school as it implements the strategies of the School Improvement Plan. We will advise our school on areas needed for improvement academically as well as behaviorally on campus. We will also monitor student accomplishments at our school along with the accomplishments of our teachers. In addition, we will vote on the dispersement of SAC funds to be used in individual teacher classrooms to enhance student instruction as students work to meet our school improvement goals. We will also vote on internal SAC funds to be supplement the end of the year awards program. We will monitor our Title I program through monthly updates from the principal.

AYP DATA

Adequate Yearly Progress (AYP) Trend Data 2011-2012
 Adequate Yearly Progress (AYP) Trend Data 2010-2011
 Adequate Yearly Progress (AYP) Trend Data 2009-2010

SCHOOL GRADE DATA

No Data Found

Volusia School District NEW SMYRNA BEACH MIDDLE SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	71%	65%	84%	60%	280	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%	64%			123	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?	60% (YES)	61% (YES)			121	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					524	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Volusia School District NEW SMYRNA BEACH MIDDLE SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	73%	68%	91%	59%	291	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	62%	69%			131	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?	60% (YES)	65% (YES)			125	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					547	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested