

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: HAMMOCKS MIDDLE SCHOOL

District Name: Dade

Principal: Deborah Leal

SAC Chair: Susan Chue

Superintendent: Alberto Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/24/2012

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

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

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Deborah Leal	Educational Leadership BA English	1	11	12 11 10 09 08 School Grade A A A A A High Standards Rdg. 67 73 79 80 79 High Standards Math 71 68 78 76 77 Lrng Gains-Rdg. 68 64 67 58 68 Lrng Gains-Math 81 65 77 72 78 Gains-Rdg-25% 64 73 73 67 78 Gains-Math-25% 70 65 73 62 69
Assis Principal	Theresa A. Gilbert	Chemistry, Biology, Gifted, Middle Grade General Science, Middle Grades, Educational Leadership BA Biology MS Education	6	6	12 11 10 09 08 School Grade B A A A A High Standards Rdg. 60 73 74 71 68 High Standards Math 55 68 70 69 69 Lrng Gains-Rdg. 70 64 69 65 68 Lrng Gains-Math 66 65 71 65 76 Gains-Rdg-25% 74 74 71 67 72 Gains-Math-25% 58 65 67 63 69
					12 11 10 09 08

Assis Principal	Nicolina Catanese	Middle Grades General Science, Educational Leadership BA Elementary Ed	3	3	School Grade B A A A C High Standards Rdg. 60 73 71 71 79 High Standards Math 55 68 70 79 78 Lrng Gains-Rdg. 70 64 69 59 65 Lrng Gains-Math 66 65 73 73 73 Gains-Rdg-25% 74 74 80 80 70 Gains-Math-25% 58 65 69 69 78
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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)

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	Monthly Team/ Department meetings with Administration	Principal/Assistant Principal	On-going	
2	Support Intern/ Directing teacher opportunities from local Colleges and Universities	Assistant Principal of Curriculum	June 2013	
3	Soliciting referrals from current employees	Principal	On-going	

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
5 teachers are teaching out of field	Peer mentoring Professional Development opportunities Department grade level planning meetings

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
56	0.0%(0)	1.8%(1)	50.0%(28)	48.2%(27)	53.6%(30)	100.0%(56)	10.7%(6)	3.6%(2)	33.9%(19)

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
No data submitted			

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title I, Part A

Services are provided at Hammocks Middle School Prelaw Magnet to ensure students requiring additional remediation are assisted as needed. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to Hammocks Middle School students. Our reading department develops, leads, and evaluates core content standards and programs. The teachers identify and analyze existing literature on scientifically-based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student needs, while working with district personnel to identify appropriate, evidence-based intervention strategies. Ms. Reyes, one of our Reading teachers, will assist with school-wide screening programs such as FAIR testing, which provide early intervening services for "at risk" students; she will assist in the design and implementation of progress monitoring, data collection, and data analysis and will participate in the design and delivery of professional development. Ms. Reyes will provide support for assessment and implementation monitoring. Other components that are integrated into the Hammocks school-wide program include an extensive Parental Program: Title 1 Chess with SCS I Instructor Mr. Reed, a school website to increase parental awareness and involvement, as well as unique support services to special-need populations such as homeless, migrant, neglected and/or delinquent students.

Title I, Part C- Migrant

N/A

Title I, Part D

Services at Hammocks Middle School are coordinated with district drop-out prevention programs. The District receives funds to support the Educational Alternative Outreach program at our school.

Title II

The District uses supplemental funds for improving basic education at Hammocks Middle School Prelaw Magnet, as follows:

- Training to certify qualified mentors for the New Teacher (MINT) Program
- Training for add-on endorsement programs, such as Reading, Gifted, ESOL
- Training and substitute release time for our Professional Development Liaisons (PDL) Ms. Susan Ryan, focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols

Title III

Services at Hammocks Middle School Prelaw Magnet are provided through the District for educational materials and ELL district support services. These services aid in the development of the education of immigrant students and English Language Learners (ELL). The school uses Title III funds to implement and/or provide tutorial programs, such as HLAP (with our para-professional Ms. Irizarry) and reading and supplementary instructional materials.

Title X- Homeless

The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children at Hammocks Middle School Prelaw Magnet by collaborating with parents, schools, and the community. When a student is identified as "homeless" certain services will be retained for the child. These are facilitated through the child's family, school guidance

counselor(s) and social worker.

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

Hammocks Middle School Prelaw Magnet offers counseling through our Student Services department focusing on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence and other crises. Our school social worker, Ms. Flack will provide supplemental services to students and their families as needed.

Nutrition Programs

- 1) Hammocks Middle School adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education, per state statute, is taught through physical education at Hammocks Middle School Prelaw Magnet.
- 3) Hammocks Middle School Prelaw Magnet's, Food Service Program, (which includes: school breakfast, school lunch, and after-care snacks) follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

By promoting Career Pathways and Programs of Study, students at Hammocks Middle School Prelaw Magnet will become academic program completers and will have a better understanding and appreciation of the post-secondary opportunities available to them, while acquiring the necessary skills to advance in said opportunities.

Articulation agreements at Hammocks Middle School Prelaw Magnet allow students to earn college and post-secondary technical credits in high school. These agreements will provide more opportunities for students to complete 2- and 4-year post-secondary degrees.

Hammocks Middle School Prelaw Magnet students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and industry certifications. Readiness for post-secondary will strengthen with the integration of technical, academic and career components, as well as a coherent sequence of courses

Job Training

N/A

Other

Parental

Hammocks Middle School Prelaw Magnet will involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's Parent Resource Center in order to inform parents about available programs, their rights and other referral services.

Hammocks Middle School Prelaw Magnet will increase parental engagement/involvement by developing the Title I School-Parent Compact (with on-going parental input) and the Title I Parental Involvement Plan (PIP). Parental awareness and involvement will also be increased through the scheduling of the Title I Annual Meeting and the continued use of the school website. Furthermore, other documents/activities necessary to comply with dissemination and reporting requirements, will also be implemented in order to increase parental awareness and involvement.

Hammocks Middle School Prelaw Magnet will conduct an informal parent survey to determine the specific needs of our parents. Parents workshops, Parent Academy Courses, etc., will be planned (with flexible times to accommodate parent schedules) as part of our goal to empower parents and build capacity for involvement.

We will complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submit to Title I Administration by the 5th of each month, as documentation of compliance with NCLB Section 1118. Additionally, the MDCPS Title I Parent/Family Survey, distributed to schools by Title I Administration, is to be completed by parents/families annually in May. The survey results are to be used to assist with revising our Title I parental documents for the approaching school year.

Confidential, "as-needed" services will be provided to any students in the school in homeless situations, as applicable by our counselors and social worker.

Additional academic and support services will be provided to students and families of the Migrant population, as applicable by our counselors and social worker.

School Improve Grant Fund/School Improvement Grant Initiative

Hammocks Middle School Prelaw Magnet receives funding under the School Improvement Grant Fund/School Improvement Grant Initiative in order to increase the achievement of the lowest performing subgroups through comprehensive, ongoing data analysis, curriculum and instruction alignment, and specific interventions (such as extended day/remedial tutorial instruction, differentiated instruction/intervention, classroom libraries, and Project CRISS).

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

MTSS is an extension of the Hammocks Middle School's Leadership team, integrated in order to provide a systematic approach to problem solving issues such as: student achievement, school safety, staff morale, literacy, attendance, student well-being, technology, green initiatives, suspension / behavior intervention and student failure prevention. MTSS Leadership is vital, therefore the team has been built to include committed members who share common goals of improving instruction for all students and work toward building internal capacity and sustainability over time.

Hammocks Middle School's MTSS Leadership Team will include the following:

Principal : Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing MTSS, conducts assessment of MTSS skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school-based MTSS plans and activities.

Assistant Principal(s): Ensures that the school-based team is implementing MTSS, conducts assessment of MTSS skills of school staff, supports the implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with teachers and parents regarding school-based MTSS plans and activities.

General Education Teachers (12): Provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities.

Special Education (SPED) Teacher: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as inclusion.

Hammocks Middle School's MTSS Leadership Team will also include additional personnel as resources to the team, based on specific problems or concerns as warranted, such as:

- School reading, math, science and behavior specialists
- Special education personnel
- School guidance counselor
- School psychologist
- School social worker
- Community member/Dade Partner

MTSS is a general education initiative in which tiered levels of support are allocated based on student need. MTSS uses increasingly more intensive instruction and interventions.

1. The first level of support is the core instructional and behavioral methodologies, practices and supports designed for all students in the general curriculum.
2. The second level of support consists of supplemental instruction and interventions that are provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and or behavioral support.
3. The third level of support consists of intensive instructional or behavioral interventions provided in addition to and in alignment with effective core instruction and the supplemental instruction and intervention with the goal of increasing an individual student's rate of academic and behavioral progress

Ongoing progress monitoring is established at each level of service to monitor the effectiveness of meeting school-wide goals and student growth as measured by benchmark and ongoing data collection.

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?

Hammocks Middle School's MTSS Leadership Team's purpose is to enhance data collection, and data analysis utilizing Edusoft, problem solving, differentiated assistance and progress monitoring.

The MTSS/RtI Leadership Team will:

- Monitor academic and behavioral progress by addressing the following questions:
 - o What will all students learn? (curriculum based on standards)
 - o How will we respond when student have learned or already know? (enrichment opportunities)
- Gather and analyze data using Edusoft to determine if professional development for faculty as indicated by student intervention and achievement needs.
- Hold regular meetings.
- Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.
- Support a process and structure within the school to design, implement and evaluate both daily instruction and specific interventions.
- Provide clear indicators of student need and student progress; assisting in the examination of the effectiveness of program delivery.
- Assist with monitoring and responding to the needs of students within the subgroups.

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?

Hammocks Middle School's MTSS Leadership Team monitors and adjusts the school's academic and behavioral goals through data gathering and data analysis utilizing Edusoft. The team regularly monitors the fidelity of the delivery of instruction and intervention. The team also provides tiered levels of support and interventions to students based on data and ongoing progress monitoring.

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.

Data is used to guide instructional decisions and systems procedures for all students to:

- Adjust the delivery of curriculum and instruction to meet the specific needs of students
- Adjust the delivery of behavior management systems
- Adjust the allocation of school resources
- Drive decision making regarding professional development
- Create student growth trajectories in order to identify and develop interventions
- Utilize Edusoft system to collect data, generate reports, and analyze results of student progress.

Academic data includes:

- CELLA
- FAIR Assessment
- FORF (Historical reports)
- Interim Assessments
- Curriculum Based Measurement
- District Math and Science Assessments
- FCAT Reading, Writing, Math and Science
- Student work

Behavioral data includes:

- Student Case Management system
- Detentions
- Suspension/expulsions
- Referrals by student behavior, staff behavior and administrative context
- Office referrals per day/per month
- Staff Climate surveys
- Attendance
- Referrals to Special Education programs
- Behavior Intervention Plans

Describe the plan to train staff on MTSS.

District professional development and support will include training for all administrators in the MTSS problem solving and data analysis process; providing support for school staff to understand the basic MTSS principles and procedures and providing a network on ongoing support for MTSS organized through feeder patterns

Describe the plan to support MTSS.

Support staff will apply MTSS principles and procedures in dealing with student issues and concerns as determined by teacher input, data analysis of student performance and parent concern.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The Literacy Leadership Team (LLT) has been created to include members who share common goals of improving instruction and achievement for all students. The purpose of the Reading Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school.

Hammocks Middle School's LLT will include the following:

Principal, Deborah Leal: The principal will promote the Literacy Leadership Team as an integral part of the school literacy process to build a culture of reading throughout the school. She will provide a common vision for the use of data-based decision-making. Ensure adequate professional development to support literacy implementation, and communicate with parents regarding school-based literacy plans and activities. The principal selects team members for the Literacy Leadership Team based on a cross section of the faculty and administrative team that represents highly qualified professionals who are interested in serving to improve literacy instruction across the curriculum. Additionally, the principal may expand the LLT by encouraging personnel from various sources such as District and Regional support staff to join.

Assistant Principal(s) Theresa Gilbert, Nicolina Catanese: Ensures that the school-based team is implementing literacy components in the classroom, supports the implementation of intervention support and documentation, ensures adequate professional development to support literacy implementation, and communicates with teachers and parents regarding school-based literacy plans and activities.

General Education Teachers, Yvette Eguino-Diaz, Yesenia Ramos, Yanitza Iglesias, Mayra Reyes, Chad Bogie, Indanel Rojas, Marlene Hernandez, Paola Ortiz, Viviana Botana: Provide information about core instruction, participate in student data collection, deliver strategies to improve literacy; collaborate with other staff to implement literacy strategies, and integrate materials and instruction to improve student achievement and learning.

Special Education (SPED) Teacher, Mailyn Santiesteban: Participates in student data collection, integrates core instructional activities and materials into instruction, and collaborates with general education teachers through such activities as inclusion.

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

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

Hammocks Middle School's Literacy Leadership Team's purpose is to enhance data collection, data analysis, problem solving, differentiated assistance and progress monitoring as it effects our Literacy program and student achievement. The team will meet monthly throughout the school year. The LLT maintains a connection to the school's Response to Intervention process by using the MTSS problem solving approach to ensure that a multi-tiered system of reading support is present and effective.

The LLT is an integral part of school literacy reform and will promote a culture of reading by:

- including representation from all curricular areas on the LLT
- selecting team members who are skilled and committed to improving literacy
- offering professional growth opportunities for team members
- creating a collaborative environment that fosters sharing and learning
- developing a school wide organizational model that supports literacy instruction in all classes
- encouraging the use of data to improve teaching and student achievement

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

The major initiatives of the LLT team at Hammocks Middle School are aligned to the District's Comprehensive Research-based Reading Plan:

- To increase the usage of the Reading Plus program.
- To increase student achievement on the 2013 FCAT Reading test by analyzing data to provide resources/strategies needed for areas of improvement.
- To provide professional development based on teacher and student need.
- Provide content area classroom libraries.
- Promote the use of web based literacy tools such as online research tools, online books, tumble books, and fluency building websites for ESL learners.
- Promote the use of vocabulary development across the curriculum.
- Building student motivations.
- Promote literacy through activities focused on the Pre-Law Magnet curriculum.
- Promote the CollegeBoard SpringBoard reading strategies for the Pre-AP curriculum.

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

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- To increase the usage of the Reading Plus program.
- To increase student achievement on the 2013 FCAT Reading test by analyzing data to provide resources/strategies needed for areas of improvement.
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- Promote the use of vocabulary development across the curriculum.
- Building student motivations.
- Promote literacy through activities focused on the Pre-Law Magnet curriculum.
- Promote the CollegeBoard SpringBoard reading strategies for the Pre-AP curriculum.

Public School Choice

Supplemental Educational Services (SES) Notification

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

*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 are given the opportunity to attend applicable PD. The Literacy Leadership Team monitors the implementation of school-wide literacy strategies across the curriculum. The following will take place to ensure reading strategies are being used throughout the school:

- Sustained silent reading 30 minutes per day.
- Implementation and usage of the CollegeBoard SpringBoard Pre-AP curriculum strategies for reading to be used in all core classes.
- The Social Studies department will continue to support and re-enforce the Language Arts benchmarks in their daily lessons using the Social Studies and Language Arts task cards.
- Promote the use of Reading Plus through language arts with teachers monitoring student progress utilizing Reading Plus reports.
- Content area teachers will integrate nonfiction books, historical fiction, content area literature and curriculum focused on the Pre-Law magnet program.
- Use of CRISS strategies throughout the curriculum.
- Regular viewing of the indicators of effective classroom reading instruction through brief classroom visits by the administration specifically:

Making connections between reading and writing in research projects; Vocabulary work – definition, multiple contexts specifically about word meanings; Explanation and support of reading strategy use; Content knowledge and understanding

through discussion of content.

*High Schools Only

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

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

N/A

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

N/A

Postsecondary Transition

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

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

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The results of the 2012 FCAT 2.0 Reading Test indicate that 33% of students achieved level 3 proficiency. Our goal for the 2012-2013 school year is to increase level 3 student proficiency by 5 percentage points to 38%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (398)	38% (453)

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 administration of the FCAT 2.0 Reading Test was Reporting Category Vocabulary for grade 6, Informational Text for grade 7 and Literary Analysis for grade 8. Access to various types of text will allow students to achieve increased proficiency in deficient areas.	1.1.Enhance weekly vocabulary instruction to include more work with prefixes, suffixes, and word roots from Greek and Latin. Students will be taught and gain practice in how to identify clues in context in order to determine word meanings. The use of word walls, personal dictionaries, reading a variety of texts, and engaging in writing assignments that require students to use new vocabulary in the proper context will assist in strengthening vocabulary skills. In addition, core and elective classes will use these strategies to assist students in strengthening vocabulary skills. More consistent use of the Reading Plus program. Follow the College Board's Springboard program's rigorous standards and instructional framework .	1.1. MTSS/RtI Team	1.1. Monthly classroom walkthroughs; Interim assessment data will be disaggregated by both social studies and language arts teachers to determine effectiveness of reading benchmark instruction in content area.	1.1. Formative: Student work, teacher feedback, Reading Plus reports, Interim Assessments and Benchmark Mini Assessments Summative: 2013 FCAT 2.0 Reading Assessment

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.	
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Reading Goal #1b:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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 from the 2012 FCAT 2.0 Reading Test indicate that 25% of students achieved levels 4 and 5 proficiency. Our goal for the 2012-2013 school year is to increase levels 4 and 5 student proficiency by 2 percentage points to 27%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25%(299)	27%(322)

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. An area that showed a minimal growth as noted on the 2012 administration of the FCAT 2.0 Reading Test for grades 6-8 was Reporting Category 2 Reading Application . Students achieving above proficiency in these areas are in need of specific monitoring and enrichment to maintain high levels of proficiency.	2.1. Students scoring Level 4 and 5 in reading will be placed in advanced or gifted language arts in order to benefit from the content acceleration and enrichment that these courses offer. Teachers will engage students in problem-based learning and emphasize creative and higher order thinking to assist with reading fluency, flexibility, and elaboration. Students will work on anchoring conclusions, creating questions of their own for texts that address main idea and author's purpose, and avoiding the interference of prior knowledge when answering a question. Core and elective teachers should assist language arts teachers in strengthening Reading Application across	2.1. LLT	2.1. Monthly classroom walkthroughs; Review of Interim assessment data including monthly Reading Plus reports. Students' scores will determine the type of enrichment lessons/activities that will be given to them in order to provide students with the practice and skills necessary to increase level 4 and 5 proficiency.	2.1. Formative: Student work samples utilizing rubrics, benchmark mini assessments, Reading Plus Reports Summative: 2013 FCAT 2.0 Reading Assessment

		content areas. Reading Plus will be used to enrich and remediate as needed. Follow the College Board's Springboard program's rigorous standards and instructional framework.			
2	2.2. The area that showed minimal growth and would require students to maintain or improve performance as noted on the 2012 administration of the FCAT 2.0 Reading Test for grades 6-8 was Reported Category 4, Informational Text/Research Process. This is due to students lack of access to informational text.	2.2. Use Cooperative Learning to move students from guided learning to independent learning. In addition teachers will use real-world documents to interpret and organize information. Use instructional Strategies that include: <ul style="list-style-type: none"> • Reciprocal teaching • Opinion proofs • Question-and-answer relationships • Note-taking skills • A minimum of 30 minutes of silent reading per day Also, encourage these students to use the Reading Plus program and provide more explicit thematic components to complement our magnet offerings. Follow the College Board's Springboard program's rigorous standards and instructional framework.	2.2. MTSS/LLT	2.2. Review ongoing monthly classroom assessments/observations focusing on students' ability to complete assignments as teachers' become facilitators guiding students to become independent learners. Rubrics will be developed to assess student learning.	2.2. Formative: Student work samples utilizing rubrics, mini assessments, Reading Plus program Summative: 2013 FCAT 2.0 Reading Assessment

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	The results from the 2012 Florida Alternate Assessment indicate that 100% of students achieved above Level 7. Our goal for the 2012-2013 school year is to maintain or increase their proficiency level.
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	2.1. Only seven students participated in the Florida Alternate Assessment. Our goal is to have them maintain or improve their proficiency by improving students verbal skills.	2.1. Vocabulary should be introduced to students with pictures and print as well as guiding them to read fiction, nonfiction and informational text to identify the differences.	2.1. MTSS/LLT SPED Chair Administration	2.1. Monthly classroom walkthroughs; Monthly assessment data will be disaggregated to determine effectiveness of reading benchmark instruction in content area.	2.1. Formative: Student work, teacher feedback 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 reading. Reading Goal #3a:	The results from the 2012 FCAT 2.0 Reading Test indicate that 70% of students made learning gains. Our goal for the 2012-2013 school year is to increase student achievement learning gains by 5 percentage points to 75%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
70%(768)	75%(823)

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	3.1. An area where many students experienced deficiencies on the 2012 administration of the FCAT 2.0 Reading Test for grades 6-8 was Reporting Category 4 Informational Text/Research Process due to students lack of access to informational text.	3.1. Content areas teachers will emphasize instruction that helps students build stronger arguments to support their answers. Core and elective classes will provide assignments that require students to develop the use of "supporting details" in performance tasks. Instructional strategies include but are not limited to reciprocal teaching, opinion proofs, question-and-answer relationships, note-taking skills, summarization skills, and encouraging students to read from a wide variety of texts in order to become familiar with varying text structures and features. Follow the College Board's Springboard program's rigorous standards and instructional framework.	3.1.MTSS/ RtI Team Principal, Department Chairperson	3.1. Monthly classroom walkthroughs; Analysis of Interim assessment data in September, November and January, including Reading Plus reports. Students' scores will determine the type of enrichment lessons/activities that will be given to them in order to provide students with the practice and skills necessary to increase level 4 and 5 proficiency.	3.1. Formative: Student work samples , Interims, benchmark mini-assessments Summative: 2013 FCAT 2.0 Reading Assessment
2	3.2.	3.2.	3.2.	3.2.	3.2

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	The results from the 2012 Florida Alternate Assessment indicate that 100 % of students made learning gains. Our goal for the 2012-2013 school year is to maintain the level of learning gains amongst these students.
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. Only seven students participated in the Florida Alternate Assessment. Our goal is to have them maintain or improve their proficiency by improving their verbal skills.	3b.1 Students should be given the opportunity to make choices using concrete objects, real pictures and symbols paired with words.	3b.1. SPED Chair MTSS/RTI Team, Intensive Reading Teachers	3b.1. Classroom walkthroughs; other assessment data will be disaggregated to determine effectiveness of reading benchmark instruction in content area.	3b.1. Formative: Student work, teacher feedback 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 reading. Reading Goal #4:	In grades 6-8, 74% of students in the lowest 25 percentile made learning gains on the 2012 administration of the FCAT 2.0 Reading Test. Our goal for the 2012-2013 school year is to increase in the lowest 25% achieving learning gains by 5 percentage points to 79%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
74%(213)	79%(228)

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	4.1. An area of limited proficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test for grade 6-8 was Reporting Category 4: Informational Text/Research Process due to student's lack of access to informational text. .	4.1. Students will benefit from intervention and practice critically analyzing text. Teacher will emphasize instruction by including strategies such as: reciprocal teaching, question-answer relationships, opinion proofs, note-taking and summarizing skills, questioning the author and by encouraging students to read from a wide variety of texts. A more rigorous implementation of the nonfiction materials and publications available through Voyager, as well as regular use of supplemental periodicals to locate, identify and analyze a variety of text structures and features, to aid in the development of students' understanding of said literary features. Students will participate in Reading Plus. Students	MTSS/RTI Team,	4.1. Monthly classroom walkthroughs; Interim Assessment data and in-class assessment will be analyzed to determine effectiveness of strategies implemented.	4.1. Formative: Student Voyager Reading Benchmark test, SOLO, student artifacts, FAIR testing, Reading Plus reports, Interim Assessments Summative: 2013 FCAT 2.0 Reading Assessment

		will participate in small group differentiated instruction to emphasize reciprocal teaching strategies, question-answer relationships. Follow the College Board's Springboard program's rigorous standards and instructional framework.			
2	4.2.	4.2.	4.2.	4.2.	4.2.

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 # The goal of AMO-2 is to reduce the % of non-proficient by 50% over six years.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	62	66	69	73	76	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	The results of the 2012 FCAT 2.0 Reading Test indicate that 60% of the students in the Hispanic subgroup achieved proficiency. Our goal is to increase student proficiency by 7 percentage points to 67%. The results of the 2012 FCAT 2.0 Reading Test indicate that 65% of the students in the White subgroup achieved proficiency. Our goal for the 2012-2013 school year is to increase student proficiency by 4 percentage point to 69%. The results of the 2012 FCAT 2.0 Reading Test indicate that 72% of the students in the Asian subgroup achieved proficiency. Our goal is to increase student proficiency by 8 percentage points to 80%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 65%(83) Black: 56%(48) Hispanic: 60%(566) Asian: 72%(18) American Indian: N/A	White: 69%(88) Black: 59%(50) Hispanic: 67%(632) Asian: 80%(20) 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
	5B.1. As demonstrated on the administration of the 2012 FCAT 2.0 Reading Test the Hispanic, Asian	5B.1. Utilize FCAT data to identify students who are in need of tier 2 and 3	5B.1. MTSS/RtI Team	5B.1. MTSS/RtI Leadership Team will meet on a monthly basis to monitor student progress and the	5B.1. Formative: FAIR, District and school-site assessment data,

1	and White subgroups did not make satisfactory progress in reading due to lack of practice in using informational text.	<p>interventions, within the first month of the 2012-2013 school year, monitor students progress on a monthly basis.</p> <p>Provide and promote the use of Reading Plus to help build and accelerate academic growth.</p> <p>Follow the College Board's Springboard program's rigorous standards and instructional framework.</p>	effectiveness of intervention program delivery using data from prescribed intervention assessment.	<p>intervention assessments, Reading Plus reports</p> <p>Summative: 2013 FCAT 2.0 Reading Assessment</p>
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	The results of the 2011 FCAT 2.0 Reading Test indicate that 34% of the students in the English Language Learners subgroup achieved proficiency. Our goal for the 2012-2013 school year is to increase student proficiency by 7 percentage points to 41%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
34%(44)	41%(52)

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. As demonstrated on the administration of the 2012 FCAT Reading Test the English Language Learners subgroup did not make satisfactory progress in reading due to lack of practice with informational text.	<p>5B.1.</p> <p>Utilize FCAT data to identify Level 1-3 and place them in appropriate Tier 1 and Tier 2 interventions within the first month of the 2012-2013 school year, monitor students progress on a monthly basis.</p> <p>Provide and promote the use of Reading Plus and Teen Biz to help build and accelerate academic growth.</p> <p>Follow the College Board's Springboard program's rigorous standards and instructional framework.</p>	MTSS/RtI Team ELL Teachers Administration Department Chair	5B.1. MTSS/RtI Leadership Team will meet on a monthly basis to monitor student progress and the effectiveness of intervention program delivery using data from prescribed intervention assessment.	5B.1. Formative: FAIR, District and school-site assessment data, intervention assessments And Reading Plus reports Summative: 2013 FCAT 2.0 Reading 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:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading.	N/A
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Reading Goal #5D:					
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	n/a	n/a	n/a	n/a	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:

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 58% of the students in the Economically Disadvantaged (ED) subgroup achieved proficiency. Our goal is to increase student proficiency by 5 percentage points to 63%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
58%(520)	63%(565)

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. As demonstrated on the administration of the 2012 FCAT Reading Test Economically Disadvantaged (ED) subgroup did not make satisfactory progress in reading due to a lack of practice with using informational text.	5E1. Identify Level 1 & 2 students, place students in appropriate Tier 1 and Tier 2 interventions within the first month of the 2012-2013 school year and monitor student progress using data on a monthly basis. Follow the College Board's Springboard program's rigorous standards and instructional framework. Update the computer lab schedule in order to optimize usage of computers to increase the implementation of Reading Plus for 30 minutes once per week	5E.1 MTSS/RtI Team	5E.1. MTSS/RtI Leadership Team will meet on a monthly basis to monitor student progress and the effectiveness will be monitored by students being in Intensive Reading classes.	5E.1. Formative: FAIR, District and school-site assessment data, intervention assessments Summative: 2013 FCAT 2.0 Reading Assessment
2					

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
Reading Plus	6-8	Teacher	6-8 Reading and Content Area Teachers	10/26/12	Reading Plus Reports and Student performance on Interim Assessments	MTSS/RtI Leadership Team
Literacy Across the Curriculum	6-8	Reading Teachers	6-8 Reading and Content Area Teachers	12/13/12	Interim Assessment Reports	MTSS/RtI Leadership Team
Edusoft Assessments and Reporting	6-8	Administration	6-8 Reading and Content Area Teachers	11/6/12	Interim Assessment Reports	MTSS/RtI Leadership Team
Data Chats	6-8	Teacher	6-8 Reading and Content Area Teachers	01/17/13	Interim Assessment Reports	MTSS/RtI Leadership Team

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Use of Technology	LCD light bulbs	Title 1	\$1,000.00
			Subtotal: \$1,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
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. CELLA Goal # 1:	The results of the 2012 CELLA Listening /Speaking Test indicate that 56% of the students in the achieved proficiency. Our goal is to increase or maintain student proficiency.

2012 Current Percent of Students Proficient in listening/speaking:

56% (66)

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. An area of deficiency in the 2012 CELLA test for grades 6-8 was in Listening and Speaking due to limited practice using verbal skills in English.	1.1. The ELL teacher will incorporate modeling, Teacher Led Groups, Brainstorming and Think Alouds to reinforce skills needed for higher student performance in this area.	1.1. ELL Teachers Administration Department Chair	1.1. Monthly classroom walkthroughs; Administrative team and teachers will disaggregate and analyze Interim Assessments to determine effectiveness of strategies implemented.	1.1. Formative: Student work samples , Interim Assessments, benchmark mini-assessments 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 Reading Test indicate that 32% of the students in the achieved proficiency. Our goal is to increase or maintain student proficiency.
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2012 Current Percent of Students Proficient in reading:

32% (40)

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. An area of deficiency in the 2012 CELLA test for grades 6-8 was in Reading due to a lack of reading skills with the English language.	2.1. The ELL teacher will incorporate Strategies to improve student reading proficiency through the use of Read Alouds, Task Cards, Cooperative Learning, and Graphic Organizers.	2.1 ELL Teachers Administration Department Chair	2.1. Monthly classroom walkthroughs; Administrative team and teachers will disaggregate and analyze Interim Assessment data to determine effectiveness of strategies implemented.	2.1. Formative: Student work samples , Interim Assessments, benchmark mini-assessments Summative: 2013 CELLA

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

3. Students scoring proficient in writing. CELLA Goal #3:	The results of the 2012 CELLA Writing Test indicate that 30% of the students in the achieved proficiency. Our goal is to increase or maintain student proficiency.
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2012 Current Percent of Students Proficient in writing:

30%(37)

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. An area of deficiency in the 2012 CELLA test for grades 6-8 was in Writing due to a lack of practice in writing in the English language.	2.1. The ELL teacher will incorporate strategies to improve student writing which include illustrating and labeling, process writing, summarizing, and spelling strategies to improve student performance in writing.	2.1. Administration Department Chair	2.1. Monthly classroom walkthroughs; Administrative team and teachers will disaggregate and analyze Interim Assessments to determine effectiveness of strategies implemented.	2.1. Formative: Student work samples , Interim Assessments, benchmark mini-assessments 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
Improve writing skills	Writing workshop	Title 1	\$200.00
			Subtotal: \$200.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$200.00

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 28% of students achieved Level 3 proficiency. Our goal for the 2012-2013 school year is to increase Level 3 student proficiency by 5 percentage points to 33%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (335)	33% (393)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Mathematics Test for grades 6-8 was Geometry and Measurement due to a lack of practice with manipulatives.	Develop departmental grade level and/or course-alike learning teams to facilitate the implementation of the listed best practice instructional strategies. Infuse the Step-It-Up Problem Solving Protocol into daily instruction to equip students with strategies to solve real-world application based problems. Use the Pacing Guide aligned Topic Assessments and the FLDOE Florida Achieves! Follow the College Board's Springboard program's rigorous standards and instructional framework.	Administration Department Chair MTSS/RtI	Review monthly classroom assignments and Interim Assessments that target the application of the skills taught.	Formative: Interim and mini-assessments; student work Summative: 2013 FCAT 2.0 Mathematics Assessment

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in 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	Process Used to Determine Effectiveness of	Evaluation Tool
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			Monitoring	Strategy	
1	n/a	n/a	n/a	n/a	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 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 25% of students achieved Level 4 and 5 proficiency. Our goal for the 2012-2013 school year is to increase Level 4 and 5 student proficiency by 2 percentage points to 27
2012 Current Level of Performance:	2013 Expected Level of Performance:
25%(296)	27%(321)

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	Level 4 and 5 students in grades 6-8 showed an area of deficiency in Geometry and Measurement as noted in the 2012 administration of the FCAT 2.0 Mathematics Test due to a lack of practice in measurement activities. The students knowledge in this category needs to be expanded.	To find the perimeters and areas of composite two-dimensional figures, including non-rectangular figures (such as semicircles), the use of various tools (on-line and off-line manipulatives) will aid the variety of learning styles. Provide visual stimulus to develop students' spatial sense. Provide students with opportunities to investigate geometric properties. Differentiate instruction for students. Investigate strategies to determine the surface area and volume of selected prisms, pyramids, and cylinders. Solve problems involving scale factors, using ratio and proportion. Solve simple problems involving rates and derived measurements for such attributes as velocity and density.	Administration Department Chair	Review monthly classroom assignments and Interim Assessments that target the application of the skills taught.	Formative: Interim and mini-assessments; student work Summative: 2012 FCAT Mathematics Assessment

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	The results of the 2012 Florida Alternative Assessment indicate that ~100 % of students achieved Level 7 in mathematics proficiency. Our goal for the 2012-2013 school year is to have students maintain or increase their proficiency.
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	Only seven students participated in the Florida Alternate Assessment. Our goal is to have them maintain or improve their proficiency with calculating mathematical concepts.	Fewer than 10 students will be taking the FAA and all scored above Level 7. The teacher will provide students with opportunities to provide repetition for long term learning math concepts such as rote counting, fact fluency and tools for measurement along with using guided discussion to engage students in real life math problems.	SPED Chair Administration MTSS/RtI	Monthly classroom walkthroughs; other assessment data will be disaggregated to determine effectiveness of reading benchmark instruction in content area.	Formative: Student work, teacher feedback 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 66% of students made learning gains. Our goal for the 2012-2013 school year 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 71%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
66%(719)	71% (774)

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	As noted on the 2012 FCAT 2.0 Mathematics Test Administration in grades 6-8 the area of deficiency was Geometry and Measurement due to a lack of practice in activities using measurement. .	Develop departmental grade level and/or course-alike learning teams to facilitate the implementation of the listed best practice instructional strategies. Infuse the Step-It-Up Problem Solving Protocol into daily instruction to equip students with strategies to solve real-world application based problems. Use the Pacing Guide aligned Topic Assessments and the FLDOE Florida Achieves! Follow the College Board's Springboard program's rigorous standards and instructional framework.	Administration Department Chair MTSS/RtI	Review monthly classroom assignments and Interim Assessments that target the application of the skills taught.	Formative: Interim and mini-assessments; student work Summative: 2013 FCAT Mathematics Assessment

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

of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	The results of the 2012 Florida Alternative Assessment indicate that ~100% of students achieved Learning Gains in mathematics proficiency. Our goal for the 2012-2013 school year is to maintain Learning Gains.
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	Only seven students participated in the Florida Alternate Assessment. Our goal is to have them maintain or improve their proficiency with calculating mathematical concepts.	Fewer than 10 students will be taking the FAA and all scored above Level 7. The teacher will provide students with opportunities to associate activities with concrete objects/pictures to familiar events to show a preference along with providing students with visual choices as presented in the FAA.	SPED Teacher Administration MTSS/RtI	Monthly Classroom walkthroughs; other assessment data will be disaggregated to determine effectiveness of reading benchmark instruction in content area.	Formative: Student work, teacher feedback 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 58% of the Lowest 25% of students made learning gains. Our goal for the 2012-2013 school year is to provide appropriate interventions and remediation in order to increase the percentage of students making learning gains by 10 percentage points, to 68%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
58% (166)	68% (194)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As noted on the 2012 FCAT 2.0 Mathematics Test Administration for grades 6-8 the area of deficiency was Geometry and Measurement due to a lack of practice in measurement activities.	Compare, contrast, and convert units of measure between different measurement systems (US customary or metric (SI)), dimensions, and derived units to solve problems. Identify and plot ordered pairs in all four quadrants of the coordinate plane. Use Hands-on activities to explore area and volume using non-traditional units of	RtI Team	Monthly classroom assignments and Interim assessments that target the application of the skills taught along with reports generated from technology programs.	Formative: Interim and mini-assessments; student work Summative: 2012 FCAT 2.0 Mathematics Assessment

	<p>measure. (i.e., using nets, construct cubes, prism, and tetrahedrons of different scales and compare the ratios of edge length, area, and volume of the models.</p> <p>Follow the College Board's Springboard program's rigorous standards and instructional framework.</p>		
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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Middle School Mathematics Goal #				
		The goal of AMO-2 is to reduce the % of non-proficient by 50% over six years.				
5A :						
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	57	61	65	69	73	

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 53% of students in the Hispanic subgroup achieved proficiency and 72% of students in the Asian subgroup achieved proficiency. Our goal for the 2012-2013 school year is to increase student proficiency by 8 percentage points for Hispanic subgroup to 61% and by 8 percentage point for the White subgroup to 80% by providing appropriate interventions and remediation.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 68%(87) Black: 44%(37) Hispanic: 53%(500) Asian: 72%(18) American Indian: N/A	White: 69%(88) Black: 46%(39) Hispanic: 61%(575) Asian: 80%(20) 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	As demonstrated on the administration of the 2012 FCAT 2.0 Mathematics Test the Hispanic, and Asian subgroups did not make satisfactory progress in mathematics due to lack of practice in calculating measurement and understanding geometric shapes.	<p>Provide visual stimulus to develop students spatial sense using various tools (on-line and off-line manipulatives) to aid the variety of learning styles.</p> <p>Engage students in activities to use technology that include visual stimulus to develop a conceptual understanding of the benchmarks.</p> <p>Follow the College Board's Springboard program's rigorous</p>	Rtl Team, Mathematics Department Chair	Monthly classroom assignments and Interim assessments that target the application of the skills taught along with reports generated from technology programs.	<p>Formative: Interim and mini-assessments; student work</p> <p>Summative: 2013 FCAT 2.0 Mathematics Assessment</p>

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	The results of the 2012 FCAT 2.0 Mathematics Test indicate that 37% of English Language Learners achieved proficiency. Our goal for the 2012-2013 school year is to increase student proficiency by 11 percentage points to 48%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
37%(47)	48%(61)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test for English Language Learners in grades 6-8 was Geometry and Measurement due to a lack of practice in measurement	Provide students with opportunities to investigate strategies for determining measurement related to various shapes and to solve simple problems involving scale factors using ratio and proportion. Differentiate instruction for students who require intervention in this area using ESOL strategies Engage students in activities to use technology that include visual stimulus to develop a conceptual understanding of the benchmarks. Follow the College Board's Springboard program's rigorous standards and instructional framework.	MTSS/RtI Department Chair Administration	Monthly classroom assignments and Interim assessments that target the application of the skills taught.	Formative: Interim and mini-assessments; student work Summative: 2013 FCAT 2.0 Mathematics 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:

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 23% of Students With Disabilities achieved proficiency. Our goal for the 2012-2013 school year is to increase student proficiency by 12percentage points to 33%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
23%(35)	35%(53)

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	As demonstrated on the administration of the 2012 FCAT 2.0 Mathematics Test the Students with Disabilities subgroups did not make satisfactory progress in mathematics due to lack of practice in measurement.	<p>Provide students with opportunities to investigate strategies for determining measurement related to various shapes and to solve simple problems involving scale factors using ratio and proportion.</p> <p>Differentiate instruction for students who require intervention in this area, according to their IEP.</p> <p>Engage students in activities to use technology such as Florida FOCUS that include visual stimulus to develop a conceptual understanding of the benchmarks.</p>	MTSS/RtI Administration Department Chair	Monthly classroom assignments and Interim assessments that target the application of the skills taught.	<p>Formative: Interim and mini-assessments; student work</p> <p>Summative: 2013 FCAT 2.0 Mathematics Assessment</p>

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

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	The results of the 2012 FCAT 2.0 Mathematics Test indicate that 52% of students in the Economically Disadvantaged subgroup achieved proficiency. Our goal for the 2012-2013 school year is to increase student proficiency by 6 percentage points to 58%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
52%(466)	58%(520)

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	As demonstrated on the administration of the 2012 FCAT 2.0 Mathematics Test the Economically Disadvantaged subgroup did not make satisfactory progress in mathematics due to lack of practice in measurement.	<p>Provide students the opportunity to compare, contrast and convert units of measure between different measurement systems and use hands-on activities to explore area and volume using non-traditional units of measure.</p> <p>Engage students in activities to use technology that include visual stimulus to develop a conceptual understanding of the benchmarks.</p> <p>Follow the College Board's Springboard program's rigorous standards and instructional framework.</p>	Administration Department Chair MTSS/RtI	Monthly classroom assignments and Interim assessments that target the application of the skills taught.	<p>Formative: Interim and mini-assessments; student work</p> <p>Summative: 2013 FCAT 2.0 Mathematics Assessment</p>

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 indicate that 42 % of students achieved Level 3 proficiency. Our goal for the 2012-2013 school year is to maintain the Level 3 student proficiency of 42%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
42%(38)	42% (38)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As noted on the 2012 Algebra EOC Administration for grade 8 the area of deficiency was polynomials due to a lack of practice and coverage of the topic in 7th grade activities.	Provide all students more practice in solving multi-step problems with several rate parameters as well as providing them with inductive reasoning strategies that include discovery learning activities. Follow the College Board's Springboard program's rigorous standards and instructional framework.	Provide all students more practice in solving multi-step problems with several rate parameters as well as providing them with inductive reasoning strategies that include discovery learning activities. Follow the College Board's Springboard program's rigorous standards and instructional framework.	Department Chair Administration	Formative: Interim and mini-assessments; student work Summative: 2013 Algebra EOC

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

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	The results of the 2012 Algebra EOC indicate that 57% of students achieved Level 4 and 5 proficiency. Our goal for the 2012-2013 school year is to maintain Level 4 and 5 student proficiency of 57%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
57% (51)	57% (51)

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	As noted on the 2012 Algebra EOC Administration for grade 8 the area of deficiency was polynomials due to a lack of practice and coverage of the topic in 7th grade activities.	Provide students with opportunities to explore and apply the use of a system of equations in the real world as well as developing math vocabulary. Follow the College Board's Springboard program's rigorous standards and instructional framework.	Department Chair Administration	Review monthly classroom assignments and Interim assessments that target the application of the skills taught.	Formative: Interim and mini-assessments; student work Summative: 2013 Algebra EOC

End of Algebra EOC Goals

Geometry End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:				
1. Students scoring at Achievement Level 3 in Geometry.				
Geometry Goal #1:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:				
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.				
Geometry Goal #2:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				

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

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
Analyzing Math Data to Drive Instruction	6-8 Math	District	Hammocks Math Teachers	9/21/12	Interim Assessment Scores/Data	Department Chairperson Assistant Principal
CollegeBoard SpringBoard Training	6-8 Math	District	Hammocks Math Teachers	9/12/12	Compass Learning Odyssey Reports	Department Chairperson Assistant Principal
Edusoft	6-8 Math	Department Chairperson	Hammocks Math Teachers	10/25/12	Edusoft Reports	Department Chairperson Assistant Principal

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
Use of technology	LCD lightbulbs	Title 1	\$1,000.00
			Subtotal: \$1,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,000.00

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:	On the 2012 administration of the FCAT 2.0 Science Test, 31% of students achieved FCAT Level 3 proficiency. The expected level of performance for the 2013 administration is 35% achieving proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (134)	35% (152)

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	Results of the 2012 FCAT 2.0 Science assessment in grade 8 indicate that students had difficulty with Reporting Category 1 – Nature of Science due to a lack of exposure to hands on activities.	Provide opportunities to complete article reviews, science-related reading comprehension passages, and/or case studies each nine-week period in order to enrich the development of higher order thinking skills by researching various science fields. Students will be provided the opportunities to incorporate technology, including article reviews, science fair, GIZMOS and use of MIMIO. Follow the College Board's Springboard program's rigorous standards and instructional framework.	MSTT Team Administration	Results of Interim assessment data and science-related reading comprehension passages, and/or case studies will be used to monitor student progress. A rubric will be designed to measure student progress in their writing and further promote high order thinking skills and use of technology and research.	Formative: School-site developed rubric; student work and interim assessments Summative: 2013 FCAT 2.0 Science Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	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	Process Used to Determine Effectiveness of	Evaluation Tool
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			Monitoring	Strategy	
1	N/A	N/A	N/A	N/A	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 group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	On the 2012 administration of the FCAT 2.0 Science Test, 10% of students scored at FCAT Level 4 and 5 proficiency. The expected level of performance for the 2013 administration is 11% achieving above proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
10% (42)	11% (50)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Results of the 2012 FCAT 2.0 Science assessment in grade 8 indicate that students had difficulty with Reporting Category 1 – Nature of Science. Students need additional support to develop independent projects using research skills.	Identify students scoring 4 or 5 in Reading and Mathematics portion of the FCAT and mentor these students in the development of independent experimental projects to increase scientific thinking, and the development and discussion of inquiry based activities that allow for testing of hypotheses, data analysis, explanation of variables, models, and various investigative methods scientists use. Use Gizmos and/or Discovery Education at least twice per grading period along with the opportunity to manipulate data. Follow the College Board's Springboard program's rigorous standards and instructional framework.	Administration, Science Department Chairperson	Monthly classroom walkthroughs; Interim Assessments and Monthly Gizmo reports will be analyzed for student achievement.	Formative: School-site developed rubric, student work and interim assessments. Summative: 2013 FCAT 2.0 Science Assessment

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in 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
1	N/A	N/A	N/A	N/A	N/A

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
Analyzing Science Data to Drive Instruction	6-8 Science	Department Head	Hammocks Science Teachers	9/7/12	Baseline Assessment Scores/Data	Department Chairperson Assistant Principal
Science Fair	All classes will complete a Science Fair Project using different criteria.	Department Head	Hammocks Science Teachers	9/21/12	Completion of Science Fair Projects	Science Department Chair Administration

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
Use of technology	LCD Projector, Computers	Title 1	\$1,000.00
Hands on Activities	Lab Supplies	Lab Fees	\$1,000.00
			Subtotal: \$2,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Science Fair strategies	Substitutes to attend Science Fair Workshop and Regional Science Fair	Title 1	\$300.00
			Subtotal: \$300.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
FCAT Review	Resource materials to complete experiments and salary for 2 teachers for 2 sessions of 6 weeks each.	Title 1	\$2,000.00
			Subtotal: \$2,000.00
			Grand Total: \$4,300.00

Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	The results of the FCAT 2012 FCAT Writing Test Indicate that 74% of students scored level 3.0 or higher. Our goal for the 2012-2013 school year is to increase the percentage of students scoring at level 3 or above by 3 percentage points to 77%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
74%(323)	77% (334)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The areas of deficiency as demonstrated on the administration of the 2012 FCAT Writing Assessment for grade 8, was editing for language conventions. The students need more exposure to the use of language conventions.	<p>Edit for correct spelling of high frequency and phonetically regular words, using a word bank, dictionary, or other resources as necessary.</p> <p>Incorporate vocabulary lessons, which include prefixes, suffixes, Greek, and Latin root words.</p> <p>Review parts of speech and conduct mini-lessons as necessary on areas of student need, based on student writing samples.</p> <p>Use highlighters to edit for capitalization, including but not limited to proper nouns, the pronoun "I," and the initial word of sentences.</p> <p>Review writing samples to have students identify sentence structures, punctuation, subject/verb agreement, and pronoun referent errors.</p> <p>Provide suggestions for improvement. Refer to revision and editing chart to edit their papers, as well as conferencing with peers and/or teacher.</p> <p>Follow the College Board's Springboard</p>	Administration Language Arts Department Chair	Administer and review monthly writing prompts to monitor students' progress and to adjust instructional focus need.	<p>Formative: District Baseline data and Student scores on monthly writing prompts and post test.</p> <p>Summative: 2013 FCAT Writing Test</p>

		program's rigorous standards and instructional framework.			
2	The areas of deficiency as demonstrated on the administration of the 2012 FCAT Writing Assessment for grade 8, was supporting details and elaboration due to a lack of writing practice.	During writing instruction students will incorporate the use of the writing process using but not limited to: the Six Traits of Writing, writing responses to questions as an alternative to selecting correct responses on a multiple-choice test; reading passages and creating summary questions; critiquing written pieces; reading and analyzing different types of writing; writing stories about real or imagined events; writing descriptions of how things look, smell, taste, sound, and feel; writing personal anecdotes and incorporating them into writing that either explains or persuades; engaging in peer editing and examining state-scored anchor papers for scoring practice; working cooperatively to piece together an essay that has been separated into a puzzle; engaging in elaboration strategies at the sentence and paragraph level by "magnifying a moment" to help strengthen student support through use of specific details; helping students develop successful prewriting strategies (planning); writing numerous practice "timed" essays to help students become comfortable with the space and time limitations of the writing FCAT.	Administration Language Arts Department Chair	Administer and review monthly writing prompts to monitor students' progress and to adjust instructional focus as needed.	Formative : District Baseline data and Student scores on monthly writing prompts and post-test Summative: 2013 FCAT Writing Test
3	The area of deficiency is persuasive writing due to a lack of practice in using persuasive prompts.	During instruction students will engage in writing across the curriculum that is focused on the development of main ideas and support details. Social studies classes will incorporate written responses to questions that require students to support answers with details and examples. Science teachers will engage in technical/lab writing and article reviews that	Administration, Language Arts Department Chair Social Studies Department Chair Science Department	Administer and review monthly writing prompts to monitor students' progress and to adjust instructional focus as needed.	Formative : District Baseline data and student scores on monthly writing prompts. Summative: 2013 FCAT Writing

	require students to identify main ideas using supporting details and evidence.		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	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	N/A	N/A	N/A	N/A	N/A

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
Six Traits of Writing	6-8th	Writing Liaison	6th through 8th grade teachers LA teachers, ESE and ELL	10/25/12	Leadership team meets on a monthly basis to monitor student progress on monthly prompts, assessments, Writing Portfolios and classroom walkthroughs documenting the use of the Six Traits and the implementation of effective writing instruction.	Administration, Language Arts Department Chair
Writing Conventions and the use of Rubrics	6-8th	Writing Liaison	6th through 8th grade teachers LA teachers, Social Studies teachers and ESE and ELL teachers	10/25/12	Leadership team meets on a monthly basis to monitor student progress on monthly prompts, assessments, Writing Portfolios and classroom walkthroughs documenting the use of the Six Traits and the implementation of effective writing instruction. Vertical grammar planning between 6th, 7th, and 8th grade teachers.	Administration, Language Arts Department Chair

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Student Resources	Resource materials for Pre-Law magnet	Magnet Funding	\$1,000.00
			Subtotal: \$1,000.00
			Grand Total: \$1,000.00

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:		On the 2012 administration of the Baseline Civics test 100% of students scored 2% proficiency. The expected level of performance of the 2013 Winter Interim Assessment in Civics is 75% achieving proficiency.			
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	The area of deficiency on the administration of the 2012 Baseline Civics test was found in Organization and Function of Government. Students need practice in reading passages with moderate to high text complexity.	Proper pacing to ensure that the Civics Curriculum is taught with fidelity and is paced accordingly Institute common planning time Coverage of the essential content in the pacing guides, working with difficult texts and creating texts using moderate to high complexity items. Utilize district published lesson plans and assessments aligned	Administration Department Chair	Monthly school generated assessments will be administered in order to assess progress and adjust instructional focus.	Formative: School-site developed tests, student work and district published quarterly tests. Summative: 2013 Civics EOC

		with the Civics EOC exam. Follow the College Board's Springboard program's rigorous standards and instructional framework.		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students scoring at or above Achievement Levels 4 and 5 in Civics. Civics Goal #2:	On the 2011 administration of the Baseline Civics test 100% of students scored 2% proficiency. The expected level of performance of the 2013 Winter Interim Assessment in Civics is 75% achieving proficiency.
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	The area of deficiency on the administration of the 2012 Baseline Civics test was found in Organization and Function of Government. Students need additional support to develop independent projects using research skills.	Provide activities which allow for students to examine opposing points of view on various topics Provide opportunities for students to participate in project based learning activities including those sponsored by the District and State(e.g. Project Citizens, Model UN). Follow the College Board's Springboard program's rigorous standards and instructional framework.	Administration Department Chair	A monthly assessment for the completion of technology projects and written assignments will be utilized to monitor student achievement.	Formative: School-site developed rubric, student work and interim assessments. Summative: 2013 Civics EOC

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
Civics Pacing Guide	7th grade	Department Chair	7th grade Social Studies Teachers	10/25/12	Sharing of best practices for coverage of pacing	Administration Department Chair

Civics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
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 this year is to increase attendance to 95.87% by minimizing absences due to illnesses and truancy, and to create a school climate that is welcoming and supportive to all students, parents, staff and community members. In addition, our goal for this year is to decrease the number of students with excessive absences (10 or more), and excessive tardiness (10 or more) by 5 %.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
95.37%(1178)	95.87% (1184)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
352	334
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
158	150

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	Truancy increased by 0.6% from 2011 to 2012 due to student illness and family issues.	Students who have been absent 6 or more days unexcused will be identified and referred to the TCST for intervention services. A letter will be sent home along with a follow up phone call to parents requesting a meeting to discuss the students' pattern of nonattendance. In addition the school will utilize the school's Social Worker to conduct more home visits to gather accurate information and meet with parents to discuss their child's attendance and recommend methods to improve and maintain better communication with the schools	Assistant Principals Counselors Social Worker	Weekly updates from the school Social Worker and the Truancy Child Study Team.	Attendance rosters and the TCST logs.

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
Truancy Prevention	6-8 Attendance	Staff from Attendance Services	Administration, Team Leaders, and Counselors	12/13/12	A Truancy Prevention Program will be developed and monitored	Assistant Principals and counselors

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 total number of suspensions by 10%.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
473	426
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
214	193
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
287	258
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
139	125

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The total number of indoor and outdoor suspensions increased from 652 incidents during the 2010-2011 school year to 760 in the 2011-2012 school year, an increase of 108 incidents due to defiant and disruptive behavior.	The school will continue to utilize afterschool administrative detentions in lieu of indoor or outdoor suspensions depending on the severity of the violation a per the student code of conduct. Utilize the Student Code of Conduct by	Administration, Counselors, SCSI Instructor	Monitor SPOT Success report by grade level and monitor COGNOS report on student outdoor suspension rates. Do the Right Thing Monthly nominations.	Monthly COGNOS suspension report and SPOT Success report.

		providing incentives for compliance through the use of Secondary SPOT Recognition program and Do the Right Thing Program		
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Student Code of Conduct	6-8	Administration	Schoolwide	8/23/12	Utilize classroom walk through to monitor teachers' enforcement of the Student Code of Conduct. Monitor Spot Success monthly report. Review parent participation in Open House meeting.	Administration

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Student Code of Conduct	Printing of Agenda Books with the Student Code of Conduct inserted in reference pages	Title 1	\$3,000.00
			Subtotal: \$3,000.00
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: \$3,000.00

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas

in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	Our goal for the 2011-2012 school year is to increase the percentage of parents participating in school wide activities from 50% to 60%.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
50%(600)	60% (720)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of participation in school wide activities by parents who are limited English proficient.	Send notification of school activities through Connect Ed and by paper in both English and Spanish languages. Provide Spanish translation on information disseminated at meetings and events.	Administration, Activity Sponsors	Review monthly sign in sheets to determine the number of limited English proficient parents attending school events.	Sign in Sheets
2	Parents have limited transportation opportunities to attend school functions.	Coordinate parent meetings before student nighttime events to review information such as FCAT test results, attendance information, and Student Code of Conduct.	Administration, Activity Sponsors	Review monthly sign in sheets to determine the number of parents attending school or community events.	Sign in Sheets

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Student Data Night	6-8	Administration	Parents and Students	11/10/12	Review sign in sheets to determine the number of parents participating in the event	Administration
Title 1 Parent Orientation	6-8	Administration	Parents and Students	9/20/12	Review sign in sheets to determine the number of parents participating in the event	Administration

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Increase Parent Participation	Materials and Handouts	PTSA	\$500.00
			Subtotal: \$500.00
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: \$500.00

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:		Our goal for the 2012-2013 school year is to utilize the College Board SpringBoard program and the NESTT initiative with the Deering Estate to increase rigor in our Mathematics and Science programs to improve student performance on the FCAT 2.0 Science Test and FCAT 2.0 Mathematics Test.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have difficulty conceptualizing difficult concepts in math and science.	Increase activities for students to design and develop science, math, and engineering projects utilizing technology to increase scientific thinking and the development and implementation of inquiry based activities. Coordinate NESTT program with cooperation of Deering Estate and Varela High School to enhance student's knowledge of science and math concepts.	Department Chair Administrative Team	Monthly Walkthroughs Weekly Laboratory logs	Authentic Assessment scores Interim Assessments

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
College Board/SpringBoard	6-8	Department Chair	Math and Science Teachers	10/25/12	Interim Assessment Scores/Data	Department Chair Administration
NESTT Meeting	6	Principal	Students and Parents	9/15/12	Student Applications	Principal Science Teacher

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Hands On Activities	Manipulatives and Lab Equipment	Title 1	\$1,000.00
Field Trips	Transportation for Field Trips for NESST program	Title 1	\$1,000.00
			Subtotal: \$2,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Use of Technology	Tablets	Title 1	\$2,000.00
			Subtotal: \$2,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$4,000.00

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:		Increase rigorous and relevant instruction by increasing student participation in Technology competitions by 10%.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

1	Increase rigor and real world applications through Project Based Learning Competitions curriculum from the Miami-Dade County Fair guidelines.	Schedule career academy expo with feeder pattern high school. Provide opportunities for articulation with high schools and middle academy teachers to integrate curriculum.	Administration	Monitor the implementation of the guidelines and timeline for teacher training and the progress of CTE student competition projects.	Data reports showing the number of student participants in CTE competitions.
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

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

CTE Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Hands on Activities	Materials for projects	Title 1	\$1,000.00
			Subtotal: \$1,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Use of Technology	Computer hardware and software	Title 1	\$1,000.00
			Subtotal: \$1,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$2,000.00

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
Suspension	Student Code of Conduct	Printing of Agenda Books with the Student Code of Conduct inserted in reference pages	Title 1	\$3,000.00
Parent Involvement	Increase Parent Participation	Materials and Handouts	PTSA	\$500.00
STEM	Hands On Activities	Manipulatives and Lab Equipment	Title 1	\$1,000.00
STEM	Field Trips	Transportation for Field Trips for NESST program	Title 1	\$1,000.00
CTE	Hands on Activities	Materials for projects	Title 1	\$1,000.00
				Subtotal: \$6,500.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Use of Technology	LCD light bulbs	Title 1	\$1,000.00
Mathematics	Use of technology	LCD lightbulbs	Title 1	\$1,000.00
Science	Use of technology	LCD Projector, Computers	Title 1	\$1,000.00
Science	Hands on Activities	Lab Supplies	Lab Fees	\$1,000.00
STEM	Use of Technology	Tablets	Title 1	\$2,000.00
CTE	Use of Technology	Computer hardware and software	Title 1	\$1,000.00
				Subtotal: \$7,000.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
CELLA	Improve writing skills	Writing workshop	Title 1	\$200.00
Science	Science Fair strategies	Substitutes to attend Science Fair Workshop and Regional Science Fair	Title 1	\$300.00
				Subtotal: \$500.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Science	FCAT Review	Resource materials to complete experiments and salary for 2 teachers for 2 sessions of 6 weeks each.	Title 1	\$2,000.00
Writing	Student Resources	Resource materials for Pre-Law magnet	Magnet Funding	\$1,000.00
				Subtotal: \$3,000.00
				Grand Total: \$17,000.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Student Incentives Principal Special Projects Student Achievement	\$6,000.00

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

The Educational Excellence School Advisory Council (EESAC) has an important function for the success of Hammocks Middle School. Listed below are the activities planned for the coming year:

- Reach out to the community to obtain more Dade Partners and partnerships for our Pre-Law Magnet and CollegeBoard SpringBoard programs.
- Organize family events involving school initiatives of literacy and promoting our Pre-Law Magnet and CollegeBoard SpringBoard programs.
- Sponsor drives to increase parental involvement.
- Work with school stakeholders to implement and review the progress of the School Improvement Plan (SIP).
- Review school-wide data for trends in students achievement.

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 HAMMOCKS MIDDLE SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	73%	68%	88%	54%	283	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	64%	65%			129	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?	73% (YES)	65% (YES)			138	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					550	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Dade School District HAMMOCKS MIDDLE SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	74%	70%	93%	48%	285	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	69%	71%			140	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?	71% (YES)	67% (YES)			138	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					563	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested