FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: MIAMI SPRINGS MIDDLE SCHOOL

District Name: Dade

Principal: Javier Perez

SAC Chair: Julia Lopez-Donlon

Superintendent: Alberto M. Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/22/2012

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

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

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Javier Perez	BS- Physical Education Masters of Science-Educational Leadership Certification: Educational Leadership, State of Florida; Physical Education 6-12, State of Florida; ESOL Endorsed, State of Florida	2	6	'12 '11 '10 '09 '08 School Grade C B A B F___ High Standards Rdg. 46 62 48 49 14___ High Standards Math 44 57 77 80 75___ Lrng Gains-Rdg. 64 62 56 59 35___ Lrng Gains-Math 63 61 74 80 77 _ Gains-Rdg-25% 68 68 58 54 56___ Gains-Math-25% 59 68 65 69 71___ AMO-Reading 54___ 50__ N/A_N/A__ AMO-Math 50___ 45__N/A_N/A__
		BA-Liberal Arts;			

Assis Principal	M.Chantal Harris	Masters of Science – Human Resources; Specialist - Educational Leadership Certification – Educational Leadership, State of Florida; Language Arts 5-9	2	10	'12 '11 '10 '09 '08 School Grade C B A A C ____ High Standards Rdg. 46 62 83 84 60 _____ High Standards Math 44 57 82 83 66 _____ Lrng Gains-Rdg. 64 62 74 76 67 Lrng Gains-Math 63 61 54 61 67 _____ Gains-Rdg-25% 68 68 64 67 53 _____ Gains-Math-25% 59 68 58 66 61 _____ AMO-Reading 54___ 50__ N/A_N/A__ AMO-Math 50___ 45__N/A_N/A__
Assis Principal	Vicky Pestana-Rodriguez	BA-Psychology; Masters of Social Work; Specialist – Educational Leadership Certification – Educational Leadership, State of Florida; Middle Grades Integrated Curriculum, State of Florida; Social Work, State of Florida; ESOL Endorsed, State of Florida	11	3	'12 '11 '10 '09 '08 School Grade C B B B C High Standards Rdg. 46 62 63 61 56 High Standards Math 44 57 58 55 49 Lrng Gains-Rdg. 64 62 66 68 61 Lrng Gains-Math 63 61 67 67 63 Gains-Rdg-25% 68 68 68 75 66 Gains-Math-25% 59 68 73 70 67 AMO-Reading 54___ 50__ N/A_N/A__ AMO-Math 50___ 45__N/A_N/A__
Assis Principal	Angie Torres	BS- Specific Learning Disabilities; Masters of Science-Educational Leadership Certification-Educational Leadership, State of Florida; ESE K-12, State of Florida; ESOL Endorsed, State of Florida	2	2	'12 '11 '10 '09 '08 School Grade C B B B C High Standards Rdg. 46 62 63 61 56 High Standards Math 44 57 58 55 49 Lrng Gains-Rdg. 64 62 66 68 61 Lrng Gains-Math 63 61 67 67 63 Gains-Rdg-25% 68 68 68 75 66 Gains-Math-25% 59 68 73 70 67 AMO-Reading54___ 50__ N/A_N/A__ AMO-Math 50___ 45__N/A_N/A__

INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Kristin Hayes	B.A. - Psychology, and Elementary Education. Master's Degree in Early Childhood Special Education, and Specialist-Educational Leadership. Certification-Varying Exceptionalities, Elementary Education, and Educational Leadership. Endorsements-ESOL and Preschool Handicapped.	2	2	'12 '11 '10 '09 '08 School Grade C A A A A High Standards Rdg. 46 62 83 80 81 High Standards Math 44 57 78 78 82 Lrng. Gains-Rdg 64 62 72 74 76 Lrng. Gains-Math 63 61 68 65 71 Gains-Rdg-25 68 68 64 58 72 Gains-Math-25 59 68 63 65 68 AMO-Reading 54___ 50__ N/A_N/A__ AMO-Math 50___ 45__N/A_N/A__

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Invite teachers to be part of school leadership committees, including SIP Writing Team and EESAC.	Principal	June 7, 2013	
2	2. Hold scheduled meetings of new teachers with administrator.	Principal	June 7, 2013	
3	3. Provide teachers with opportunities for learning and growth through professional development to strengthen the skill and knowledge base in their subject areas.	Principal	June 7, 2013	
4	4. Monitor teacher certification.	Principal	June 7, 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
Currently, there are 13.64% (22) instructional staff members teaching out of field and/or classified as “n/a” and there are no instructional staff members who received less than an effective rating.	To assist instructional staff members in preparing for state-mandated subject area certification in order to meet the highly qualified teacher requirement, Professional Development offers test tutorial sessions taught by content experts in the respective certification areas.

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
79	0.0%(0)	11.4%(9)	45.6%(36)	43.0%(34)	41.8%(33)	100.0%(79)	13.9%(11)	13.9%(11)	20.3%(16)

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
Julia Lopez	TBA		Weekly Planning Meetings
Judith McCarthy	TBA		Weekly Planning Meetings
Gloria Delgaudio	TBA		Weekly planning meetings
Manuel Abreu	TBA		Weekly Planning Meetings

Sandra Witt	TBA		

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

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered “at risk;” assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. Every effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

Miami Springs Middle School provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (before-school and/or after-school) by the Title I, Part C, Migrant Education Program.

Title I, Part D

Miami Springs Middle School receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.

Title II

Miami Springs Middle School uses supplemental funds for improving basic education as follows:
• training to certify qualified mentors for the Mentoring and Induction of New Teachers (MINT) Program
• training for add-on endorsement programs, such as Reading, Gifted, ESOL
• training and substitute release time for Professional Development Liaisons (PDL) focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols

Title III

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and immigrant students at Miami Springs Middle School by providing funds to implement and/or provide:
• morning and afternoon tutorial programs in the area of reading, mathematics, and science
• HLAP tutorial services
• parent outreach activities
• professional development on best practices and ELL strategies to content area teachers

• purchase of reading and supplementary instructional materials, hardware and software for the development of language and literacy skills in reading, mathematics, and science

Title X- Homeless

Miami Springs Middle School provides students and parents with a Homeless Awareness Campaign and implements the District assistance programs as follows:
• Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
• The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
• Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
• The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
• Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.
• Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
• The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
• Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

Miami Springs Middle School will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

• Miami Springs Middle School implements the Safe and Drug-Free Schools Program to address violence and provide drug prevention and intervention services for students through curriculum implemented by classroom teachers and the TRUST Specialist.
• Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program.
The TRUST Specialist focuses on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.

Nutrition Programs

• Miami Springs Middle School adheres to and implements the nutrition requirements stated in the District Wellness Policy.
• Nutrition education, as per state statute, is taught through physical education.
• The School Food Service Program, school breakfast, school lunch, and after care snacks provided by the Easter Seals Tutoring Program and by FELC, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Housing Programs

Not Applicable

Head Start

Not Applicable

Adult Education

Not Applicable

Career and Technical Education

Miami Springs Middle promotes the District Career Pathways and Programs of Study so students will become academy program completers and have a better understanding and appreciation of the postsecondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities.

Articulation agreements allow students to earn college and postsecondary technical credits in high school and provide more opportunities for students to complete 2 and 4 year postsecondary degrees.

Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and other industry certifications.

Readiness for postsecondary opportunities will strengthen with the integration of academic and career and technical education components and a coherent sequence of courses.

Job Training

Not Applicable

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

RtI is an extension of the school's Leadership Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well-being, and prevention of student failure through early intervention. The team will include: administrators, teachers, coaches, school reading, math, science, and behavior specialists, special education personnel, school guidance counselor, school psychologist, school social worker, and a member of the school advisory committee.

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 following steps will be considered by the school's Leadership Team to address how we can utilize the RtI process to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring. The Leadership Team will:
1. Use the Tier 1 problem solving process to set Tier 1 goals, monitor academic and behavior data evaluating progress at least three times per year. The team will address the expected levels of progress toward proficiency, will review common assessments, utilize the problem solving process, will monitor progress of interventions, and will provide enrichment opportunities.
2. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
3. Hold regular team meetings. Use the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
4. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.
5. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.
6. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.
7. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.
8. Assist with monitoring and responding to the needs of subgroups within the expectations for meeting Annual Measurable Objectives.

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?

1. The Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis.
2. The Leadership Team will monitor the fidelity of the delivery of instruction and intervention.
3. The Leadership Team will provide levels of support and interventions to students based on data.
4. The Leadership Team will consider data for the end of the year Tier 1 problem solving.

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.

1. Data at each tier for reading, mathematics, science, writing, and behavior will be used to guide instructional decisions and system procedures for all students:

• Adjust the delivery of the curriculum and instruction to meet specific needs of students
• Adjust the delivery of the behavior management system
• Adjustment the allocation of school-based resources
• Drive decisions regarding targeted professional development
• Create student growth trajectories in order to identify and develop interventions

2. Managed data will include:

Academic

• FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory)
• Oral Reading Fluency Measures
• Voyager Checkpoints
• Voyager Benchmark Assessments
• Baseline Benchmark Assessments
• Interim Assessments
• State/Local Math and Science assessments
• FCAT 2.0
• Student grades
• School Site specific assessments

Behavior

• Student Case Management System
• Detentions
• Suspensions/expulsions
• Referrals by student behavior, staff behavior, and administrative context
• Team climate surveys
• Attendance
• Referrals to special education programs

Describe the plan to train staff on MTSS.

The district professional development and support will include:
1. Training for all administrators in the RtI problem solving at Tiers 1, 2, and 3 (SST), using the Tier 1 Problem Solving Worksheet, Tier 2 Problem Solving Worksheet, and Tier 3 Problem Solving Worksheet and Intervention Plan
2. Providing support for school staff to understand basic RtI principles and procedures; and
3. Providing a network of ongoing support for RtI organized through feeder patterns.

Describe the plan to support MTSS.

Based upon the information from http://www.florida-rti.org/educatorResources/MTSS_Book_ImplComp_012612.pdf, but not limited to the following:

1. Effective, actively involved, and resolute leadership that frequently provides visible connections between a MTSS framework with district & school mission statements and organizational improvement efforts.

2. Alignment of policies and procedures across classroom, grade, building, district, and state levels.

3. Ongoing efficient facilitation and accurate use of a problem-solving process to support planning, implementing, and evaluating effectiveness of services.

4. Strong, positive, and ongoing collaborative partnerships with all stakeholders who provide education services or who otherwise would benefit from increases in student outcomes.

5. Comprehensive, efficient, and user-friendly data-systems for supporting decision-making at all levels from the individual student level up to the aggregate district level.

6. Sufficient availability of coaching supports to assist school team and staff problem-solving efforts.

7. Ongoing data-driven professional development activities that align to core student goals and staff needs.

8. Communicating outcomes with stakeholders and celebrating success frequently.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Javier Perez, Principal
Vicky Pestana-Rodriguez, Assistant Principal
M. Chantal Harris, Assistant Principal
Angie Torres, Assistant Principal
Kristin Hayes, Reading Coach
Janelle Bravo, Language Arts Department Chair
Jessica Fortich, Math Department Chair
Diana Ocana, Science Department Chair
Ada Delgado-Kow, Social Studies Department Chair
Carol Volk, Fine Arts Department Chair
Barbara Diaz, ELL Department Chair
Julia Lopez, EESAC Chair
Mary Slocum, SPED Department Chair
Robroy McGregor, Media Specialist
Caridad Hidalgo, Student Services Department Chair

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

Meetings for the LLT are held once a month to discuss the data, concerns, and upcoming events and activities. The team gathers and implements ideas that will improve literacy across the curriculum and creates activities and events to motivate students to become avid readers.

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

The major initiative for the 2012-2013 school years is to increase literacy across the curriculum. All reading and intensive reading classes will implement the CRRP. Teachers will place students in intervention programs based on data. Supplemental instruction will be provided for students before and after school. Additionally, there will be a school-wide campaign to promote vocabulary, the amount of books circulated from the media center, to increase the usage of the Reading Plus program, and to increase the usage of Accelerated Reader.

Public School Choice

Supplemental Educational Services (SES) Notification
View uploaded file (Uploaded on 10/22/2012)

*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.

Reading strategies are implemented in all content areas. All staff is afforded the opportunity to participate in applicable professional development. The Literacy Leadership Team monitors the implementation of school-wide literacy strategies across the curriculum.

*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?

Not Applicable

Postsecondary Transition

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

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

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The results of the 2012 FCAT 2.0 Reading Test indicate that 24% of students achieved Level 3 proficiency. Our goal for 2012-2013 is to increase Level 3 student proficiency by 9 percentage points to 33%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
24%(385)	33%(535)

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	1A.1. An area of deficiency as noted on the 2012 FCAT 2.0 Reading Test for 6 and 7th grade was in Reporting Category 4, Informational Text/Research Process. Students need improvement in analyzing a variety of text structures (comparison/contrast, cause/effect, chronological order, argument/support, and lists) and text features (main headings with subheadings) and explaining their impact meaning in text.	1A.1. Teachers will help students use graphic organizers to see patterns and summarize the main points. Students will practice analyzing the author's perspective, choice of words, style, and technique to understand how these elements influence the meaning of text through the use of the following strategies: graphic organizers (e.g., note taking, mapping); summarization activities; questioning the author; anchoring conclusions back to the text (e.g., explaining and justifying decisions); opinion proofs (e.g., giving an opinion, finding facts to support the opinion within text); text marking (e.g., making margin notes, highlighting).	1A.1. MTSS/RtI Leadership Team.	1A.1. Using the FCIM model, the formative assessment data reports are analyzed and reviewed. The results are shared with the staff to ensure students are making progress in the area of Informational Text/Research Process and the focus of instructions is adjusted as needed.	1A.1. Formative: Mini-Assessments; District Baseline Assessment; District Interim Assessments Summative: 2013 FCAT 2.0 Reading Test
2	1A.2. An area of deficiency as noted on the 2012 FCAT 2.0 Reading Test for grade 8 was in Reporting Category 1, Vocabulary. Students need improvement in analyzing word relationships and meanings from context.	1A.2 Teachers will emphasize identifying words and meanings from context, as well as provide additional instruction on word meanings. Students will have more opportunities to use word maps, word walls, and practice using context clues to distinguish the	1A.2. MTSS/RtI Leadership Team.	1A.2. Using the FCIM model, the formative assessment data reports are analyzed and reviewed. The results are shared with the staff to ensure students are making progress in the area of Informational Text/Research Process and the focus of	1A.2. Formative: Mini-Assessments; District Baseline Assessment; District Interim Assessments Summative: 2013 FCAT 2.0 Reading Test

		correct meaning of words.		instructions is adjusted as needed.	

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:	One student was assessed in FAA Reading. The results of the 2012 Florida Alternate Assessment indicate the student scored a Level 6. The goal for this student for 2012-2013 is to maintain the current Performance Level of 6 (67%) or increase it to 100%.
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
1	1B.1. An area of deficiency as noted on the 2012 FAA for Reading was in identifying the main idea and supporting details, text structures, and elements of character development. Student needs improvement in analyzing a variety of text structures (comparison/contrast, cause/effect, chronological order, argument/support, and lists) and text features (main headings with subheadings) and explaining their impact meaning in text.	1B.1. Teachers will help student by providing print with visuals and or symbols, and using read aloud. Students will have continuous review/practice when learning reading concepts. Students will complete multiple reads of a selection prior to responding to comprehension questions.	1B.1. MTSS/RtI Leadership Team.	1B.1. Using the FCIM model, the formative assessment data reports are analyzed and reviewed. The results are shared with the staff to ensure student is making progress in the area of deficiency noted and the focus of instructions is adjusted as needed.	1B.1. Formative: Mini-Assessments; Summative: 2013 Florida Alternate Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The results of the 2012 FCAT 2.0 Reading Test indicate that 20% of students achieved Levels 4-5 proficiency. Our goal for 2012-2013 is to increase Level s 4-5 student proficiency by 4 percentage points to 24%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
20%(319)	24%(389)

Problem-Solving Process to Increase Student Achievement

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

			Monitoring	Strategy	
1	2A.1. An area that showed minimal growth and would require students to maintain or improve performance as noted on the 2012 FCAT 2.0 Reading Test was in Category 4, Information Text/Research Process. These students lacked the ability to utilize critical thinking strategies needed to locate, organize and interpret information and determine the validity and reliability of information within and across texts.	2A.1. Teachers will use project-based learning in order to move students from guided learning to more independent learning. Teachers will incorporate real-world articles such as brochures, how-to-manuals, fliers, and websites in order to have students practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions. More practice will be provided to students on the methods of development and understanding of the term supporting details in performance tasks.	2A.1. Literacy Leadership Team	2A.1. Using the FCIM model, there will be a review of data from ongoing classroom assessments/observation focusing on students' abilities to complete assignments as teacher guides students to become independent learners.	2A.1. Formative: Student work samples utilizing rubrics; classroom assessments; District Baseline Assessment; District Interim Assessments Summative: 2013 FCAT 2.0 Reading Test

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The results of the 2012 FCAT 2.0 Reading Test indicate that 64% of students made learning gains. Our goal for 2012-2013 is to increase the percentage of students making learning gains by 5 percentage points to 69%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
64% (932)	69%(1005)

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	3A.1. As noted on the 2012 administration of the FCAT 2.0 Reading Test, the percent of students making learning gains decreased as compared to the 2011 FCAT Reading Test. The overall area of deficiency was Reporting Category 2- Reading Application. Students demonstrate difficulty in determining the main idea or essential message in grade-level texts, in analyzing a variety of text structures (comparison/contrast, cause/effect, chronological order, argument/support, and lists), and text features (main headings with subheadings).	3A.1. Students should practice using and identifying details from the passage to determine main idea, plot, and purpose. Students need practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose. Teachers should ingrain the practice of justifying answers by going back to the text for support. Teachers should help students use graphic organizers to see patterns and summarize the main points. Students must understand how patterns support the main idea, character development, and author's purpose. Students should practice analyzing the author's perspective, choice of words, style, and technique to understand how these elements influence the meaning of text.	3A.1 MTSS/RtI Leadership Team	3A.1. Using the FCIM model, the formative assessment data reports are analyzed and reviewed. The results are shared with the staff to ensure progress is being made and instruction is adjusted as needed.	3A.1. Formative: Mini-Assessments; District Baseline Assessment; District Interim Assessments Summative: 2013 FCAT 2.0 Reading Test

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	One student was assessed in FAA Reading. The results of the 2012 Florida Alternate Assessment indicate the student scored a Level 6. The goal for this student for 2012-2013 is to maintain the current Performance Level of 6 (67%) or increase it to 100%.
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
	3B.1. An area of deficiency as noted on the 2012 FAA for Reading was in identifying the main idea and supporting details, text structures, and	3B.1. Teachers will help student by providing print with visuals and or symbols, and using read aloud.	3B.1. MTSS/RtI Leadership Team	3B.1. Using the FCIM model, the formative assessment data reports are analyzed and reviewed. The results are shared with the staff to ensure	3B.1. Formative: Mini-Assessments; Summative: 2013 Florida Alternate Assessment

1	elements of character development. Student needs improvement in analyzing a variety of text structures (comparison/contrast, cause/effect, chronological order, argument/support, and lists) and text features (main headings with subheadings) and explaining their impact meaning in text.	Students will have continuous review/practice when learning reading concepts. Students will complete multiple reads of a selection prior to responding to comprehension questions.		progress is being made and instruction is adjusted as needed.	

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The results of the 2012 FCAT 2.0 Reading Test indicate that 68% of students in the lowest 25% made learning gains. Our goal for the 2012-2013 school year is to increase the percentage of students in the lowest 25% by 5 percentage points to 73%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
68%(268)	73%(288)

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	4A.1. As noted on the 2012 administration of the FCAT 2.0 Reading Test, the percent of students making learning gains remained the same as compared to the 2011 FCAT Reading Test. The lack of increase indicates that students are in need of interventions through the use of a structured program that is utilized with fidelity.	4A.1. Implement tutoring after school two times a week utilizing Reading Plus. Students in the lowest 25% subgroup will participate in the Reading Plus program, a minimum of 60 minutes weekly, both at home and after school. Reading labs will be available after school.	4A.1. MTSS/ RtI Leadership Team	4A.1. Using the FCIM model, formative data will be reviewed to ensure progress is being made and adjust intervention as needed.	4A.1. Formative: Monthly Reading Plus reports Summative: 2013 FCAT 2.0 Reading Test

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 # 5A : In six years, from 2011-2017, the goal is to reduce non proficiency in Reading by 50%.

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

	54%	58%	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:	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	The results of the 2012 FCAT 2.0 Reading Test indicate that 63% of students in the White subgroup achieved proficiency. Our goal for the 2012-2013 school year is to increase student proficiency 11 percentage points to 74% by providing interventions and remediation. The results of the 2012 FCAT 2.0 Reading Test indicate that 40% of students in the Black subgroup achieved proficiency. Our goal for the 2012-2013 school year is to increase student proficiency 7 points to 47% by providing interventions and remediation. The results of the 2012 FCAT 2.0 Reading Test indicate that 46% of students in the Hispanic subgroup achieved proficiency. Our goal for the 2012-2013 school year, is to increase student proficiency by 13 percentage points to 59% by providing interventions and remediation.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White:63%(42) Black:40%(78) Hispanic: 46%(617) Asian: N/A American Indian: N/A	White: 74%(49) Black:47%(92) Hispanic: 59%(791) Asian: N/A American Indian: N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5B.1. White: As noted on the administration of the 2012 FCAT 2.0 Reading Test the area of deficiency for the black subgroup was in Reporting Category 4, Informational Text/Research Process. Appropriate placement of students in need of interventions has been an obstacle. Black: As noted on the administration of the 2012 FCAT 2.0 Reading Test the area of deficiency for the black subgroup was in Reporting Category 4, Informational Text/Research Process. Appropriate placement of students in need of interventions has been an obstacle. Hispanic: As noted on the administration of the 2012 FCAT 2.0 Reading Test, The area of deficiency for the Hispanic subgroup was in Reporting Category 4,	5B.1. White: Identify students in need and provide appropriate interventions such as Reading Plus. Monitor student progress using data every month. Additionally, provide students with more practice locating details and analyzing text, and synthesizing details to draw correct conclusions Black: Identify students in need and provide appropriate interventions such as Reading Plus. Monitor student progress using data every month. Additionally, provide students with more practice locating details and analyzing text, and synthesizing details to draw correct conclusions Hispanic: Identify students in need and provide appropriate interventions such as Reading Plus. Monitor student progress using data every month. Additionally, provide students with more	5B.1. MTSS/RtI Leadership Team	5B.1. Using the FCIM model, the formative assessment data reports are analyzed and reviewed. The results are shared with the staff to ensure progress is being made and instruction is adjusted as needed.	5B.1. Formative: Mini-Assessments; District Baseline Assessment; District Interim Assessments; Reading Plus Usage Reports Summative: 2013 FCAT 2.0 Reading Test

	Informational Text/Research Process. Appropriate placement of students in need of interventions has been an obstacle. Asian: N/A American Indian: N/A	practice locating details and analyzing text, and synthesizing details to draw correct conclusions Asian: N/A American Indian: N/A			

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	The results of the 2012 FCAT 2.0 Reading Test indicate that 18% of students in the English Language Learners (ELL) subgroup achieved proficiency. Our goal for 2012-2013 is to increase student proficiency by 20 percentage points to 38%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
18%(62)	38%(130)

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	5C.1. On the administration of the 2012 FCAT 2.0 Reading test the area of deficiency noted was in Reporting Category 4, Informational Text/Research for the ELL subgroup. The ELL subgroup lacked sufficient access to technology software in order to increase their reading and language skills.	5C.1. Identify students in need and provide appropriate interventions, such as Teen Biz, and Imagine Learning a minimum of twice per week. Monitor student progress using data every month. Additionally, provide students with more practice locating details and analyzing text, and synthesizing details to draw correct conclusions.	5C.1. MTSS/RtI Leadership Team	5C.1. Using the FCIM model, the formative assessment data reports are analyzed and reviewed. The results are shared with the staff to ensure progress is being made and instruction is adjusted as needed.	5C.1. Formative: Mini-Assessments; District Baseline Assessment; District Interim Assessments Summative: 2013 FCAT 2.0 Reading Test

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	The results of the 2012 FCAT 2.0 Reading Test indicate that 17% of Students with Disabilities (SWD) achieved proficiency. Our goal for the 2012-2013 school year is to increase student proficiency by 15 percentage points to 32% by providing interventions and remediation.
2012 Current Level of Performance:	2013 Expected Level of Performance:
17%(22)	32%(41)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5D.1. As noted on the administration of the 2012 FCAT 2.0 Reading Test the area of deficiency noted for the SWD subgroup was in Reporting Category 4, Informational Text/Research. Appropriate placement of students in need of interventions has been an obstacle.	5D.1. Identify students in need and provide intervention through differentiated instruction on benchmarks not mastered. Monitor student progress using data every month. Additionally, provide students with more practice locating details and analyzing text, and synthesizing details to draw correct conclusions	5D.1. MTSS/RtI Leadership Team	5D.1. Using the FCIM model, the formative assessment data reports are analyzed and reviewed. The results are shared with the staff to ensure progress is being made and instruction is adjusted as needed.	5D.1. Formative: FAIR; District Baseline Assessment; District Interim Assessments; School-site assessment data Summative: 2013 FCAT 2.0 Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The results of the 2012 FCAT 2.0 Reading Test indicate that 43% of Economically Disadvantaged (ED) students achieved proficiency. Our goal for the 2012-2013 school years is to increase student proficiency by 13 percentage points to 56% by providing interventions and remediation.
2012 Current Level of Performance:	2013 Expected Level of Performance:
43%(616)	56%(802)

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	5E.1. The results of the 2012 FCAT 2.0 Reading Test indicate that 43% of Economically Disadvantaged (ED) students achieved proficiency. Our goal for the 2012-2013 school years is to increase student proficiency by 13 percentage points to 56% by providing interventions and remediation.	5E.1. Identify students in need and provide interventions using Achieve 3000 and Reading Plus. Monitor student progress using data every month. Additionally, provide students with more practice locating details and analyzing text, and synthesizing details to draw correct conclusions.	5E.1. MTSS/RtI Leadership Team	5E.1. Using the FCIM model, the formative assessment data reports are analyzed and reviewed. The results are shared with the staff to ensure progress is being made and instruction is adjusted as needed.	5E.1. Formative: FAIR; District Baseline Assessment; District Interim Assessments; School-site assessment data; Reading Plus usage reports; and Achieve 3000 usage reports. Summative: 2013 FCAT 2.0 Assessment

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
PLC/Lesson Planning & Best Practices	6-8/All Subjects	Department Chairs	School-wide	08/30/12-05/23/12 Bi-Monthly meetings	Review Sign-In sheets and agendas	Administrators
Data Driven Instruction	6-8/All Subjects	Edusoft Representative	School-wide	September 26, 2012	Review Sign-in Sheets and schedule of monthly data chats.	Administrators
Differentiated Instruction	6-8/All Subjects	Reading Coach	School-wide	October 25, 2012 Early Release Day	Review Sign-In sheets and agendas	Administrators
Reading Plus Training	6-8/All Subjects	Reading Coach	School-wide	October 25, 2012 Early Release Day	Review student Reading Plus reports and student assessments	Administrators

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Implement tutoring after school with Reading Plus for Lowest 25%	Educational materials/student incentives	S.A.C.	$1,000.00
			Subtotal: $1,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
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: $1,000.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking.	The results of the 2012 CELLA Test indicate that 29% of students achieved proficiency in Listening/Speaking.

CELLA Goal #1:	Our goal for 2012-2013 is to increase student proficiency by 7 percentage points to 36%.

2012 Current Percent of Students Proficient in listening/speaking:

29% (101)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. On the 2012 CELLA Test, the area of deficiency was in the Category of Listening and Speaking. The students lack the necessary practice in using their ideas and language to develop reading and writing skills.	1.1. Utilize CELLA data to identify students and provide appropriate interventions, such as, provide students with more practice creating a personal view representation, facilitation language production, and writing student's statements.	1.1. MSST/RtI Leadership Team	1.1. Review CELLA results and interim assessment data reports to insure students are making adequate progress.	1.1. Formative: CELLA; District Baseline Assessment; District Interim Assessments; School-site assessment data Summative: 2013 CELLA

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

2. Students scoring proficient in reading. CELLA Goal #2:	The results of the 2012 CELLA Test indicate that 20% of students achieved proficiency in Reading. Our goal for 2012-2013 is to increase student proficiency by 7 percentage points to 27%.

2012 Current Percent of Students Proficient in reading:

20% (70)

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	2.1. On the 2012 CELLA Test, the area of deficiency was in the Category of Reading. The students lack the necessary practice in activating and/or building prior knowledge.	2.1. Utilize CELLA data to identify students and provide appropriate interventions, such as, provide students with more practice in relating current knowledge to existing knowledge. Teachers will provide visual displays in the lessons and assignments to support the oral or written message.	2.1. MSST/RtI Leadership Team	2.1. Review CELLA results and interim assessment data reports to insure students are making adequate progress.	2.1. Formative: CELLA; District Baseline Assessment; District Interim Assessments; School-site assessment data Summative: 2013 CELLA

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

3. Students scoring proficient in writing.	The results of the 2012 CELLA Test indicate that 17% of students achieved proficiency in Writing.

CELLA Goal #3:	Our goal for 2012-2013 is to increase student proficiency by 7 percentage points to 24%.

2012 Current Percent of Students Proficient in writing:

17% (58)

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	2.1. On the 2012 CELLA Test, the area of deficiency was in the Category of Writing. The students lack the necessary practice with the writing process.	2.1. Utilize CELLA data to identify students and provide appropriate interventions according to each child's individual writing level. Teachers will provide students with more practice in using the writing process (planning, drafting, revising, editing, and publishing), as well as, sharing and responding to writing.	2.1. MSST/RtI Leadership Team	2.1. Review CELLA results and interim assessment data reports to insure students are making adequate progress.	2.1. Formative: CELLA; District Baseline Assessment; District Interim Assessments; School-site assessment data Summative: 2013 CELLA

CELLA Budget:

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

End of CELLA Goals

Middle School Mathematics Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	The results of the 2012 FCAT 2.0 Mathematics Test indicate that 26% of students achieved Level 3 proficiency. Our goal for the 2012-2013 school year is to increase Level 3 student proficiency by 8 percentage points to 34%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
26%(416)	34% (548)

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	1A.1. An area of deficiency as noted by the 2012 FCAT 2.0 Mathematics test results for Grades 6, 7, and 8 was Reporting Category 3- Geometry and Measurement. The deficiency is due to limited classroom opportunities to utilize manipulative and hands-on activities to solve mathematical problems.	1A.1. Students will be given opportunities to utilize manipulative and hands-on activities to solve mathematical problems. Specifically, grade 6 students will be provided with opportunities to determine a missing dimension of a plane figure or prism, given its' area or volume and some of the dimensions, or determine the area or volume given the dimensions. Grade 7 students will compare, contrast, and convert units of measure between different measurement systems, dimensions, and derived units to solve problems. Grade 8 students will be provided the opportunities to use similar triangles to solve problems that include height and distances.	1A.1. MTSS/RtI Leadership Team	1A.1. Using the FCIM model, the formative assessment data reports are analyzed and reviewed. The results are shared with the staff to ensure progress is being made and instruction is adjusted as needed.	1A.1. Formative: District Baseline Assessment; District Interim Assessments; Mini-assessments and student work folders Summative: 2013 FCAT 2.0 Mathematics Test

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	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 group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	The results of the 2012 FCAT 2.0 Mathematics Test indicate that 16% of students achieved Levels 4-5 proficiency. Our goal for 2012-2013 is to increase student proficiency by 3 percentage points to 19%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
16%(253)	19%(306)

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	2A.1. As noted on the 2012 FCAT 2.0 Mathematics, the Level 4-5 students in grades 6, 7 and 8 showed an area of deficiency in Reporting Category 3-Geometry and Measurement. The deficiency is due to limited classroom opportunities to explore real-world situations and inquiry based activities.	2A.1. Students in grades 6-8 will solve problems involving scale factors, using ratio and proportion. Specifically, grade 6 students will be provided with opportunities to determine a missing dimension of a plane figure or prism, given its' area or volume and some of the dimensions, or determine the area or volume given the dimensions. Grade 7 students will compare, contrast, and convert units of measure between different measurement systems, dimensions, and derived units to solve problems. Grade 8 students will be provided the opportunities to use similar triangles to solve problems that include height and distances.	2A.1. MTSS/RtI Leadership Team	2A.1. Using the FCIM model, the formative assessment data reports are analyzed and reviewed. The results are shared with the staff to ensure progress is being made and instruction is adjusted as needed.	2A.1. Formative: District Baseline Assessment; District Interim Assessments; classroom assessments; and student work folders Summative: 2013 FCAT 2.0 Mathematics Test.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	One student was assessed in FAA Mathematics. The results of the 2012 Florida Alternate Assessment indicate the student scored a Level 8. The goal for this student for 2012-2013 is to maintain the current Performance Level of 8 ((88%) or increase it to a 100%.
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
1	2B.1 An area of deficiency as noted on the 2012 FAA for Mathematics was in solving real-world problems involving simple ratios, using physical models, graphic representations, and charts.	2B.1. Students will have increased opportunities to practice solving problems involving scale factors, ratio and proportion by using manipulatives visuals, number lines and calculators.	2B.1. MTSS/RtI Leadership Team	2B.1. Using the FCIM model, the formative assessment data reports are analyzed and reviewed. The results are shared with the staff to ensure progress is being made and instruction is adjusted as needed.	2B.1. Formative: Mini-Assessments; Summative: 2013 Florida Alternate Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	On the 2012 FCAT 2.0 Mathematics Test 63% of students made learning gains. Our goal for 2012-2013 is to provide appropriate interventions, remediation, and enrichment opportunities in order to increase the percentage of students making learning gains by 5 percentage points to 68%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
63%(909)	68%(982)

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
	3A.1. As noted on the 2012 FCAT 2.0 Mathematics administration, the percentage of students making learning gains decreased when compared to the 2011 FCAT Mathematics	3A.1. Students will be given opportunities to utilize manipulative and hands-on activities to solve mathematical problems. Specifically, grade 6 students will be provided with opportunities to	3A.1. MSST/RtI Leadership Team	3A.1. Using the FCIM model, the formative assessment data reports are analyzed and reviewed. The results are shared with the staff to ensure progress is being made and instruction is	3A.1. Formative: District Baseline Assessment; District Interim Assessments; classroom assessments; and student work

1	administration. The area of deficiency in grades 6, 7, and 8 is Reporting Category 3- Geometry and Measurement. The deficiency is due to limited classroom opportunities to explore real-world situations and inquiry based activities.	determine a missing dimension of a plane figure or prism, given its' area or volume and some of the dimensions, or determine the area or volume given the dimensions. Grade 7 students will compare, contrast, and convert units of measure between different measurement systems, dimensions, and derived units to solve problems. Grade 8 students will be provided the opportunities to use similar triangles to solve problems that include height and distances.		adjusted as needed.	folders Summative: 2013 FCAT 2.0 Mathematics Test

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	One student was assessed in FAA Mathematics. The results of the 2012 Florida Alternate Assessment indicate the student scored a Level 8. The goal for this student for 2012-2013 is to maintain the current Performance Level of 8 (88%) or increase it to a 100%.
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
1	3B.1. An area of deficiency as noted on the 2012 FAA for Mathematics was in solving real-world problems involving simple ratios, using physical models, graphic representations, and charts.	3B.1. Students will have increased opportunities to practice solving problems involving scale factors, ratio and proportion by using manipulatives visuals, number lines and assistive technology.	3B.1. MTSS/RtI Leadership Team	3B.1. Using the FCIM model, the formative assessment data reports are analyzed and reviewed. The results are shared with the staff to ensure progress is being made and instruction is adjusted as needed.	3B.1. Formative: Mini-Assessments; Summative: 2013 Florida Alternate Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	On the 2012 FCAT Mathematics Test 59% of the lowest 25% students made learning gains. Our goal for 2012-2013 is to provide appropriate interventions, remediation, and enrichment opportunities in order to increase the percentage of students making learning gains by 10 percentage points to 69%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
59%(224)	69%(262)

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	4A.1. As noted on the 2012 FCAT 2.0 Mathematics administration, the percentage of students making learning gains decreased when compared to the 2011 FCAT Mathematics administration. The area of deficiency in grades 6, 7, and 8 is Reporting Category 3- Geometry and Measurement. The deficiency is due to limited classroom opportunities to explore real-world situations and inquiry based activities.	4A.1. Students will be given opportunities to utilize manipulative and hands-on activities to solve mathematical problems. Specifically, grade 6 students will be provided with opportunities to determine a missing dimension of a plane figure or prism, given its' area or volume and some of the dimensions, or determine the area or volume given the dimensions. Grade 7 students will compare, contrast, and convert units of measure between different measurement systems, dimensions, and derived units to solve problems. Grade 8 students will be provided the opportunities to use similar triangles to solve problems that include height and distances.	4A.1. MTSS/RtI Leadership Team	4A.1. Using the FCIM model, the formative assessment data reports are analyzed and reviewed. The results are shared with the staff to ensure progress is being made and instruction is adjusted as needed.	4A.1. Formative: District Baseline Assessment; District Interim Assessments; classroom assessments; and student work folders Summative: 2013 FCAT 2.0 Mathematics Test

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.

Middle School Mathematics Goal #

5A : In six years, from 2011-2017, the goal is to reduce non proficiency in Mathematics by 50%.

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	50%	54%	59%	63%	68%	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	The results of the 2012 FCAT 2.0 Mathematics Test indicate that 63% of students in the White subgroup achieved proficiency. Our goal is to increase student proficiency by 5 percentage points to 68% in 2012-2013. The results of the 2012 FCAT 2.0 Mathematics Test indicate that 38% of students in the Black subgroup achieved proficiency. Our goal is to increase student proficiency by 6 percentage points to 44% in 2012-2013. The results of the 2012 FCAT 2.0 Mathematics Test indicate that 44% of students in the Hispanic subgroup achieved proficiency. Our goal is to increase student proficiency by 11 percentage points to 55% in 2012-2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:

White: 63%(41) Black 38%(74) Hispanic: 44%(588) Asian: N/A American Indian: N/A	White: 68%(44) Black:44%(85) Hispanic: 55%(735) Asian: N/A American Indian: N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5B.1. White: As noted on the administration of the 2012 FCAT Mathematics Test, the area of deficiency in grades 6, 7, and 8 for the Black subgroup is Reporting Category 3-Geometry and Measurement. The appropriate placement of students in need of interventions has been an obstacle. Black: As noted on the administration of the 2012 FCAT Mathematics Test, the area of deficiency in grades 6, 7, and 8 for the Black subgroup is Reporting Category 3-Geometry and Measurement. The appropriate placement of students in need of interventions has been an obstacle. Hispanic: As noted on the administration of the 2012 FCAT 2.0 Mathematics Test, the area of deficiency in grades 6, 7, and 8 for the Hispanic subgroup is Reporting Category 3-Geometry and Measurement. The appropriate placement of students in need of interventions has been an obstacle. Asian: N/A American Indian: N/A	5B.1. Utilize District Baseline Assessment data to identify students in need of and provide appropriate interventions, using Compass Learning, Khan Academy resources, and Discovery Education.	5B.1. MTSS/RtI Leadership Team	5B.1. Using the FCIM model, the formative assessment data reports are analyzed and reviewed. The results are shared with the staff to ensure progress is being made and instruction is adjusted as needed.	5B.1. Formative: District Baseline Assessment; District Interim Assessments; classroom assessments; and student work folders Summative: 2013 FCAT 2.0 Mathematics Test

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	The results of the 2012 FCAT 2.0 Mathematics Test indicate that 23% of students in the English Language Learners (ELL) subgroup achieved proficiency. Our goal is to increase student proficiency by 17 percentage points to 40% in 2012-2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:

23%(78)	40%(136)

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	5C.1. As noted on the 2012 FCAT 2.0 Mathematics administration, the percentage of students making learning gains decreased when compared to the 2011 FCAT Mathematics administration. The area of deficiency in grades 6, 7, and 8 for the ELL subgroup is Reporting Category 3- Geometry and Measurement. The deficiency is due to limited classroom opportunities to explore real-world situations and inquiry based activities.	5C.1. Students will be given opportunities to utilize manipulative and hands-on activities to solve mathematical problems. Specifically, grade 6 students will be provided with opportunities to determine a missing dimension of a plane figure or prism, given its' area or volume and some of the dimensions, or determine the area or volume given the dimensions. Grade 7 students will compare, contrast, and convert units of measure between different measurement systems, dimensions, and derived units to solve problems. Grade 8 students will be provided the opportunities to use similar triangles to solve problems that include height and distances.	5C.1. MTSS/RtI Leadership Team	5C.1. Using the FCIM model, the formative assessment data reports are analyzed and reviewed. The results are shared with the staff to ensure progress is being made and instruction is adjusted as needed.	5C.1. Formative: District Baseline Assessment; District Interim Assessments; classroom assessments; and student work folders Summative: 2013 FCAT 2.0 Mathematics Test

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	The results of the 2012 FCAT 2.0 Mathematics Test indicate that 16% of students in the Students with Disabilities (SWD) subgroup achieved proficiency. Our goal is to increase student proficiency by 15 percentage points to 31% in 2012-2013
2012 Current Level of Performance:	2013 Expected Level of Performance:
16%(20)	31%(39)

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
	5D.1. As noted on the 2012 FCAT 2.0 Mathematics administration, the percentage of students making learning gains decreased when compared to the 2011 FCAT Mathematics	5D.1. Students will be given opportunities to utilize manipulative and hands-on activities to solve mathematical problems. Specifically, grade 6 students will be provided with opportunities to	5D.1. MTSS/RtI Leadership Team	5D.1. Using the FCIM model, the formative assessment data reports are analyzed and reviewed. The results are shared with the staff to ensure progress is being made and instruction is	5D.1. Formative: District Baseline Assessment; District Interim Assessments; classroom assessments; and student work

	administration. The area of deficiency in grades 6, 7, and 8 for the SWD subgroup is Reporting Category 3- Geometry and Measurement. The deficiency is due to limited classroom opportunities to explore real-world situations and inquiry based activities.	determine a missing dimension of a plane figure or prism, given its' area or volume and some of the dimensions, or determine the area or volume given the dimensions. Grade 7 students will compare, contrast, and convert units of measure between different measurement systems, dimensions, and derived units to solve problems. Grade 8 students will be provided the opportunities to use similar triangles to solve problems that include height and distances.		adjusted as needed.	folders Summative: 2013 FCAT 2.0 Mathematics Test
1					

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	The results of the 2012 FCAT 2.0 Mathematics Test indicate that 41% of Economically Disadvantaged (ED) students achieved proficiency. Our goal for 2012-2013 is to increase student proficiency by 11 percentage points to 52% by providing interventions and remediation.
2012 Current Level of Performance:	2013 Expected Level of Performance:
41%(585)	52%(742)

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
	5E.1. As noted on the 2012 FCAT 2.0 Mathematics administration, the percentage of students making learning gains decreased when compared to the 2011 FCAT Mathematics administration. The area of deficiency in grades 6, 7, and 8 for the ED subgroup is Reporting Category 3- Geometry and Measurement. The deficiency is due to limited classroom opportunities to explore real-world situations and inquiry based activities.	5E.1. Students will be given opportunities to utilize manipulative and hands-on activities to solve mathematical problems. Specifically, grade 6 students will be provided with opportunities to determine a missing dimension of a plane figure or prism, given its' area or volume and some of the dimensions, or determine the area or volume given the dimensions. Grade 7 students will compare, contrast, and convert units of measure between different measurement systems, dimensions, and derived units to solve problems. Grade 8 students will be provided the opportunities to use similar triangles to solve	5E.1. Leadership Team	5E.1. Using the FCIM model, the formative assessment data reports are analyzed and reviewed. The results are shared with the staff to ensure progress is being made and instruction is adjusted as needed.	5E.1. Formative: District Baseline Assessment; District Interim Assessments; classroom assessments; and student work folders Summative: 2013 FCAT 2.0 Mathematics Test
1					

		problems that include height and distances.			

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 results of the 2012 Algebra EOC assessment indicate that 35% of students achieved proficiency of Level 3. The results of the 2012-2013 Algebra I Baseline Assessment indicate that 0% of the students achieved overall performance proficiency. Our goal for 2012-2013 is to maintain and/or increase the percentage of students achieving proficiency of Level3 from 35%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
35% (26)	35% (26)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. According to the results of the 2012 Algebra EOC assessment, the greatest difficulty for students was Reporting Category 3-Rationals, Radicals, Quadratics, and Discrete Mathematics. Students did not have enough practice in solving and graphing quadratic equations.	1.1. Provide additional practice in solving and graphing quadratic equations, both with and without technology, that involve real world applications. Use Venn diagrams in a variety of ways to illustrate intersection, union, and differences, null and disjoint sets and to solve a variety of real world problems. Develop guidelines for students to use terminology embedded throughout each lesson to identify learned concepts and to eliminate misconceptions.	1.1. Leadership Team	1.1. Using the FCIM model, staff will review results of bi-weekly assessments will be reviewed to ensure progress and adjust curriculum focus as needed.	1.1. Formative: Bi-Weekly Classroom assessments and District Baseline Assessments, District Interim Data reports Summative: Results from the 2013 Algebra EOC assessment.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	The results of the 2012 Algebra EOC assessment indicate that 64% of students achieved proficiency (Levels 4-5). The results of the 2012-2013 Algebra I Baseline Assessment indicate that 0% of the students achieved overall performance proficiency.

	Our goal for 2012-2013 is to maintain and/or increase the percentage of students achieving proficiency (Levels 4-5) at 64%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
64% (48)	64% (48)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. According to the results of the 2012 Algebra EOC assessment, the greatest difficulty for students was Reporting Category 3-Rationals, Radicals, Quadratics, and Discrete Mathematics. Students did not have enough practice in solving and graphing quadratic equations.	2.1. Provide additional practice in solving and graphing quadratic equations, both with and without technology, that involve real world applications. Use Venn diagrams in a variety of ways to illustrate intersection, union, and differences, null and disjoint sets and to solve a variety of real world problems. Develop guidelines for students to use terminology embedded throughout each lesson to identify learned concepts and to eliminate misconceptions.	2.1. Leadership Team	2.1. Using the FCIM model, during staff department meetings, results of bi-weekly assessments will be reviewed to ensure progress and adjust curriculum focus as needed.	2.1. Formative: Bi-Weekly Classroom assessments and District Baseline Assessments, District Interim Data reports Summative: Results from the 2013 Algebra EOC assessment.

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Algebra Goal # 3A : In six years, from 2011-2017, the goal is to reduce non proficiency in Algebra by 50%.

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

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. Algebra Goal #3B:	The results of the 2012 Algebra EOC assessment indicate that 44% of students in the Hispanic subgroup achieved proficiency. Our goal is to increase student proficiency by 11 percentage points to 55% in 2012-2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: N/A Black: N/A Hispanic: 44%(27)	White: N/A Black: N/A Hispanic: 55%(34)

Asian: N/A American Indian: N/A	Asian: N/A American Indian: N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3B.1. White: N/A Black: N/A Hispanic: According to the results of the 2012 Algebra EOC assessment, the greatest difficulty for the Hispanic subgroup was Reporting Category 3-Rationals, Radicals, Quadratics, and Discrete Mathematics. Students in the Hispanic subgroup did not have enough practice in solving and graphing quadratic equations. Asian: N/A American Indian: N/A	3B.1. Utilize District Baseline Assessment data to identify students in need and provide appropriate interventions. Monitor student progress using data every month. Provide additional practice in solving and graphing quadratic equations, both with and without technology, that involve real world applications.	3B.1. Leadership Team	3B.1. Using the FCIM model, during staff department meetings, results of bi-weekly assessments will be reviewed to ensure progress and adjust curriculum focus as needed.	3B.1. Formative: Bi-Weekly Classroom assessments and District Baseline Assessments, District Interim Data reports Summative: Results from the 2013 Algebra EOC assessment.

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

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
1	3C.1.	3C.1.	3C.1.	3C.1.	3C.1.

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:	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
1	3D.1.	3D.1.	3D.1.	3D.1.	3D.1.
2					

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:	The results of the 2012 Algebra EOC assessment indicate that 41% of students in the Economically Disadvantaged (ED) subgroup achieved proficiency. Our goal is to increase student proficiency by 9 percentage points to 52% in 2012-2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
41%(23)	52% (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	3E.1. According to the results of the 2012 Algebra EOC assessment, the greatest difficulty for ED students was Reporting Category 3-Rationals, Radicals, Quadratics, and Discrete Mathematics. Students in the ED subgroup did not have enough practice in solving and graphing quadratic equations.	3E.1. Utilize District Baseline Assessment data to identify students in need and provide appropriate interventions. Monitor student progress using data every month. Provide additional practice in solving and graphing quadratic equations, both with and without technology, that involve real world applications	3E.1. Leadership Team	3E.1. Using the FCIM model, during staff department meetings, results of bi-weekly assessments will be reviewed to ensure progress and adjust curriculum focus as needed.	3E.1. Formative: Bi-Weekly Classroom assessments and District Baseline Assessments, District Interim Data reports Summative: Results from the 2013 Algebra EOC assessment

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:	The results of the 2012-2013 Geometry Baseline Assessment indicate that 0% of the students achieved overall performance proficiency. The results of the 2012 Geometry EOC assessment indicate that 20% of students scored in the upper third (Levels 3-5).

	Our goal for 2012-2013 is to maintain and/or increase the percentage of students achieving proficiency (Levels 3-5) at 20%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
20%(5)	20%(5)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. According to the results of the 2012 Geometry EOC assessment, the greatest difficulty for students was in the category of two-dimensional geometry. This deficiency is due to the fact that the benchmarks tested were not benchmarks covered in the Algebra I curriculum.	1.1. Follow the district's geometry pacing guide which is aligned with the EOC's Item Specification with the emphasis on geometry being dynamic and not static. Provide students with discovery learning opportunities that go in-depth.	1.1. Leadership Team	1.1. Using the FCIM model, staff will review results of bi-weekly assessments will be reviewed to ensure progress and adjust curriculum focus as needed.	1.1. Formative: Bi-Weekly Classroom assessments and District Baseline Assessments, District Interim Data reports Summative: Results from the 2013 Geometry EOC assessment.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	The results of the 2012-2013 Geometry Baseline Assessment indicate that 0% of the students achieved overall performance proficiency. The results of the 2012 Geometry EOC assessment indicate that 80% of students scored in the upper third (Levels 3-5). Our goal for 2012-2013 is to maintain and/or increase the percentage of students achieving proficiency (Levels 3-5) at 80%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
80% (20)	80% (20)

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	2.1. According to the results of the 2012 Geometry EOC assessment, the greatest difficulty for students was in the category of two dimensional geometry. This deficiency is due to the	2.1. Follow the district's geometry pacing guide which is aligned with the EOC's Item Specifications with the emphasis on geometry being dynamic and not static. Provide students with discovery learning	2.1. Leadership Team	2.1. Using the FCIM model, staff will review results of bi-weekly assessments will be reviewed to ensure progress and adjust curriculum focus as needed.	2.1. Formative: Bi-Weekly Classroom assessments and District Baseline Assessments, District Interim Data reports Summative:

	fact that the benchmarks tested were not benchmarks covered in the Algebra I curriculum.	opportunities that go in-depth.			Results from the 2013 Geometry EOC assessment.

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target					
3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Geometry Goal # 3A : In six years, from 2011-2017, the goal is to reduce non proficiency in Geometry by 50%.			
Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry. Geometry Goal #3B:	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
1	3B.1. White: Black: Hispanic: Asian: American Indian: Black: According to the results of the 2012 Geometry EOC assessment, the greatest difficulty for students was in the category of two-dimensional geometry. This deficiency is due to the fact that the benchmarks tested were not benchmarks covered in the Algebra I curriculum. Hispanic: According to the results of the 2012 Geometry EOC	3B.1. Utilize District Assessment data to identify students in need and provide appropriate interventions. Monitor student progress using data every month. Follow the district's geometry pacing guide which is aligned with the EOC's Item Specification with the emphasis on geometry being dynamic and not static. Provide students with discovery learning opportunities that go in-depth	3B.1. Leadership Team	3B.1. Using the FCIM model, staff will review results of bi-weekly assessments will be reviewed to ensure progress and adjust curriculum focus as needed.	3B.1. Formative: Bi-Weekly Classroom assessments and District Baseline Assessments, District Interim Data reports Summative: Results from the 2013 Geometry EOC assessment

	assessment, the greatest difficulty for students was in the category of two-dimensional geometry. This deficiency is due to the fact that the benchmarks tested were not benchmarks covered in the Algebra I curriculum.				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3C. English Language Learners (ELL) not making satisfactory progress in Geometry. Geometry Goal #3C:	N/a
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1					
2					

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry. Geometry Goal #3D:	n/a
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

making satisfactory progress in Geometry. Geometry Goal #3E:	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				

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
Data Driven Instruction	6-8/Math	Edusoft Representative	School-wide	September 26, 2012	Review Sign-In sheets and schedule of monthly data chats	Administrators
PLC/Lesson Planning & Best Practices	6-8/Math	Math Department Chairperson	6-8/Math	08/30-05/23/12 Bi-Monthly Meetings	Review Sign-in sheets and agendas	Administrators
GIZMO	6-8/Math	Math	6-8/Math	September 19, 2012	Review Sign-In sheets	Administrators
Differentiated Instruction	6-8/All Subjects	Reading Coach	School-wide	October 25, 2012 Early Release Day	Review Sign-in sheets and agendas	Administrators

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
PLC/Lesson Planning	Copies of materials	School Based Budget	$150.00
			Subtotal: $150.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $150.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	The results of the 2012 FCAT 2.0 Science Test indicate that 24% of students achieved Level 3 proficiency. Our goal for 2012-2013 is to increase Level 3 student proficiency by 4 percentage points to 28%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
24% (136)	28% (164)

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	1A.1. The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Science Test was Nature of Science. Students' need more opportunities to increase scientific thinking, and the development and discussion of inquiry-based activities.	1A.1. Provide instruction in science courses that adheres to the depth and rigor of the Next Generation Sunshine State Standards by giving students opportunities to explore their surroundings for evidence of cause and effect relationships that exist in Nature of Science. Provide increased opportunities for lab investigations and field studies to enhance science skills in order to increase levels of proficiency.	1A.1. Leadership Team	1A.1. Using the FCIM model, staff will review the formative data and observations focusing on students' knowledge of scientific skills, and will adjust instruction as needed.	1A.1. Formative: District Baseline Assessment; District Interim Assessments; Mini-assessments; student work Summative: 2013 FCAT 2.0 Science Test
	The area of deficiency as noted on the 2012 administration of the Biology EOC are the Molecular and Cell Biology, Classification, Heredity and Evolution, and Organisms, Populations and Ecosystems Reporting clusters.	Increased use of Gizmos, Discovery Education and other technologies in the delivery of material. Provide more opportunities for students to focus on the proper gathering and interpretation of data as well as how to	Leadership Team	Using the FCIM model, the formative assessment data reports are analyzed and reviewed. The results are shared with the staff to ensure progress is being made and instruction is adjusted as needed.	Formative: District Baseline Assessment; District Interim Assessments; Mini-assessments; student work Summative: 2013 Biology EOC

2	These concerns can be attributed to a lack of prior knowledge, limited access to technology and exposure to how scientists gather and interpret data.	draw a conclusion. Provide before and after school tutoring for students to help remediate areas of deficiency. Development of a PLC for teachers of Biology to discuss areas of deficiency among students and ways to combat those deficiencies.			

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:	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 group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	The results of the 2012 FCAT 2.0 Science Test indicate that 7% of students achieved proficiency of Levels 4 and 5. Our goal for 2012-2013 is to increase Levels 4 and 5 student proficiency by 2 percentage points to 9%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
7% (38)	9%(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
	2A.1. The area of deficiency as noted on the 2012	2A.1. Provide instruction in science courses that	2A.1. Leadership Team	2A.1. Using the FCIM model, the formative	2A.1. Formative: District Baseline

1	administration of the FCAT 2.0 Science Test was Nature of Science. Students' need more opportunities to increase scientific thinking, and the development and discussion of inquiry-based activities.	adheres to the depth and rigor of the Next Generation Sunshine State Standards by giving students opportunities to explore their surroundings for evidence of cause and effect relationships that exist in Nature of Science. Provide increased opportunities for lab investigations and field studies to enhance science skills in order to increase levels of proficiency.		assessment data reports are analyzed and reviewed. The results are shared with the staff to ensure progress is being made and instruction is adjusted as needed.	Assessment; District Interim Assessments; Mini-assessments; student work Summative: 2013 FCAT 2.0 Science Test
2	The area of deficiency as noted on the 2012 administration of the Biology EOC are the Molecular and Cell Biology, Classification, Heredity and Evolution, and Organisms, Populations and Ecosystems Reporting clusters. These concerns can be attributed to a lack of prior knowledge, limited access to technology and exposure to how scientists gather and interpret data.	Increased use of Gizmos, Discovery Education and other technologies in the delivery of material. Increased opportunities for students to focus on the proper gathering and interpretation of data as well as how to draw a conclusion. Development of a PLC for teachers of Biology to discuss areas of deficiency among students and ways to combat those deficiencies.	Leadership Team	Using the FCIM model, the formative assessment data reports are analyzed and reviewed. The results are shared with the staff to ensure progress is being made and instruction is adjusted as needed. .	Formative: District Baseline Assessment; District Interim Assessments; Mini-assessments; student work Summative: 2013 Biology 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:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PLC/Lesson Planning & Best Practices	6-8/Science	Science Department Chairperson	School-wide	08/30/12-05/23/12 Bi-Monthly Meetings	Review Sign-in sheets and agendas	Administrators
GIZMO	6-8/Science	Science Department Chairperson	6-8/Science	September 19, 2012	Review sign-in sheets	Administrators
Data Driven Instruction	6-8/Science	Edusoft Representative	School-wide	September 26, 2012	Review sign-in sheets and schedule of monthly data chats	Administrators
Differentiated Instruction	6-8/Science	Reading Coach	School-wide	October 25, 2012 Early Release Day	Review Sign-in sheets and agendas	Administrators

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
PLC	Copies of Materials	School Based Budget	$150.00
			Subtotal: $150.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $150.00

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.	The results of the 2012 FCAT 2.0 Writing Test indicate that 69% of students achieved at or above proficiency.

Writing Goal #1a:	Our goal for 2012-2013 is to increase the percentage of students achieving proficiency by 3 percentage points to 72%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
69%(389)	72%(407)

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	1A.1. The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Writing Test was editing for Language Conventions. Students lack the necessary practice with the state writing rubric and the anchor papers.	1A.1. Review parts of speech and conduct mini-lessons as necessary on areas of student need, based on student writing samples. Review writing samples to have students identify sentence structures, punctuation, subject/verb agreement, and pronoun referent errors. Provide suggestions for improvement based on the state writing rubric. Conference with peers and/or teacher regarding revisions	1A.1. Leadership Team	1A.1. Using the FCIM model, staff will administer, score and analyze results of students' monthly writing prompts to monitor students' progress and to adjust focus as needed.	1A.1. Formative: District Pre- and Post- Writing Assessments; Student scores on monthly writing prompts Summative: 2013 FCAT 2.0 Writing Assessment

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Mini Lessons on Language and Conventions	Grade 6-8	Reading Coach	Language Arts/ 6-8	January 17, 2012	Student work folders, assessments, and lesson plans	Administrators

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
Mini Lessons on Language and Conventions	Copies of materials	School Based Budget	$150.00
			Subtotal: $150.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $150.00

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:	The results of the 2012 Civics Baseline assessment indicate that 0% of the students achieved overall performance proficiency. Our goal for 2012-2013 is to increase the percentage of students achieving proficiency on the District Civics Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (1)	10% (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	1.1. The area of deficiency as noted on the 2012 District Baseline Assessment for Civics is that students lack the prior knowledge in the study of Civics. Students need more activities to interpret primary and secondary sources of information.	1.1 Provide opportunities for students to strengthen their interpretation skills of Civics. Provide activities that allow students to interpret primary and secondary sources of information.	1.1. Leadership Team	1.1. Using the FCIM model, the formative assessment data reports are analyzed and reviewed. The results are shared with the staff to ensure progress is being made and instruction is adjusted as needed.	1.1. Formative: Formative: District Baseline Assessment; District Interim Assessments; Mini-assessments; student work Summative: District Spring Assessment for Civics

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:	The results of the 2012-2013 Civics Baseline Assessment indicate that 0% of the students achieved overall performance proficiency. Our goal for 2012-2013 is increase the percentage of students achieving proficiency on the District Civics Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (1)	10% (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	2.1. The area of deficiency as noted on the 2012 District Baseline Assessment for Civics is that students lack the abilities to research and develop well-reasoned positions on issues in the study of Civics.	2.1. Provide opportunities for students to strengthen their reasoning skills by allowing project-based learning activities.	2.1. Leadership Team	2.1. Using the FCIM model, the formative assessment data reports are analyzed and reviewed. The results are shared with the staff to ensure progress is being made and instruction is adjusted as needed.	2.1. Formative: Formative: District Baseline Assessment; District Interim Assessments; Mini-assessments; student work Summative: District Spring assessment for Civics

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
PLC/Lesson Planning & Best Practices	6-8/Civics	Social Studies Department Chairperson	School-wide	08/30/12-05/23/12 Bi-Monthly Meetings	Review Sign-in sheets and agendas	Administrators
Data Driven Instruction	6-8/All subjects	Edusoft Representative	School-wide	09/26/12	Review sign-in sheets and schedule of monthly data chats	Administrators
Differentiated Instruction	6-8/All Subjects	Reading Coach	School-wide	October 25, 2012 Early Release Day	Review sign-in sheets and agendas	Administrators

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:	Our goal for the 2012-2013 school year is to increase attendance from 95.25% to 95.75%. Our goal for the 2012-2013 school year is to decrease the number of students with excessive absences (10 or more), from 460 to 437. Additionally, our goal for the 2012-2013 school year is to reduce the number of students with excessive tardiness (10 or more) from 106 to 101.

2012 Current Attendance Rate:	2013 Expected Attendance Rate:
95.25% (1607)	95.75% (1615)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
460	437
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
106	101

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. The number of students with excessive absences (10 or more) increased from 457 in 2011 to 460 in 2012. Additionally, record-keeping for attendance purposes needs to be more accurate.	1.1. Identify and refer students for counseling who may be developing a pattern of nonattendance to the Truancy Child Study Team (TCST) for intervention services. Review with faculty the appropriate attendance procedures and codes utilized in the Electronic Grade book.	1.1. Leadership Team; Student Services Team	1.1. Using the FCIM model, the Administrators will monitor and review the available district data (attendance rosters and TCST logs) to monitor and adjust interventions as needed.	1.1. TCST Logs and attendance rosters.
2	1.2. The number of students with excessive tardies (10 or more) increased from 96 in 2011 to 106 in 2012. Additionally, record-keeping for tardy purposes needs to be more accurate.	1.2. Identify and refer students for counseling who may be developing a pattern of excessive tardiness to the Child Study Team (TCST) for intervention services. Review with faculty the appropriate record keeping procedures and codes utilized in the Electronic Grade book.	1.2. Leadership Team; Student Services Team	1.2. Using the FCIM model, the Administrators will monitor and review the available district data (tardy records and TCST logs) to monitor and adjust interventions as needed.	1.2. TCST Logs and tardy rosters.

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
Electronic						

Grade book attendance and record keeping	6-8	Grade Book Manager	6-8/School-wide	August 16, 2012	Attendance Rosters	Administration
Truancy Prevention	6-8	Student Services Department Chairperson	6-8/ Student Services	August 16, 2012	Truancy Child Study Team Logs	Administration

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	Our goal for the 2012-2013 school year is to decrease the number of In-School suspensions by 10% from 239 to 215. Additionally, our goal for the 2012-2013 school year is to decrease the number of students suspended In-school from 176 to 158. Our goal for the 2012-2013 school year is to decrease the number of Out-of-School suspensions by 9% from 443 to 399. Additionally, our goal for the 2012-2013 school year is to decrease the number of students suspended out of school from 237 to 213.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
239	215
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
176	158

2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
443	399
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
237	213

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. The total number of indoor suspensions increased from 2011 to 2012; an increase of 7 incidents. Parents and students are not sufficiently familiar with the Code of Student Conduct and are unaware of the reasons for their child's suspensions.	1.1. Social Studies teachers will teach all of the students the Code of Student Conduct during the first two weeks of school. Parents will receive training on the Code of Student Conduct during the September Title I parent meeting. Grade level counselors will meet with students who have been placed on in-door suspension and their parents as needed	1.1. Leadership Team Student Services Team	1.1. Using the FCIM model, the Administrators will monitor and review the available district data for in-door suspensions to monitor and adjust interventions as needed.	1.1. COGNOS monthly suspension report; Counseling communication log
2	1.2. The total number of outdoor suspensions increased from 2011 to 2012; an increase of 42 incidents. Parents and students are not sufficiently familiar with the Code of Student Conduct and are unaware of the reasons for their child's suspensions.	1.2. Social Studies teachers will teach all of the students the Code of Student Conduct during the first two weeks of school. Parents will receive training on the Code of Student Conduct during the September Title I parent meeting. Grade level counselors will meet with students who have been placed in out-of school suspension and their parents as needed.	1.2. Leadership Team Student Services Team	1.2. Using the FCIM model, the Administrators will monitor and review the available district data for out-door suspensions to monitor and adjust interventions as needed.	1.2. COGNOS monthly suspension report; Counseling communication log

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
The Student Code of Conduct	6-8	SCSI Teacher	Parents	September 18, 2012	Review Sign-In Roster for Title I Parent Meeting	Administrators

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
Training for parents on the Code of Student Conduct	Copies of materials	School Based Budget	$150.00
			Subtotal: $150.00
			Grand Total: $150.00

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to “Guiding Questions”, identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	N/A-Title I School, see PIP
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
N/A-Title I School, see PIP	N/A-Title I School, see PIP
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						

Parent Involvement Budget:

Evidence-based Program(s) / Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Providing resource materials at training sessions for parents to enhance parental involvement.	Copies of materials	Title I	$150.00
			Subtotal: $150.00
			Grand Total: $150.00

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:	Currently, there are 133 students enrolled in the GET SET (Science, Engineering, and Technology) Magnet Program Electives at Miami Springs Middle School. Our goal for the 2012-2013 school year is to increase the number of students participating in STEM courses and to enhance the science program by increasing awareness of the available resources and programs.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Parents and students are not sufficiently aware of the available programs and resources being offered at the school site (advanced courses, honors courses; Science and Technology Magnet Program, SECME, and Science Fair competitions).	1.1. Articulation meetings will be held with parents, District personnel, community partners, and feeder pattern schools to increase awareness of the available STEM courses. Increase the number of students' participation in STEM Courses and Science competitions.	1.1. Leadership Team	1.1. Review and analyze the available formative data sources to monitor and adjust the processes as needed.	1.1. Formative: Class List; student participation logs; and parent sign-in sheets from activities.
2	1.2. Students need more opportunities to develop higher order thinking skills and to explore their surroundings for evidence of cause and effect relationships that exist in STEM courses.	1.2. Increase the use of technologies (GIZMO) in the delivery of material. Increased opportunities for students to focus on the proper gathering and interpretation of data as well as how to draw a conclusion.	1.2. Leadership Team	1.2. Using the FCIM model, staff will review the formative data and observations focusing on students' knowledge of scientific skills, and will adjust instruction as needed.	1.2. Formative: Mini-Assessments; District Baseline and Interim Assessments; and student work.
3	1.3. Students' areas of deficiencies are not properly identified.	1.3. Development of a PLC for teachers of STEM courses to discuss areas of deficiency among students and ways to combat those.	1.3. Leadership Team	1.3. Using the FCIM model, staff will review the formative data and observations focusing on students' knowledge of scientific skills, and will adjust instruction as needed.	1.3. Formative: Mini-Assessments; District Baseline and Interim Assessments; and student work.

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
PLC/Lesson Planning & Best Practices	6-8/Science	Science Department Chairperson	6-8/Science Teachers	08/30/12-05/23/12 Bi-Monthly meetings	Review sign-in sheets and agendas	Administrators

STEM Budget:

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. CTE CTE Goal #1:	Our goal for the 2012-2013 school year is to increase opportunities for Career and Technical education and applied learning by increasing opportunities for students to participate in career and technical skill activities. Our goal for the 2012-2013 school year is for 100% of the 8th grade students to participate in at least one CTE activity.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Students need more opportunities to develop career and technical education awareness and skills.	1.1. Utilize career development events and related curriculum aligned to appropriate program to increase rigor, relevance, and opportunities for STEM activities (Magnet Fair, Miami-Dade County Fair, Fairchild Challenge, and other district-approved activities. Articulation with feeder pattern high schools.	1.1. Leadership Team	1.1. Using the FCIM model, staff will review the formative data and observations focusing on students' knowledge of career and technical education skills and adjust strategies as needed.	1.1. Formative: Field-Trip and Activity rosters showing student participation in activities; Sign-in sheets and agendas from career development events.

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
PLC/Career and Technical Education	6-8/all subjects	PD Facilitator	School wide	February 01, 2013 District wide-PD Date	Certification history	Administrators

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
Student Competition & Events	Participation Fees	School Based Budget/Club Funds	$500.00
			Subtotal: $500.00
			Grand Total: $500.00

End of CTE Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Implement tutoring after school with Reading Plus for Lowest 25%	Educational materials/student incentives	S.A.C.	$1,000.00
				Subtotal: $1,000.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	PLC/Lesson Planning	Copies of materials	School Based Budget	$150.00
Science	PLC	Copies of Materials	School Based Budget	$150.00
Writing	Mini Lessons on Language and Conventions	Copies of materials	School Based Budget	$150.00
				Subtotal: $450.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Suspension	Training for parents on the Code of Student Conduct	Copies of materials	School Based Budget	$150.00
Parent Involvement	Providing resource materials at training sessions for parents to enhance parental involvement.	Copies of materials	Title I	$150.00
CTE	Student Competition & Events	Participation Fees	School Based Budget/Club Funds	$500.00
				Subtotal: $800.00
				Grand Total: $2,250.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

Priority	Focus	Prevent	NA

Are you a reward school: Yes No

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

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School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✓ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
To purchase educational materials and incentives to help to increase student achievement.	$1,000.00

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

The School Advisory Council (SAC) has an important function for the success of Miami Springs Middle School. Listed below are some of the functions of the SAC.

- Assist the school to create and analyze school climate surveys for parents and students
- Reach out to the community to obtain more partners
- Organize school events to increase parental involvement opportunities
- Review, evaluate, and adjust the School Improvement Plan based on the ongoing data analysis
- Develop committees to address curriculum, budget, and discipline committees to assist in the School Improvement Plan Process
- Distribute available SAC funds based on student needs

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

Dade School District MIAMI SPRINGS MIDDLE SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	62%	57%	78%	43%	240	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%	61%			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?	68% (YES)	68% (YES)			136	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					499	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Dade School District MIAMI SPRINGS MIDDLE SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	63%	58%	84%	38%	243	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	66%	67%			133	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	68% (YES)	73% (YES)			141	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					517	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested