

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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
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School Name: WEST MIAMI MIDDLE SCHOOL

District Name: Dade

Principal: Colleen Del Terzo

SAC Chair: Mabel Abascal

Superintendent: Alberto M. Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/12/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Colleen M. Del Terzo	Bachelor of Science - General, University of the West Indies Bachelor of Arts -Chemistry, Florida International University Master of Science -Science Education, Florida International University Doctorate in Education - Instructional Leadership, Nova Southeastern	5	26	'12 '11 '10 '09 '08 '07 AMO 50 45 School Grade C B B A A B High Standards Rdg. 41 61 59 56 59 67 High Standards Math 42 57 57 58 61 58 Lrng. Gains-Rdg. 65 65 63 61 64 58 Lrng. Gains-Math 65 66 66 69 70 65 Gains-Rdg-25% 73 74 71 72 68 70 Gains-Math-25% 68 74 67 75 72 68

		University Certifications/Endorsements: Administration and Supervision, Chemistry , Biology, School Principal, Educational Leadership			
Assis Principal	Pedro R. Cedeno	Bachelor of Science – Social Studies Education, Florida International University Master of Science – Educational Leadership, Nova Southeastern University Certifications/Endorsements: Social Science, Educational Leadership	4	4	'12 '11 '10 '09 '08 '07 AMO 50 45 School Grade C B B A A B High Standards Rdg. 41 61 59 73 71 67 High Standards Math 42 57 57 78 75 58 Lrng Gains-Rdg. 65 65 63 68 71 58 Lrng Gains-Math 65 66 66 80 80 65 Gains-Rdg-25% 73 74 71 76 74 70 Gains-Math-25% 68 74 67 8 79 68
Assis Principal	Mary T. Keets-Jay	Bachelor of Science – Special Education, Coppin State University Master of Science – General Education, University of Colorado Master of Science – Educational Leadership, Johns Hopkins University Certifications/Endorsements: Exceptional Student Education (K-12), Educational Leadership	4	14	'12 '11 '10 '09 '08 '07 AMO 50 45 School Grade C B B A A B High Standards Rdg. 41 61 59 38 31 57 High Standards Math 42 57 57 37 35 58 Lrng Gains-Rdg. 65 65 63 62 56 58 Lrng Gains-Math 65 66 66 68 66 65 Gains-Rdg-25% 73 74 71 84 73 70 Gains-Math-25% 68 74 67 74 73 88

INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading Coach	Walter Fajet	Bachelor of Arts – Secondary English Education Master of Science – TESOL Educational Specialist - Reading Certifications/ Endorsements: Language Arts (6-12) ESOL (K-12) Reading (K-12) Educational Leadership	1	4	'12 '11 '10 '09 '08 AMO 50 45 Grade C A High Standards Rdg. 58 39 40 N/A N/A High Standards Math 54 74 75 N/A N/A Lrng Gains-Rdg. 65 48 52 N/A N/A Lrng Gains-Math 63 74 81 N/A N/A Gains-Rdg-25% 78 53 43 N/A N/A Gains-Math-25% 81 62 79 N/A N/A

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Course-alike Professional Learning Communities providing teachers with the opportunities to discuss lesson study, and sharing of student work and plan curriculum.	Administrative Staff & PLC Leaders	June 2013	
2	2. Partnering new teachers with successful teachers to provide for sharing of best practices.	Assistant Principal	June 2013	
3	3. Provide leadership opportunities for teachers.	Administrative Staff	June 2013	

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
All teachers are highly effective.	At the current time, none.

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
55	0.0%(0)	10.9%(6)	49.1%(27)	40.0%(22)	34.5%(19)	181.8% (100)	12.7%(7)	9.1%(5)	29.1%(16)

Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
N/A	N/A	N/A	N/A

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

West Miami Middle School will provide services to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs). School personnel will coordinate with Title II and Title III to ensure staff development needs are provided. Support services are provided to students. Curriculum Coaches

develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHES; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

West Miami Middle School uses supplemental funds for improving basic education 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 Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols

Title III

West Miami Middle School Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and immigrant students by providing funds to implement and/or provide:

- Tutorial programs
- Parent outreach activities
- Reading and supplementary instructional materials: TeenBiz™ and CompassLearning® Odyssey

Title X- Homeless

District Homeless Liaison provides resources (clothing, school supplies, and social service referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

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

Violence Prevention Programs

Safe and Drug Free Schools: District receives funds for programs (Red Ribbon Week, Mentors at Middle Schools, etc.) that support prevention of violence in and around West Miami Middle School. These programs prevent the use of alcohol, tobacco, and drugs. These programs foster a safe, drug free learning environment supporting student achievement. West Miami Middle School offers a non-violence and anti-drug program to student that incorporate field trips, community service, drug test, and counseling.

Nutrition Programs

- 1) West Miami Middle School adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education, as per state stature, is taught through physical education.
- 3) The West Miami Middle School Food Service Program, 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

West Miami Middle School students will create a career plan using the Career Cruiser program through the Florida Choices format.

Job Training

N/A

Other

Parental

Involve parents in the planning and implementation of the Title I Program and extend an open invitation to West Miami Middle School's parent resource center in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services.

Increase parental engagement/involvement through developing (with on-going parental input) the Title I School/Parent Compact (for each student); West Miami Middle School's Title I Parental Involvement Policy; scheduling the Title I Orientation (Open House); and other documents,/activities necessary in order to comply with dissemination and reporting requirements.

Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc. with flexible times to accommodate our parent's schedule as a part of our goal to empower parents and build their capacity for involvement.

In addition, Title I schools must:

Complete Title I Administration Parental Involvement Monthly School Reports and the Title I Parental Involvement Monthly Activities Report, and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118. Additionally, the M-DCPS Title I Parent/Family survey, distributed to schools by Title I Administration, is to be completed by Parents/families annually in May. The Survey's results are to be used to assist with revising our title I parental documents for the approaching school year.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Identify the school-based MTSS/RtI Leadership Team.

- Principal/Assistant Principals
- General Education or Special Education Teachers
- Reading Coach
- School Psychologist
- Student Services Personnel
- Speech Language Pathologist and Social Worker

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?

MTSS/RtI is an extension of West Miami Middle School's Leadership Team that meets bi-monthly. The team is strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well-being, and prevention of student failure through early intervention.

The MTSS/RtI Leadership Team will function as an integrated team that coordinates with other groups that service the students. The Team will analyze data to determine appropriate interventions and step up progress monitoring schedules to ensure that students are receiving assistance in a timely manner. The West Miami Middle School's Leadership Team will include additional personnel as resources to the team, based on specific problems or concerns as warranted. Members of the MTSS/RtI Leadership Team are also members of the Curriculum and Literacy Leadership Teams; therefore, there will be an ongoing dialogue and a reporting system between the MTSS/RtI team and the other governing bodies within West Miami Middle School.

The MTSS/RtI leadership is vital, therefore, in building the leadership team the following considerations were included:

- Administrator/s who will ensure commitment and allocate resources;
 - Teacher/s and coach who share the common goal of improving instruction for all students; and
 - Team members who will work to build staff support, internal capacity, and sustainability over time.
- Designate coordination responsibilities to each grade level counselor, team leader, and assistance principal to monitor

student progress on a bi-weekly basis.

- Meet monthly to review the assessment data and link this data to instructional decisions and the creation of remediation/support programs.
- Review program monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks and/or at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the Team will identify required professional development and resources for the faculty in order to implement the necessary differentiated instructional strategies to meet the needs of the students.
- Collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and adjust processes and skills to meet the needs of the student body.
- Facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

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

The MTSS/RtI Leadership Team met with the EESAC and principal to help develop the SIP. The team assisted as follows:

- Provided data on Tier 1, 2, and 3 targets, and the academic and social/emotional areas that needed to be addressed
- Helped set clear expectations for instruction (rigor, relevance, and relationships)
- Facilitated the development of a systematic approach to teaching (essential questions, activating strategies, teaching strategies such as extending, refining, and summarizing) and aligned processes and procedures.

Throughout the development of the SIP, the Leadership Team monitored and adjusted West Miami Middle School's academic and behavioral goals through data gathering and data analysis. During the 2012-13 school year, the Team will monitor the fidelity of the delivery of instruction and interventions in cooperated in the SIP and will coordinate various levels of support and interventions to students based on data.

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 will be used to guide instructional decisions and system 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 system
- Adjust the allocation of school-based resources
- Drive decisions regarding targeted professional development
- Create student growth trajectories in order monitor progress

Data sources will include analysis of the following:

Reading:

- Baseline data: Progress Monitoring and Reporting Network (PMRN), Florida Assessment for Instruction in Reading (FAIR), and FCAT data
- Progress Monitoring: PMRN, FAIR, and Interim Assessments
- Midyear: FAIR and Interim Assessments
- Student grades

Mathematics:

- Baseline: 2010 FCAT data and District's Baseline Assessment
- Progress Monitoring: Interim Assessments
- Midyear: Interim Assessments
- Student grades

Science

- Baseline: District's Baseline Assessment
- Progress Monitoring: Interim Assessments
- Midyear: Interim Assessments
- Student grades
- School site specific assessments

Writing

- Baseline: District Writing Assessment - September
- Progress Monitoring: District Writing Assessment – December
- Midyear: District Writing Assessment – February

Behavior

- Student Case Management System
- Detentions
- Suspensions/expulsions
- Referrals based on student behavior
- Office referrals per day per month
- Team climate surveys

- Attendance
- Referrals to special education programs

Describe the plan to train staff on MTSS.

The district professional development and support will include:

- Training for all administrators in the MTSS/RtI problem solving, data analysis process;
- Providing support for school staff to understand basic MTSS/RtI principles and procedures; and
- Providing a network of ongoing support for MTSS/RtI organized through feeder patterns.

Describe the plan to support MTSS.

The district professional development and support will include:

- 1.Providing support for school staff to understand basic MTSS/RtI principles and procedures; and
- 2.Providing a network of ongoing support for MTSS/RtI organized through feeder patterns.
- 3.Ongoing efficient facilitation and accurate use of a problem-solving process for all administrators in the MTSS/RtI data analysis process, to support planning, implementing, and evaluating effectiveness of services.
- 4.Sufficient availability of coaching supports to assist school team and staff problem-solving efforts.
- 5.Ongoing data-driven professional development activities that align to core student goals and staff needs.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

West Miami Middle School-based Literacy Team is comprised of the following:

- Reading Coach/Literacy Coach: Walter Fajet
- Principal/ Assistant Principals: Colleen Del Terzo, Peter Cedeño, Mary Keets-Jay
- Media Specialist: Dwane Valera
- Reading Department Facilitators: Madelyn Torres, Daniel Gonzalez, Mia Eljaiek, Marissa Huguet
- Content Area Curriculum Leaders: Science – Ann Martinez, Mathematics – Mignon Griffith, Language Arts – Michelle Sanchez, Social Studies – Lyda Aparicio

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

The LLT members meet the second Monday of each month before school. The goal of the literacy team is to promote a culture of literacy by infusing reading and writing strategies across the curriculum. Members of the LLT act as facilitators for the bi-monthly professional learning community meetings and round-table discussions related to curriculum strengths and needs. The reading coach is vital in the process of providing professional development at the school level.

Members also act as "Literacy Liaisons" who model the use of student-owned-strategies (S-O-S) within the content areas. Literacy Liaisons are assigned to specific content areas and they provide subject matter expertise in the implementation of the S-O-S within the designated area. Content related literature is used to enhance the content area curriculum. The LLT maintains a connection to the school's MTSS/RtI process by using the MTSS/RtI problem solving approach to ensure that a multi-tiered system of reading support is present and effective.

Other literacy activities included:

- Through language arts classes, there are regularly scheduled visits to use of the media center to conduct research, take Accelerated Reader tests, check-out/return, read-ins, etc.
- Students are provided with the opportunity to receive public library cards
- Students are involved in literacy night, poetry night, various reading projects, and cultural field trips
- Students are awarded Accelerated Reader prizes when they have meet their goal

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

Key strategies include:

- Implement reading/writing strategies across the curriculum each month.
- Implement the Word of the Day and Phrase of the Week to enhance vocabulary awareness
- Organize literacy events as motivational learning activities
- Coordinate student participation in contests that promote literacy in West Miami Middle School and community

Public School Choice

Supplemental Educational Services (SES) Notification
[View uploaded file](#) (Uploaded on 10/12/2012)

*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.

The Literacy Leadership Team and reading coach will provide professional development to the faculty to promote and enhance literacy across the curriculum. The LLT will further promote and monitor the infusion of literacy strategies, and the Instructional Focus Calendar in the content areas.

*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 24% of students achieved Level 3 proficiency. Our goal for the 2012-2013 school year is to increase Level 3 student proficiency by 9 percentage points to 33%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
24% (263)	33% (357)

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 Reading Test was Reporting Category 1 – Vocabulary.	<p>The following instructional Strategies will be utilized to support Reporting Category 1: Vocabulary</p> <p>a. The use of an array of vocabulary strategies (such as vocabulary squares and word walls).</p> <p>b. Instruction in different levels of content-specific words (shades of meaning).</p> <p>Instruction will be provided in different levels of content by reading from a wide variety of texts and instruction in differences in meaning due to context.</p> <p>Increase students' metacognition by using Thinking Maps for higher order thinking.</p>	The MTSS/RTI along with administrators will be responsible for the monitoring of the implementation of identified strategies.	<p>Review results of the Formative Assessment data reports to ensure progress is being made and to make adjustments to instruction as needed.</p> <p>Conduct ongoing classroom assessments of progress on vocabulary.</p> <p>Conduct Quarterly Achievement chats with students to discuss individual student progress, using formal and informal assessment data.</p> <p>Conduct quarterly teacher and student portfolio reviews for evidence and frequency of utilization of literacy/learning strategies.</p>	<p>Formative: Baseline, Fall and Winter Interim Assessments, Computer Assisted Instruction (CAI) reports</p> <p>Summative: 2013 FCAT 2.0 Reading 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 group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	The results of the 2011-2012 Florida Alternate Assessment indicate that 1% of the students achieved Level 4 proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:

Less than 10 students			Less than 10 students		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need 1:1 support to access the curriculum.	Train teachers to effectively implement Access Points in Pacing Guides. Utilize CAI (Reading Plus) to reinforce reading skills.	MTSS/RtI Team will be responsible for monitoring student's progress.	Conduct on-going classroom assessments of progress on designated Access Points using bi-weekly tests. Utilize monthly Reading Plus reports to monitor student's progress.	Formative: Baseline, Fall and Winter Interim Assessments and CAI reports. Summative: 2013 Florida Alternate Assessment

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The results of the 2012 FCAT 2.0 Reading Test indicate that 15% of students achieved Levels 4 & 5 proficiency. Our goal for the 2012-2013 school year is to increase Level 4 & 5 student proficiency by 5 percentage points to 19%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
15% (164)	19% (205)

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 Reading was Reporting Category 4: Informational Text/Research Process.	Students will be exposed to enrichment activities utilizing authentic documents to: a. Synthesize, analyze, evaluate information, and determine the validity and reliability of information. b. Locate, use, and analyze specific information from organizational text features. Students will practice locating and verifying details, critically analyze text and synthesize details to draw correct conclusions. Computer Assisted Instruction: Reading Plus will be utilized for at least 2 hours a week in order to improve performance in	The LLT along with administrators will be responsible for the monitoring of the implementation of identified strategies.	Results of the Formative Assessment data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed. Conduct Quarterly Achievement chats with students to discuss individual student progress, using formal and informal assessment data. Conduct ongoing classroom assessments of progress on informational text/research process.	Formative: Baseline, Fall and Winter Interim Assessments, Computer Assisted Instruction (CAI) reports Summative: 2013 FCAT 2.0 Reading Assessment

	Category 4 and to reduce the regression rate of proficiency.		
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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:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	
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:

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The results of the 2012 FCAT 2.0 Reading Test indicate that 65% of students made learning gains in Reading. Our goal for the 2012-2013 school year is to increase the percentage of students making learning gains by 5 percentage points to 70%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
65% (624)	70% (672)

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 Reading was Reporting Category 2: Reading Application.	Utilize Computer Assisted Instruction Programs (e.g. Reading Plus) at least two hours per week. Students will practice making inferences, drawing conclusions, and identifying implied main idea and author's purpose in Language Arts and Reading classes. Increase students' metacognition by using Thinking Maps for	The LLT along with administrators will be responsible for the monitoring of the implementation of identified strategies.	Results of the Formative Assessment data reports will be reviewed to ensure progress is being made and to make adjustments to instruction as needed. Conduct ongoing classroom assessments of progress on Reading Application. Conduct teacher and student portfolio reviews for evidence	Formative: Baseline, Fall and Winter Interim Assessments, Computer Assisted Instruction (CAI) reports Summative: 2013 FCAT 2.0 Reading Assessment

		higher order thinking.		and frequency of utilization of literacy/learning strategies Conduct quarterly achievement chats with students to discuss individual student progress on Baseline, Fall and Winter Interim Assessments.	
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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:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Less than 10 students				

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The results of the 2012 FCAT 2.0 Reading Test indicate that 73% of students in the lowest 25% made learning gains in Reading. Our goal for the 2012-2013 school year is to Increase the percentage of students in the lowest 25% making learning gains by 5 percentage points to 78%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
73% (186)	78% (199)

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
	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading was Reporting Category 2: Reading Application.	Teachers will target student deficiencies through the implementation of small group, teacher-led instruction protocols in order to provide additional practice in making inferences,	The MTSS/RTI along with administrators will be responsible for the monitoring of the implementation of identified strategies.	Conduct ongoing classroom assessments of progress on weekly utilization of literacy/learning strategies.	Formative: Baseline, Fall and Winter Interim Assessments, Computer Assisted Instruction (CAI) reports Summative:

1	<p>drawing conclusions, and identifying implied main idea and author's purpose</p> <p>Utilize Computer Assisted Instruction Programs (e.g. Reading Plus) at least two hours per week.</p> <p>Increase students' metacognition by using Thinking Maps for higher order thinking.</p>	2013 FCAT 2.0 Reading Assessment
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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	50	54	59	63	68	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	<p>The results of the 2011-2012 FCAT 2.0 Reading Test indicate that 56% of the White student subgroup made satisfactory progress in reading.</p> <p>Our goal for the 2012-2013 school year is to increase student proficiency by 3 percentage points to 59%.</p> <p>The results of the 2011-2012 FCAT 2.0 Reading Test indicate that 41% of the Hispanic subgroup did not make satisfactory progress in reading.</p> <p>Our goal for the 2012-2013 school year is to increase student proficiency by 13 percentage points to 54%.</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 56% (17) Hispanic: 41% (430)	White: 59% (18) Hispanic: 54% (566)

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
	<p>White: Students have limited resources at home with respect to assistance with home learning.</p> <p>Hispanic: The school population is</p>	<p>RtI Tier1 Interventions: Literacy/Learning strategies: Increase students' metacognition by using Thinking Maps for higher order thinking.</p> <p>RtI Tier 2 and 3 Interventions: Utilize</p>	<p>The MTSS/RTI along with administrators will be responsible for the monitoring of the implementation of identified strategies.</p>	<p>The MTSS/RtI Leadership Team will analyze student assessment data and student progress will be determined.</p>	<p>Formative: Baseline, Fall and Winter Interim Assessments, Computer Assisted Instruction (CAI) reports</p> <p>Summative: 2013 FCAT 2.0</p>

1	98% Hispanic and the primary language at the home is Spanish. There are 196 ELL students, of which 40% are newly arriving immigrants. Therefore students have limited resources at home with respect to assistance with home learning.	the Response to Intervention (RtI) program to identify Tier 2 and 3 students within the first month of the 2012-2013 school year and apply appropriate interventions with ongoing monitoring of student progress on a bi-weekly basis.		Reading Assessment
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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 2011-2012 FCAT 2.0 Reading Test indicate 17% of the ELL student subgroup did not make satisfactory progress in reading. Our goal for the 2012-2013 school year is to increase student proficiency by 18 percentage points to 35%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
17% (46)	35% (96)

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 Reading Test was Reporting Category 1, Vocabulary	Utilize the Response to Intervention (RtI) program to identify ELL Tier 2 and 3 students within the first month of the 2012-2013 school year and to apply appropriate interventions with ongoing monitoring of student progress. Utilize Computer Assisted Instruction Programs (e.g. Imagine Learning for ESOL Level 1s and Achieve3000 for Levels 2-4) at least two hours per week.	The MTSS/RTI along with administrators will be responsible for the monitoring of the implementation of identified strategies.	The MTSS/RtI Leadership and the LLT Team will analyze student assessment data and student progress will be determined.	Formative: Baseline, Fall and Winter Interim Assessments, Computer Assisted Instruction (CAI) 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. Reading Goal #5D:	The results of the 2011-2012 FCAT 2.0 Reading Test indicate 20% of the SWD student subgroup did not make satisfactory progress in reading. Our goal for the 2012-2013 school year is to increase student proficiency by 10 percentage points to 30%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
20% (28)	30% (42)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 1, Vocabulary	Utilize the Response to Intervention (RtI) program to identify Tier 2 and 3 students within the first month of the 2012-2013 school year and to apply appropriate interventions with ongoing monitoring of student progress. Utilize Computer Assisted Instruction Programs (e.g. Achieve3000) at least two hours per week. Ensure that all SWD students are enrolled in the appropriate Reading classes	The LLT and MTSS/RTI along with administrators will be responsible for the monitoring of the implementation of identified strategies.	The MTSS/RtI Leadership and the LLT Team will analyze student assessment data and student progress will be determined.	Formative: Baseline, Fall and Winter Interim Assessments, Computer Assisted Instruction (CAI) 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:

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The results of the 2011-2012 FCAT 2.0 Reading Test indicate 40% of the ED student subgroup did not make satisfactory progress in reading. Our goal for the 2012-2013 school year is to increase student proficiency by 13 percentage points to 53%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
40% (382)	53% (506)

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 Reading Test was Reporting Category, 1 Vocabulary	Utilize the Response to Intervention (RtI) program to identify Tier 2 and 3 students within the first two weeks of the 2012-2013 school year and to apply appropriate interventions with ongoing monitoring of student progress. Utilize Computer Assisted Instruction Programs (e.g. Reading Plus; Imagine Learning for ESOL Level 1s and Achieve3000 for ESOL Levels 2-4 and SWD at least two hours per week.	The MTSS/RTI along with administrators will be responsible for the monitoring of the implementation of identified strategies.	The MTSS/RTI teams will analyze student assessment data and student progress will be determined.	Formative: Baseline, Fall and Winter Interim Assessments, Computer Assisted Instruction (CAI) reports Summative: 2013 FCAT 2.0 Reading Assessment

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Implementation of Thinking Maps	6 – 8 Across the curriculum – core subjects and electives	Curriculum Leaders	School-Wide September 6th, 7th, 11th, 17th, & 26th	Bi-Monthly Professional Learning Community (PLC) Meetings	Teacher and student portfolio reviews	Administration and Curriculum Leaders
Developing rigorous lesson plans	6 – 8 Across the curriculum – core subjects and electives	Curriculum Leaders	School-Wide	Bi-Monthly Professional Learning Community (PLC) Meetings Curriculum Leaders Meetings Monthly Department Meetings	Teacher lesson plan reviews	Administration and Curriculum Leaders

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Thinking Maps	Training manuals	Title I	\$7,000.00
			Subtotal: \$7,000.00
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
Training 50 teachers	Substitutes	Title I	\$2,500.00
			Subtotal: \$2,500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$9,500.00

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 goal for the 2012-2013 school year is to increase English Language Learners Listening/Speaking proficiency by 5 percentage points to 53%
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2012 Current Percent of Students Proficient in listening/speaking:

48% (128)

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 CELLA Test was Listening & Speaking	Utilize the Response to Intervention (RtI) program to identify ELL Tier 2 and 3 students within the first month of the 2012-2013 school year and to apply Teacher-Led Groups along with the monitoring of student progress Implement a Total Physical Response (TPR) which immerses students into the language from the commands and prompts of the instructor. Utilize the CAI (Imagine Learning for Level 1, and Achieve3000 for Levels 2,3,4) for at least two hours a week.	The LLT and MTSS/RTI along with administrators will be responsible for the monitoring of the implementation of identified strategies.	Analyze student assessment data monthly from the Imagine Learning and Achieve3000 reports.	Formative: Baseline, Fall and Winter Interim Assessments, Computer Assisted Initiative (CAI) reports 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 goal for the 2012-2013 school year is to increase English Language Learners proficiency in reading by 5 percentage points to 26%.
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2012 Current Percent of Students Proficient in reading:

21% (59)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the CELLA Test was Reading	Implement Question-Answer Relationship (QAR) to immerse students into the language and analyze the question types and text organization.	The LLT and MTSS/RTI along with administrators will be responsible for the monitoring of the implementation of	Analyze student assessment data monthly from the Imagine Learning and Achieve3000 reports.	Formative: Baseline, Fall and Winter Interim Assessments, Computer Assisted Initiative (CAI) reports

	Utilize the CAI (Imagine Learning for Level 1, and Achieve3000 for Levels 2,3,4) for at least two hours a week.	identified strategies.	Summative: 2013 CELLA
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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 goal for the 2012-2013 school year is to increase English Language Learners proficiency in writing by 5 percentage points to 33 %.
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2012 Current Percent of Students Proficient in writing:

23% (59)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the CELLA Test was Writing	During Writing instruction, students will: a. Practice writing expository and persuasive paragraphs that include a topic sentence and relevant information. b. Revise for clarity of organization, content, and word choice.	The LLT and MTSS/RTI along with administrators will be responsible for the monitoring of the implementation of identified strategies.	Monthly writing prompts will be administered and scored in order to monitor students' progress and to adjust the instructional focus as needed. Conduct student journal/portfolio reviews for evidence of writing strategies.	Formative: Baseline, Fall and Winter Interim Assessments, Computer Assisted Initiative (CAI) reports 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
Implementation of Writing Rubrics	Substitute Coverage	Title I	\$1,000.00
			Subtotal: \$1,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount

No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,000.00

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 Math 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 7 percentage points to 35%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (302)	35% (378)

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 was Reporting Category 2, Geometry & Measurement for grades 7 and 8.	Instructional Focus Review: Once per week for at least 30 minutes, students will participate in explicit reviews of geometry & measurement, as well as other areas of deficiency based on the results of Baseline and Interim Assessments. Computer Assisted Instruction (CAI): Provide at least 1 hour of CAI using Compass Learning, Florida Achieve which will be targeted to identified benchmark needs.	The MTSS/RTI along with the administrators will be responsible for the monitoring of the implementation of identified strategies.	Conduct ongoing classroom assessments of progress on designated content cluster benchmarks using bi-weekly tests. Use monthly Compass Learning reports to monitor students' progress.	Formative: Baseline, Fall and Winter Interim Assessments, Computer Assisted Instruction (CAI) reports Summative: 2013 FCAT 2.0 Mathematics

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:	
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

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 Math Test indicate that 12% of students achieved Levels 4 & 5 proficiency. Our goal for the 2012-2013 school year is to increase Levels 4 & 5 student proficiency by 3 percentage points to 15%
2012 Current Level of Performance:	2013 Expected Level of Performance:
12% (130)	15% (162)

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 was Reporting Category 1, Number Operations, Problems, and Statistics	Computer Assisted Instruction (CAI): Provide at least 1 hour of CAI using Gizmos, Khan Academy, Florida Achieve, and Compass Learning which will be targeted to identified benchmark needs.	The administrators will be responsible for the monitoring of the implementation of identified strategies.	Conduct ongoing classroom assessments of progress on designated content cluster benchmarks using bi-weekly tests. Use monthly CAI reports to monitor students' progress.	Formative: Baseline, Fall and Winter Interim Assessments, Computer Assisted Instruction (CAI) reports Summative: 2013 FCAT 2.0 Mathematics

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:	
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:

3a. FCAT 2.0: Percentage of students making learning gains in mathematics.	The results of the 2012 FCAT 2.0 Math Test indicate that 65% of students made learning gains in Reading.
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Mathematics Goal #3a:	Our goal for the 2012-2013 school year is to increase the percentage of students making learning gains by 5 percentage points to 70%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
65% (621)	70% (669)

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 was Reporting Category 2, Geometry & Measurement	<p>Learning strategies: Increase students' metacognition by using Thinking Maps in order to promote higher order thinking.</p> <p>Computer Assisted Instruction (CAI): Provide at least 1 hour of CAI using Compass Learning which will be targeted to identified benchmark needs.</p> <p>Conduct quarterly achievement chats with students to discuss individual student's progress on Baseline and Interim Assessment data.</p>	The MTSS/RTI along with administrators will be responsible for the monitoring of the implementation of identified strategies.	<p>Conduct teacher and student portfolio reviews for evidence and frequency of utilization of literacy/learning strategies.</p> <p>Use monthly CAI reports to monitor students' progress.</p>	<p>Formative: Baseline, Fall and Winter Interim Assessments; CAI Reports</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 group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25%	The results of the 2012 FCAT 2.0 Math Test indicate that 68% of students in the lowest 25% made learning gains in
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making learning gains in mathematics. Mathematics Goal #4:	Reading. Our goal for the 2012-2013 school year is to Increase the percentage of students in the lowest 25% making learning gains by 5 percentage points to 73%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
68% (176)	73% (189)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics was Reporting Category 2, Geometry & Measurement	Assign an Intensive Mathematics class for all FCAT 2.0 Level 1 and 2 students. Assign a computer lab to the Mathematics Department in order to optimize the usage of CAI for all Intensive and core Mathematics classes for at least 100 minutes every week.	The administrators will be responsible for the monitoring of the implementation of identified strategies.	Monitor fidelity of implementation of the usage of CAI by checking the computer lab schedule and walkthroughs by the Leadership Team. Monitor fidelity of implementation of the RtI services being rendered to targeted students. Check weekly logs maintained by intervention facilitators.	Formative: Baseline, Fall and Winter Interim Assessments; CAI Reports Summative: 2013 FCAT 2.0 Mathematics Assessment

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 # Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%. 5A :					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	47	52	57	61	66	

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 2011-2012 FCAT 2.0 Mathematics Test indicate that 48% of the White student subgroup made satisfactory progress in mathematics. Our goal for the 2012-2013 school year is to increase student proficiency by 12 percentage points to 60%. The results of the 2011-2012 FCAT 2.0 Mathematics Test indicate that 42% of the Hispanic student subgroup did not make satisfactory progress in mathematics. Our goal for the 2012-2013 school year is to increase student proficiency by 10 percentage points to 52%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 48%(14) Hispanic: 42%(440)	White: 60%(18) Hispanic: 52%(544)

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 was Reporting Category 2, Geometry & Measurement	RtI Tier 1 Interventions: Literacy/Learning strategies: Increase students' meta-cognition by using Thinking Maps in order to promote higher order thinking RtI Tier 2 and 3 Interventions: Develop a Response to Intervention (RtI) program to identify Tier 2 and 3 students within the first month of the 2012-2013 school year and apply appropriate interventions with ongoing monitoring of student progress on a bi-weekly basis.	The MTSS/RtI will be responsible for the monitoring of the implementation of identified strategies.	The LLT and MTSS/RtI teams will analyze student assessment data and student progress will be determined.	Formative: Baseline, Fall and Winter Interim Assessments Summative: 2013 FCAT 2.0 Mathematics

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 2011-2012 FCAT 2.0 Mathematics Test indicate that 25% of the ELL student subgroup did not make satisfactory progress in mathematics. Our goal for the 2012-2013 school year is to increase student proficiency by 16 percentage points to 41%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25%(68)	41%(112)

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 was Reporting Category 2, Geometry & Measurement	Utilize the Response to Intervention (RtI) (MTSS/RtI) program to identify ELL Tier 2 and 3 students within the first month of the 2012-13 school year and to apply appropriate interventions with ongoing monitoring of student progress on a bi-weekly basis by the Home Language Assistance Program (HLAP) teacher.	The MTSS/RtI along with the administrators will be responsible for the monitoring of the implementation of identified strategies.	The MTSS/RtI teams will meet monthly to analyze student assessment data to determine student progress. Effectiveness will be measured by the percentage of students making progress in attendance, behavior, and academics.	Formative: Baseline, Fall and Winter Interim Assessments. 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 2011-2012 FCAT 2.0 Mathematics Test indicate that 21% of the SWD student subgroup did not make satisfactory progress in mathematics. Our goal for the 2012-2013 school year is to increase student proficiency by 10 percentage points to 31%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
21%(29)	31%(43)

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 was Reporting Category 2, Geometry & Measurement	Utilize the MTSS/RTI teams to identify SWD Tier 2 and 3 students within the month of the 2012 - 2013 school year and to apply appropriate interventions with ongoing monitoring of student progress on a bi-weekly basis by the SWD consultation teacher and Paraprofessional. Assign a computer lab to the Mathematics Department in order to optimize the usage of CAI for Tier 2 and 3 interventions for all ESE students in inclusion classes for at least 50 minutes every week.	The MTSS/RTI along with administrators will be responsible for the monitoring of the implementation of identified strategies.	The MTSS/RTI teams will meet monthly to analyze student assessment data to determine student progress. Monitor fidelity of implementation of the usage of CAI by checking the computer lab schedule by Administration.	Formative: Baseline, Fall and Winter Interim Assessments 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:

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	The results of the 2011-2012 FCAT 2.0 Mathematics Test indicate that 41% of the ED student subgroup did not make satisfactory progress in mathematics. Our goal for the 2012-2013 school year is to increase student proficiency by 10 percentage points to 51%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
41%(390)	51%(486)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics was Reporting Category 2, Geometry & Measurement	Utilize the MTSS/RTI teams to identify Economically Disadvantaged Tier 2 and 3 students within the first month of the 2012 - 2013 school year and to apply appropriate interventions with ongoing monitoring of student progress on a bi-weekly basis. Assign a computer lab to the Mathematics Department in order to optimize the usage of CAI for Tier 2 and 3 interventions for all Economically Disadvantaged students in inclusion classes for at least 50 minutes every week.	The MTSS/RTI along with the administrators will be responsible for the monitoring of the implementation of identified strategies.	The MTSS/RTI teams will meet monthly to analyze student assessment data to determine student progress. Monitor fidelity of implementation of the usage of CAI by checking the computer lab schedule by Administration.	Formative: Baseline, Fall and Winter Interim Assessments Summative : 2013 FCAT 2.0 Mathematics Assessment
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End of Middle School Mathematics Goals

Algebra End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:		The results of the 2012 Algebra EOC assessment indicate that 57% of students scored Level 3 Our goal for the 2012-2013 school year is to increase the percentage of students achieving Level 3 proficiency by 1 percentage point to 58%.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
57%(43)		58%(44)			
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 Algebra EOC Was Reporting Category 3, Rationals, Radicals, Quadratics, & Discrete Mathematics	Practice Rationals, Radicals, Quadratics, & Discrete Mathematics through daily "Do Now" problems. Use CAI – Florida Achieve – to reinforce concepts and practice rigorous problems for the EOC. Implement the use of Thinking Maps to develop writing strategies for expressing learned concepts	The MTSS/RTI along with the administrators will be responsible for the monitoring of the implementation of identified strategies.	During departments and PLC meetings, all results of biweekly assessment will be reviewed to ensure progress made and to monitor the effectiveness. District Interim Data reports will be reviewed by each teacher involved and any adjustments to strategies will be made as needed.	Formative: Biweekly assessment and District Interim Data reports will be evaluated Summative: Results from the 2013 Algebra1 EOC assessment will be evaluated.

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

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	The results of the 2012 Algebra EOC assessment indicate that 22% of students scored Levels 4 & 5 proficiency. Our goal for the 2012-2013 school year is to increase the percentage of students achieving Levels 4 & 5 proficiency by 1 percentage point to 23%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
22% (17)	23% (17)

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 Algebra1 EOC was Reporting Category 3, Rationales, Radicals, Quadratics. And Discrete Mathematics.	Practice Rationals, Radicals, Quadratics, & Discrete Mathematics through daily "Do Now" problems. Use CAI – Florida Achieve – to reinforce concepts and practice rigorous problems for the EOC. Implement the use of Thinking Maps to develop writing strategies for expressing learned concepts.	The MTSS/RtI along with the administrators will be responsible for the monitoring and implementation of identified strategies.	During departments and PLC meetings, all results of biweekly assessment will be reviewed to ensure progress made and to monitor the effectiveness. District Interim Data reports will be reviewed by each teacher involved and any adjustments to strategies will be made as needed.	Formative: Biweekly assessment and District Interim Data reports will be evaluated Summative: Results from the 2013 Algebra 1 EOC assessment will be evaluated.

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Algebra Goal #					
	Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	47	52	57	61	66	

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. Algebra Goal #3B:	The results of the 2012 Algebra EOC assessment indicate that 42% of the students scored in the upper third (Levels 3-5). Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency by 10 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
42%(30)	52% (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	The area of deficiency as noted on the 2012 administration of the Algebra EOC Was Reporting Category 3, Rationals, Radicals, Quadratics, & Discrete Mathematics	Practice Rationals, Radicals, Quadratics, & Discrete Mathematics through daily "Do Now" problems. Use CAI – Florida Achieve – to reinforce concepts and practice rigorous problems for the EOC. Implement the use of Thinking Maps to develop writing strategies for expressing learned concepts.	The LLT along with the administrators will be responsible for the monitoring of the implementation of identified strategies.	During departments and PLC meetings, all results of biweekly assessment will be reviewed to ensure progress made and to monitor the effectiveness. District Interim Data reports will be reviewed by each teacher involved and any adjustments to strategies will be made as needed.	Formative: Biweekly assessment and District Interim Data reports will be evaluated Summative: Results from the 2013 Algebra 1EOC assessment will be evaluated.

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

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the Algebra EOC was Reporting Category 3- Rationals, Radicals, Quadratics, and Discrete Mathematics.	Provide additional practice in solving and graphing quadratic equations, both with and without technology, that involve real world applications. Use Thinking Maps in a variety of ways to illustrate union, intersection, null, disjoint sets, and to solve a variety of real world problems. Develop guidelines for students to use writing strategies to express learned concepts.	The MTSS/RTI along with the administrators will be responsible for the monitoring of the implementation of identified strategies.	During departments and PLC meetings, all results of biweekly assessment will be reviewed to ensure progress made and to monitor the effectiveness. District Interim Data reports will be reviewed by each teacher involved and any adjustments to strategies will be made as needed.	Formative: Biweekly assessment and District Interim Data reports will be evaluated Summative: Results from the 2013 Algebra1EOC assessment will be evaluated.

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra. Algebra Goal #3D:	N/A
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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 as noted on the 2012 administration of the Algebra EOC was Reporting Category 3- Rationales, Radicals, Quadratics, and Discrete Mathematics.	Provide additional practice in solving and graphing quadratic equations, both with and without technology, that involve real world applications. Use Thinking Maps in a variety of ways to illustrate union, intersection, null, disjoint sets, and to solve a variety of real world problems. Develop guidelines for students to use writing strategies to express learned concepts.	The MTSS/RTI along with the administrators will be responsible for the monitoring of the implementation of identified strategies.	During departments and PLC meetings, all results of biweekly assessment will be reviewed to ensure progress made and to monitor the effectiveness. District Interim Data reports will be reviewed by each teacher involved and any adjustments to strategies will be made as needed.	Formative: Biweekly assessment and District Interim Data reports will be evaluated Summative: Results from the 2013 Algebra1 EOC assessment will be evaluated.

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

3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:	The results of the 2011-2012 Algebra 1 EOC Test indicate that 41% of the ED student subgroup did not make satisfactory progress in mathematics. Our goal for the 2012-2013 school year is to increase student proficiency by 10 percentage points to 51%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
41%(24)	51%(30)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the Algebra1 EOC was Reporting Category 3- Rationales, Radicals, Quadratics, and Discrete Mathematics.	Provide additional practice in solving and graphing quadratic equations, both with and without technology, that involve real world applications. Use Thinking Maps in a variety of ways to illustrate union, intersection, null, disjoint sets, and to solve a variety of real world problems.	The MTSS/RTI along with the administrators will be responsible for the monitoring of the implementation of identified strategies.	During departments and PLC meetings, all results of biweekly assessment will be reviewed to ensure progress made and to monitor the effectiveness. District Interim Data reports will be reviewed by each teacher involved and any adjustments to strategies will be made as needed.	Formative: Biweekly assessment and District Interim Data reports will be evaluated Summative: Results from the 2013 Algebra 1 EOC assessment will be evaluated.

	Develop guidelines for students to use writing strategies to express learned concepts.		
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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				

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

3A. Ambitious but Achievable Annual Measurable Objectives	Geometry Goal #	
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(AMOs). In six year school will reduce their achievement gap by 50%.

3A :

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

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.

Geometry Goal #3B:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

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

Geometry Goal #3C:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

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

Geometry Goal #3D:

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

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

3E. Economically Disadvantaged students not making satisfactory progress in Geometry.				
Geometry Goal #3E:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

End of Geometry EOC Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g. , frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Edusoft Training for Math Assessment.	6 -8 Grade Math	Curriculum Leader	All Math Teachers	6 hour P.D. in October 2012	Teacher Portfolio review	Administration

Mathematics Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Edusoft Training	Substitute Coverage	Title I	\$1,200.00
			Subtotal: \$1,200.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,200.00

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.		The results of the 2012 FCAT 2.0 Science indicates that 25% of students achieved level 3 proficiency.			
Science Goal #1a:		The goal for the 2012-2013 school year is to increase Level 3 student proficiency by 5 percentage points to 30%.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
25% (105)		30% (126)			
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 Algebra EOC was Reporting Category 3, Physical Science	Assign a computer lab schedule in order to optimize the usage of CAI programs (FCAT Explorer and Explore Learning Gizmos) for a minimum of 50 minutes per week. Utilize interactive notebooks in order to develop and reinforce science concepts. Utilize Thinking Maps to increase student metacognition and	The MTSS/RtI along with the administrators will be responsible for the monitoring of the implementation of identified strategies.	Monitor the fidelity of implementation of the computer lab schedule and analyze the CAI data reports on a quarterly basis.	Formative: Baseline, Fall and Winter Interim Assessments and CAI reports. Summative: 2013 FCAT 2.0 Science Assessment

higher order thinking.

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:

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 science.

The results of the 2012 FCAT 2.0 Science indicates that 4% of students achieved Level 4-5 proficiency.

Science Goal #2a:

The goal for the 2012-2013 school year is to increase Level 4-5 student proficiency by 3 percentage points to 7%.

2012 Current Level of Performance:

2013 Expected Level of Performance:

4% (19)

7% (28)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Eighth grades students enrolled in Physical Science must meet the same rigorous requirements as 9th graders in high school and also prepare for the 8th grade Science FCAT test.	Maintain fidelity to the high school curriculum and instruction offered to students enrolled in Physical Science Honors. Provide opportunities for students to design and develop projects to increase scientific thinking, and the development and discussion of inquiry based activities (i.e. science experiments, science fair).	The MTSS/RtI along with the administrators will be responsible for the monitoring of the implementation of identified strategies.	Use curriculum walkthroughs to monitor the fidelity of implementation of the Physical Science curriculum. Monitor the fidelity of implementation of the computer lab schedule and analyze the CAI data reports on a quarterly basis.	Formative: Baseline, Fall and Winter Interim Assessments and CAI reports. Summative: 2013 FCAT 2.0 Science Assessment

	Assign a computer lab schedule in order to optimize the usage of CAI programs (FCAT Explorer and Explore Learning) for a minimum of 50 minutes per week.		
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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:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Multimedia Presentations	Science Grades 6–8	Science Curriculum Leader	Science Grades 6 – 8 Teachers	District Professional Development days	Teacher lesson plan reviews	Administration and Science Curriculum Leader
EduSoft Training	Science Grades 6–8	Reading Coach	Science Grades 6 – 8 Teachers	District Professional Development days	Teacher lesson plan reviews	Administration and Science Curriculum Leader

Science Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Professional Learning Communities sessions	Substitute coverage for teachers in PD	Title I	\$4,000.00
			Subtotal: \$4,000.00
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 Science Goals

Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	The results of the 2012 FCAT writing test indicate that 66 % of students scored level 3 or higher. Our goal for the 2012 -2013 school year is to increase the percentage of students scoring level three or higher 4 percentage points from 66% to 70%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
66%(274)	70% (288)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The areas of deficiency as noted on the 2012 administration of the writing FCAT was Writing Applications, writing persuasive texts and technical writing.	During Writing instruction, students will: a. Review persuasive writing techniques that include poetry, print and media advertisements, editorials, and speeches, will be used as examples for students to evaluate persuasive techniques. b. Review word choice and how connotations and denotations of words impact meaning; may use sensory chart to appeal to emotions and word array activities.	The LLT along with the administrators will be responsible for the monitoring of the implementation of identified strategies.	Monthly writing prompts will be administered and scored in order to monitor students' progress and to adjust the instructional focus as needed. Conduct student journal/portfolio reviews for evidence of writing strategies.	Formative: District Baseline and mid-year writing assessment Summative: 2013 FCAT 2.0 Writing Test

		c. Model writing an expository paragraph that includes a topic sentence and relevant information.		
		d. Revise for clarity of organization, content, and word choice.		

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:	
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Effective Implementation of the Writing Process and Writing Techniques	Grades 6-8	Language Arts Curriculum Leader	PLC and Department Meetings - Language Arts and Reading Teachers	Bi-Monthly PLC Meetings and Monthly Department Meetings	Leadership team meets on a monthly basis to monitor students' progress and the effective implementation of the writing instruction.	Administration
Continued training on Writing Across the Curriculum	Across the curriculum-core subjects and electives 6-8	Curriculum Leaders and Reading Coach	School-wide	Bi-Monthly PLC Meetings and Monthly Department Meetings	Formative: Mini-assessments and student work folders Summative: 2013 FCAT Writing Assessment	Administration and LLT Team

Writing Budget:

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
Vocabulary Application in the Classroom	Class Sets of Thesaurus	Title I	\$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:		The expected level of proficiency on the initial Civics EOC assessment is 10% for students scoring at achievement Level 3.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
0% (0)		10% (32)			
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 proficiency in inquiry based analysis.	<p>Increase Data Based Question analysis and interpretation by utilizing political cartoons, maps, charts and graphs.</p> <p>Expose students to enrichment activities utilizing primary and secondary sources of information while focusing on their interpretation and analysis.</p> <p>Provide classroom activities to aid students in content-</p>	The administrators will be responsible for the monitoring of the implementation of identified strategies.	The MTSS/RTI teams will analyze student assessment data and student progress will be determined.	<p>Formative: Quarterly benchmark assessments and student portfolio reviews.</p> <p>Summative: 2013 Civics assessment</p>

	specific vocabulary taught in Civics.		
	Development of quarterly study guides and instructional focus calendar emphasizing the required benchmarks		

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

2. Students scoring at or above Achievement Levels 4 and 5 in Civics. Civics Goal #2:	The expected level of proficiency on the initial Civics EOC assessment is 10% for students scoring at or above achievement Levels 4 and 5.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0%(0)	10% (32)

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 proficiency in inquiry based analysis.	.1. Increase Data Based Question analysis and interpretation by utilizing political cartoons maps, charts and graphs. Expose students to enrichment activities utilizing primary and secondary sources of information while focusing on their interpretation and analysis. Implementation of structured, cooperative-learning activities, (e.g., We The People, Environmental Issues Project) to allow students to participate in project-based learning Provide opportunities for students to write through research methods. Development of quarterly study guides emphasizing the required benchmarks.	The administrators will be responsible for the monitoring of the implementation of identified strategies.	The MTSS/RTI teams will analyze student assessment data and student progress will be determined.	Formative: Quarterly benchmark assessments and student portfolio reviews. Summative: 2013 Civics EOC assessment

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PLC Focus on learning strategies	7th Grade Civics	PLC Leader	7th Grade Civics teachers	Bi-monthly PLC meetings	Department meetings to collaborate on implementation of strategies	Department Chair
We The People	7th Grade Civics	District	7th Grade Civics teachers	TBA 2012-13	Department meetings to collaborate on implementation of strategies	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
PD for We the People	Books	Title I	\$300.00
Development of Study Guides	Printing of materials	Title I	\$300.00
			Subtotal: \$600.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$600.00

End of Civics Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal # 1:	The data for the 2011-2012 school year indicated a 94.52% attendance rate. The goal for the 2012-2013 school year is to increase the attendance rate by 94.52% to 95.02%, and to decrease the number of students with excessive absences (10 or more) and excessive tardiness (10 or more) by 10%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:

94.52% (1058)	95.02% (1063)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
392	372
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
147	140

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 8% from the previous year.	Identify and refer students who may be developing a pattern of nonattendance to the Truancy Child Study Team (TCST) for intervention services.	Attendance Review Committee	Bi-weekly updates to Administration by the Truancy Child Study Team (TCST)designated grade level teams.	TCST logs
2	Illnesses- excused absences have increased by 10% from the previous year.	Identify and refer students who may be developing a pattern of nonattendance to the Truancy Child Study Team (TCST) for intervention services.	Attendance Review Committee	Bi-weekly updates to Administration by the Truancy Child Study Team (TCST)designated grade level teams.	TCST logs
3	The number of students tardy on a daily basis has increased by 10%	Identify and refer students who may be developing a pattern of arriving late to school to the Truancy Child Study Team (TCST) for intervention services.	Attendance Review Committee	Bi-weekly updates to Administration by the Truancy Child Study Team (TCST)designated grade level teams.	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
Attendance Procedures and Monitoring	Grade level 6-8	Assistant Principal	All facilitators, administrators, counselors, and attendance clerk	September 26, 2012	The school will utilize new attendance reports to assist in monitoring proper attendance-taking procedures, truancy, excessive absences and tardies	Assistant Principal and Counselors

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Truancy Prevention: Provide incentive for students with improved attendance	Dade Community Partner donations; Attendance Awards	EESAC	\$1,000.00
			Subtotal: \$1,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,000.00

End of 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:	The goal for the 2012-2013 school year is to decrease the total amount of suspensions by 10%.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
306	275
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
189	170
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
200	180
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School

123	111				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Many parents are unfamiliar with the Student Code of Conduct and are unaware of school policies and procedures.	The school's student services department and the Community Involvement Specialist will contact parents of students who have been placed on indoor/outdoor suspension. Parents will be provided with training on building an understanding of the Student Code of Conduct.	Counselor, Student Services Department and Community Involvement Specialist	Monitor Parent Contact Log for evidence of communication with parents of students who have been placed on indoor / outdoor suspension.	Parent Communication Log, Parent sign-in Log/Parental Involvement Monthly Report.
2	There are limited opportunities to recognize students for positive behavior.	Utilize the Student Code of Conduct by providing incentives for compliance to regulations.	Administrative Staff	Monitor data report on student indoor/outdoor suspension rate.	Participation log for students who are recognized for complying with the Student Code of Conduct.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Attendance Procedures and Monitoring	Grade Level 6-8	Assistant Principal	All facilitators, administrators, counselors, and attendance clerk	August 16, 2012	The school will utilize new attendance reports to assist in monitoring proper attendance-taking procedures, truancy, excessive absences and tardies.	Assistant Principal
Positive Reinforcement of Student Discipline	Grade Level 6-8	Administrator's	Interdisciplinary Team Leaders	Bi-weekly Team Leaders Meeting Meet on Monday, the 2nd & 4th week of the month.	Monitor implementation of strategies & programs devised at PLC within interdisciplinary teams.	Attendance Review Committee

Suspension Budget:

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

Provide parents with a copy of Student Code of Conduct	Printing of the Student Code of Conduct	EESAC	\$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 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>		During the 2011-2012 school year, parent participation in school wide activities was 40%. The goal for the 2012-2013 school year is to increase parent participation by 10% from 40% to 50%			
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
40% (467)		50%(584)			
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 of English Language Learners (ELL).	Offer the Bilingual Parent Outreach Program sessions quarterly. Create all messages through Connect Ed in both Spanish and English.	School Administrative Staff, Community Involvement Specialist	Review sign in sheets/logs to determine the number of parents of English Language Learners (ELL) attending school or community events.	Sign in sheets and Community Involvement Specialist's Communication Log
2	Parents have limited knowledge and understanding of school curriculum	Offer curriculum fair for designated content area on a quarterly basis.	Administrative Staff	Review sing in sheets/logs to determine the number of parents attending school or community events.	Sign in sheets Parental Involvement Monthly School Report

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
Title I Action	Grades 6-8	Administrator	Parents	Parent/Student Orientation	Review sign-in sheets/logs to determine the number of parents attending	Administrative Staff

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Print flyers and posters to notify parents and students of important events	Provide copy paper to print flyers	School Based Fund	\$2,000.00
			Subtotal: \$2,000.00
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: \$2,000.00

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:		To increase the number of students participating to 100% the presence of STEM through the implementation of SECME in Applied Mathematics classes, ECOTEC Magnet, and infusion of an environmental/ecology theme in Social Studies and Language Arts.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool

			Monitoring	Strategy	
1	Coordination of regular Professional Learning Communities meeting for course-alike teachers to plan for an integrated environmental theme and SECME activities in the curriculum.	Provide a professional development day at the start of each semester for the creation of an instructional focused calendar to infuse the environmental theme in monthly writing projects and review of the designated SECME projects.	Curriculum Leaders and Administration	Portfolio reviews of writing projects in Language Arts and Social Studies and curriculum walkthroughs to assess completion of SECME projects.	Presentation of projects in a STEM Showcase for parents with 100% student participation.
2	Showcasing and informing parents of the ECOTEC Magnet for incoming 6th graders.	Coordinate feeder pattern showcase and invite gifted and science teachers from 20 neighboring elementary schools to experience the ECOTEC curriculum.	Magnet Teachers and Administration	Monitor the Magnet Schools Registration site for registration of students	Meeting the required registration count of 50 students per year.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Infusing an Environmental Theme in Social Studies and Language Arts	Social Studies and Language Arts 6/7/8	Social Studies and Language Arts Curriculum Leaders	Social Studies and Language Arts Teachers	September 20 and January 14, 2013	Curriculum walkthrough to review student projects	Social Studies and Language Arts Curriculum Leaders and Administration
SECME	Mathematics 6/7/8	MathematicsCurriculum Leader	All Applied Mathematics Teachers	September 21 and January 15, 2013	Curriculum walkthrough to review student projects	Mathematics Curriculum Leaders and Administration

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Professional Learning Communities sessions	Substitute coverage for teachers in PD	Title I	\$4,000.00
			Subtotal: \$4,000.00
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:		<p>To pilot the implementation of a Career and Professional Academy (CAPE) in Information and Communications Technology (ICT) Essentials to provide industry certification in three years in Microsoft Office.</p> <p>One hundred twenty-five students will participate in the program first semester. We anticipate another hundred twenty-five during the second semester.</p>			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers are not certified with industry certification	Teachers attend professional development sessions during the summer and fall for instruction in certification skills.	Administrative Team	Monitor the effective implementation of lessons and timely instruction in the CTE classrooms through administrative walkthroughs, course alike professional learning communities, review of proficiency rate of students taking the semester summative ICT tests	Summative assessment - ICT Essentials test at the end of each semester.
2	Insufficient enrollment to ensure significant student completion of the CAPE Academy.	Include ICT Essentials on the 2013-14 subject selection form and showcase the CAPE Academy at Open House and during feeder pattern articulation meetings.	Administrative Team and CAPE teachers.	Monitor the student selection of the ICT Essentials course.	Total enrollment in the ICT Essentials course.

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
Implementation of the curriculum for Information and Communications Technology (ICT) Essentials	Grades 6-8	District CTE Trainer	Vivian Rodriguez and Maria Toledo	June 2012 and other training dates as designated by the District	Classroom walkthroughs to identify students' mastery in understanding ICT Essentials content.	Administrative Team
Implementation of the curriculum for Information and Communications Technology (ICT) Essentials	Grades 6-8	District CTE Trainer	Vivian Rodriguez and Maria Toledo	June 2012 and other training dates as designated by the District	Classroom walkthroughs to identify students' mastery in understanding ICT Essentials content.	Administrative Team
Implementation of the curriculum for Information and Communications Technology (ICT) Essentials	Grades 6-8	District CTE Trainer	Vivian Rodriguez and Maria Toledo	June 2012 and other training dates as designated by the District	Classroom walkthroughs to identify students' mastery in understanding ICT Essentials content.	Administrative Team

CTE Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Increase number of computer stations in CTE computer lab by three	3 Dell Desktop computers	School Budget	\$2,500.00
			Subtotal: \$2,500.00
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: \$2,500.00

End of CTE Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Thinking Maps	Training manuals	Title I	\$7,000.00
Attendance	Truancy Prevention: Provide incentive for students with improved attendance	Dade Community Partner donations: Attendance Awards	EESAC	\$1,000.00
Suspension	Provide parents with a copy of Student Code of Conduct	Printing of the Student Code of Conduct	EESAC	\$500.00
Parent Involvement	Print flyers and posters to notify parents and students of important events	Provide copy paper to print flyers	School Based Fund	\$2,000.00
				Subtotal: \$10,500.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
CTE	Increase number of computer stations in CTE computer lab by three	3 Dell Desktop computers	School Budget	\$2,500.00
				Subtotal: \$2,500.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Training 50 teachers	Substitutes	Title I	\$2,500.00
CELLA	Implementation of Writing Rubrics	Substitute Coverage	Title I	\$1,000.00
Mathematics	Edusoft Training	Substitute Coverage	Title I	\$1,200.00
Science	Professional Learning Communities sessions	Substitute coverage for teachers in PD	Title I	\$4,000.00
Civics	PD for We the People	Books	Title I	\$300.00
Civics	Development of Study Guides	Printing of materials	Title I	\$300.00
STEM	Professional Learning Communities sessions	Substitute coverage for teachers in PD	Title I	\$4,000.00
				Subtotal: \$13,300.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Writing	Vocabulary Application in the Classroom	Class Sets of Thesaurus	Title I	\$1,000.00
				Subtotal: \$1,000.00
				Grand Total: \$27,300.00

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.

[View uploaded file](#) (Uploaded on 10/12/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Parent and student incentive/awards	\$2,000.00
Team activities	\$3,000.00

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

The purpose of West Miami Middle School Educational Excellence School Advisory Council is to work together to ensure improved student achievement. One of the ways the council will achieve this is preparing, monitoring and evaluating the School Improvement Plan. The EESAC is the sole body responsible for final decision-making at the school relating to the implementation of the School Improvement Plan. The EESAC meets regularly (the third Tuesday of every month) to review and revise the School Improvement Plan. The EESAC develops the strategies and activities to be included in the School Improvement Plan and has been involved in determining the financial implications of said strategies and making pertinent decisions after taking into consideration the funding available.

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 WEST MIAMI MIDDLE SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	61%	57%	81%	44%	243	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	65%	66%			131	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	74% (YES)	74% (YES)			148	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					522	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Dade School District WEST MIAMI MIDDLE SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	59%	57%	83%	34%	233	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	63%	66%			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?	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					500	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested