

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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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: OSCEOLA MIDDLE SCHOOL

District Name: Marion

Principal: John I. McCollum, III

SAC Chair: Kim Burt

Superintendent: James Yancey

Date of School Board Approval: October 2012

Last Modified on: 10/16/2012

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	John I. McCollum	BS - Education MA - Ed. Leadership	7	25	Earned 13 consecutive grades of "A" at elementary and middle school level. Current Grades: Osceola Middle - "A", 633 Points. Osceola did not meet NCLB requirements. The school is a Correct II due to the performance of black and economically disadvantaged students in the areas of math and reading. Additional performance information is available in this report and on the DOE School Accountability website. Eighth Street Elementary - "A", 622 points
Assis Principal	Reeshemha Anderson	BS - Psychology MS - Ed. Leadership	2	3	Second consecutive grade of "A" at middle school level. Osceola scored 633 point. The school is a Correct II school. Additional performance information is available in this report and on the DOE School Accountability website.
Assis Principal	Suzette Parker	BS - Agriculture MS - Education Ed.S - Ed. Leadership	3	3	Second consecutive grade of "A" at middle school level. Osceola scored 633 point. The school is a Correct II school. Additional performance information is available in this report and on the DOE School

INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Core classes: MA, LA, SC, SS	Casey Callahan	bachelor's from UF, master's in ed leadership from National Louis University; certified in Middle Grades Integrated Curriculum and Educational Leadership; endorsements in ESOL and K-12 Reading	2	4	2009-2010: BHS (B) VHS (B) FHS (B) 2010-2011: BHS (A) VHS (B) FHS (A) 2011-2012: BHS (pending) VHS (pending) FHS (pending) OMS (A) NMM (C)

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	<ul style="list-style-type: none"> •Orientation to the school through ongoing, personal interaction with staff members •Provide school policies and procedures in written form through the Osceola Teacher Handbook and Faculty Bulletins, "Osceola Observer" •Appoint a mentor teacher •Provide time for the new teacher to meet with his/her mentor teacher •Arrange for the new teacher to visit other classrooms to observe exemplary strategies and techniques as needed •Engage all teachers in regular, collaborative, team meetings with other teachers of the same department/grade level •Provide training for their specific subject area •Provide intensive assistance in response to individual needs. 	Admin. Team	August 2012	

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
Donna Reynolds our new IND is not certified in MA/SC/SS; she does hold certifications in LA/Reading/ESE/Mentally Handicapped	Ms. Reynolds will be taking subject area exams to receive certifications that she needs to be labelled as "highly qualified" and not out of area.

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	3.6%(2)	20.0%(11)	41.8%(23)	34.5%(19)	25.5%(14)	100.0%(55)	16.4%(9)	5.5%(3)	32.7%(18)

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
D. Steffey	C. Freeman	Experienced reading teacher working with a new reading teacher	Planning, data meetings, reading fidelity checklist, fair coordination
W. Counts	L. Wellhoner	New teacher paired with experienced, innovative 4th year teacher	Planning, coordination of events, software training and assistance, data meetings
S. West	D. Reynolds	New self-contained IND teacher paired with EBD teacher familiar with district software & policies	ENCORE software, grade book & technology support, writing IEP's
E. Hutchinson	J Johns	New ESE inclusion teacher paired with experienced ESE inclusion teacher familiar with district software & policies	ENCORE software, grade book & technology support, writing IEP's

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

Osceola Middle School does not receive Title 1 funds.

Title I, Part C- Migrant

Title I, Part D

Title II

Title II – Part A: - District provides staff development activities to improve basic educational programs and to assist administrators and teachers in meeting highly qualified status.

Title II – Part D: - District receives supplemental funds for improving their basic education programs through the purchase of small equipment to supplement education programs Technology in classrooms that will increase the instructional strategies provided to students and for Instructional software that will enhance literacy and math skills of struggling students and early childhood students. (For Middle and High Schools Title II – Part D funds are used to purchase SuccessMaker licenses and provide professional development for SuccessMaker.)

Title III

Part A: Services are provided through the District, for education materials and ELL district support services on an as needed basis to improve the education of immigrant and English Language Learners. .

Title X- Homeless

District Homeless Social Worker provides resources (Clothing, school supplies, social services referrals....) for students identified homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education..

Supplemental Academic Instruction (SAI)

Dropout prevention and academic intervention programs are funded through the Florida Education Finance Program (FEFP) and Supplemental Academic Instruction categorical funds. School districts have flexibility in how SAI funds may be expended as long as dollars are used to help students gain at least a year of knowledge for each year in school and to help students not be left behind. Supplemental instruction strategies may include, but are not limited to (modified curriculum, reading instruction, after-school instruction, tutoring, mentoring, class size reduction, extended school year, intensive skills development in summer school and other methods to improve student achievement. .

Violence Prevention Programs

Osceola Middle School partners with the Marion County Sheriff's Office School Resource Officer to provide a secure campus and implementation of intervention activities..

Nutrition Programs

Economically disadvantaged students receive free or reduced price breakfast and lunch from federal funding..

Housing Programs

Head Start

Adult Education

Career and Technical Education

Vocations Education: Proposals are submitted annually to enhance selected Vocational Programs for regular, disadvantaged and handicapped students in grades 7-12..

Job Training

Other

Health Department: District and schools coordinate with the Health Department for Absences Programs, Asthma Programs and Nurses that oversee school health clinics..

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

APC- S. Parker- academic data & teacher input
APD- R. Anderson- behavior & attendance data
Counselors- Cindy Walker & Emily DeNaro- student support data,
ESE Inclusion Teacher- E. Hutchinson- gathers data for possible additional ESE support/ consult
Behavioral Specialist- RJ Sumner
Resource Compliance Specialist-Kathy Coppage- gathers data for possible additional ESE support/ consult & intervention
School Psychologist- Amy Mannik- gathers data for possible additional ESE support/ consult & intervention specialist
Jeff Miller- dean of students- shares data relating to success of existing interventions

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

The MTSS/RtI Problem Solving team (MTSS/RtI Leadership Team) will meet each 1st & 3rd Tuesday to review student MTSS/RtI forms of students that have not been making progress and to discuss students identified by grade level team MTSS/RtI meetings. In addition, this committee will identify students who have been identified as repeat behavior problems or attendance problems. Such students are identified using both teacher & team input as well as Universal screening tools on SMS and SMS generated attendance data. Course of action & possible interventions for each student will be discussed after all input is heard. The focus of the meetings is to identify students in trouble and to collect data on progress of students previously identified to determine if interventions in place have been successful. Results of problem solving process will be shared with teachers that work with students in question. If deemed necessary, Student Assistance Team will convene to meet with teachers to discuss Tier 2 & 3 interventions.

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

Select members of the MTSS/RtI team serve on the SAC. Each month academic goals are discussed and revised through committee proposals. MTSS/RtI members serve on these committees. MTSS/RtI team members and SAC members collaborate to share in the common goal of improving instruction and/or behavior through analysis and discussion of the School Improvement Plan.

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.

Teachers meet monthly in instructional teams to review FCA data, Successmaker data, reading reports, grades, and behavior logs. Tier 2 intervention strategies are developed by the instructional team and entered on an electronic form. All staff can view intervention progress of a student by accessing the school's shared drive.

Describe the plan to train staff on MTSS.

The MTSS/RtI team is trained by the district. Team members will provide support during team meetings and training on early release days. Assistant Principals provide training on use of MTSS/RtI data collection forms during pre-school meetings. Teacher roles and responsibilities were outlined. Teachers are given examples of how to collect, graph, and utilize data to drive the selection of interventions that best suit the needs of the child.

Describe the plan to support MTSS.

Support of the MTSS is in part driven by PBS (BRAVO 2.0).

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Katy Owen- MA; Virginia Parra- SS; Beth Lazar- SC; LaDonna Walker-LA; Catalina Freeman-Reading; Karen Cox- librarian;

Casey Callahan-Reading Coach; APC- Suzette Parker; Principal- John McCollum.

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

The team will meet monthly to review reading data. Data will be presented by the reading coach. Interventions will be suggested by team members. The SRLT at Osceola Middle has developed a plan for before school and after school activities as determined by the school's needs based on the school's data and available resources. Before school and after school activities and resources may include the following: access to media centers, peer tutoring, and teacher tutoring. Take Stock in Children is a mentoring program that provides monthly visits from a mentor from the community. Book clubs and after school study halls are offered in a variety of ways ranging from two to five times a week. The activities for summer may include ESY (Extended School Year) and suggested summer reading lists for all students. The SRLT will also work closely with teachers to lead implementation of common core practices.

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

Two major goals of the SRLT this year will be:

- 1) Provide methods & support for scaffolding instruction that does not pre-empt or replace text
- 2) Draw evidence & details from literary or informational texts to support analysis, reflection or research.

Public School Choice

Supplemental Educational Services (SES) Notification

No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

Reading progress of students will be discussed at instructional team meetings. All teachers will be responsible for monitoring AR morning reading and asking appropriate questions. Science and social studies teachers will implement reading for information strategies. All teachers will receive instruction and support on use and implementation of appropriate graphic organizers for classroom instruction. Max Thompson summarizing strategies will also be implemented and supported to enhance the instruction of reading in every classroom.

*High Schools Only

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

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

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

Postsecondary Transition

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

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	36% (346) of 2012 students will perform at FCAT Level 3.
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (288) performed at a Level 3.	Florida Department of Education (FLDOE) expects the Annual Measurable Objective (AMO) to be 71% (684) of all students to be proficient.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Adequate time to practice reading.	Implement a 20 minute daily AR reading period.	Principal Teacher Media Specialist	Monitor comprehension performance.	AR Data FCA Data
2	Limited student experience with context reading skills in all core classes.	Implement critical reading skills in all courses. Teachers will participate in ongoing common core trainings this school year.	Principal APC Common Core Lead Teachers	Monitor lesson plans and assessments. Classroom walkthroughs.	Grades FCA FCAT QWA (quarterly writing assessments)
3	Individualization or differentiation of instruction for all students	Intensive classes provided for reading and math; PBS- positive behavior support to increase student motivation; seamless schoolwide expectations across grade levels	Classroom teachers; administrative team; instructional coach	Analysis of student achievement data; Successmaker data; classroom observations & walkthroughs	Grades FCA FCAT QWA (quarterly writing assessments) MCIES

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:	All students (100%; 2 of 2) will score a level 4,5, or 6 in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (6) of students scored a 4,5, or 6 in FAA reading.	No data currently available.

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
	New IND teacher	Assign mentor teacher;	principal	Classroom walkthroughs	Marion County

1	transitioning to district and state of Florida	assign experienced paraprofessional to classroom; allow teacher to attend training for FAA; distribute FAA practice materials to teacher	APC		Instructional Evaluation System (MCIES)
2	Large number of classes taught within school day	Provide strategies for learning centers and work stations under supervision of paraprofessional; offer assistance from behavior specialist	Principal APC	Classroom walkthroughs; behavior specialist	MCIES

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:	40% (385) of students will score a level 4/5
2012 Current Level of Performance:	2013 Expected Level of Performance:
35% (326) of students performed at a Level 4/5.	Florida Department of Education (FLDOE) expects the Annual Measurable Objective (AMO) to be 71% (684) of all students to be proficient.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited student experience with context reading skills in all core classes.	Implement critical reading skills in all courses. Teachers will participate in ongoing common core trainings this school year.	Principal APC Common Core Lead Teachers (CCLT)	Monitor lesson plans and assessments. Classroom walkthroughs.	Grades FCA FCAT QWA (quarterly writing assessments)
2	Time for completion of enrichment activities with students	Provide enrichment opportunities through use of CIS (Comprehensive instructional sequence) strategies; common core activities; document based questions (DBQ)	Principal APC APD	Monitor lesson plans and assessments. Classroom walkthroughs	Grades FCA FCAT QWA (quarterly writing assessments)
3	Opportunity to practice reading comprehension.	Implement daily 20 minute AR reading period.	Principal Media Specialist	Monitor comprehension data.	FCA AR Data
4	Lack of student experience with context reading skills in all core classes.	Utilize essential question and summarization strategies.	APC Teachers	Observation and Lesson Planning	FCA Grades
5	Student comprehension of non-fiction material.	Require students in advanced courses to read at least one non-fiction AR selection each quarter.	Teacher Media Specialist	Monitor book selection and AR data.	FCA Grades AR Data

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:	100% (2) students will score at or above achievement level 7 in reading.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
67% (4) students scored at or above achievement level 7 in reading.	No data currently available.

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	New IND teacher transitioning to district and state of Florida	Assign mentor teacher; assign experienced paraprofessional to classroom; allow teacher to attend training for FAA; distribute FAA practice materials to teacher	principal APC	Classroom walkthroughs	MCIES
2	Large number of classes taught within school day	Provide strategies for learning centers and work stations under supervision of paraprofessional; offer assistance from behavior specialist	Principal APC	Classroom walkthroughs; behavior specialist	MCIES

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:	74% (711) students will make learning gains in reading
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2012 Current Level of Performance:	2013 Expected Level of Performance:
69% (648) students made learning gains in reading.	No data currently available.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Adequate time to practice reading.	Implement a 20 minute daily AR reading period.	Principal Teacher Media Specialist APC APD	Monitor comprehension performance.	AR Data FCA Data
2	Limited student experience with context reading skills in all core classes.	Implement critical reading skills in all courses. Teachers will participate in ongoing common core trainings this school year.	Principal APC Common Core Lead Teachers	Monitor lesson plans and assessments. Classroom walkthroughs.	Grades FCA FCAT QWA (quarterly writing assessments)
3	Individualization or differentiation of instruction for all students	Intensive classes provided for reading and math; PBS- positive behavior support to increase student motivation; seamless schoolwide expectations across grade levels	Classroom teachers; administrative team; instructional coach	Analysis of student achievement data; Successmaker data; classroom observations & walkthroughs	Grades FCA FCAT QWA (quarterly writing assessments) MCIES
4	Increase time for students to practice	Provide a 20 minute period daily to read AR	Principal media Specialist	Review of grades and reading data.	AR data Grades

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:	100% (2) students will make learning gains in FAA reading
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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100% (6) students made learning gains on FAA reading	No data currently available.
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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
1	New IND teacher transitioning to district and state of Florida	Assign mentor teacher; assign experienced paraprofessional to classroom; allow teacher to attend training for FAA; distribute FAA practice materials to teacher	principal APC	Classroom walkthroughs	MCIES
2	Large number of classes taught within school day	Provide strategies for learning centers and work stations under supervision of paraprofessional; offer assistance from behavior specialist	Principal APC	Classroom walkthroughs; behavior specialist	MCIES

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:	75% of the lowest quartile (181) students will make learning gains in reading
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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70% (164) of the students in the lowest 25% made learning gains in reading	No data currently available.
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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
1	Limited student experience with context reading skills in all core classes	Implement critical reading skills in all courses. Teachers will participate in ongoing common core trainings this school year.	Principal APC Common Core Lead Teachers (CCLT)	Monitor lesson plans and assessments. Classroom walkthroughs	Grades FCA FCAT QWA (quarterly writing assessments)
2	Adequate time to practice reading.	Implement a 20 minute daily AR reading period.	Principal Teacher Media Specialist	Monitor comprehension performance.	AR Data FCA Data

3	Individualization or differentiation of instruction for all students	Intensive classes provided for reading and math; PBS- positive behavior support to increase student motivation; seamless schoolwide expectations across grade levels	Classroom teachers; administrative team; instructional coach	Analysis of student achievement data; Successmaker data; classroom observations & walkthroughs	Grades FCA FCAT QWA (quarterly writing assessments) MCIES
4	Improve core course performance.	Provide after school tutoring two days per week.	APC	Monitor software data and grades.	FCA Successmaker Grades

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 # Meet the 2013 AMO but progress will be measured as 10% of AMO from previous year. In 2017, 83% of students will be proficient in reading. 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	65%	67%	71%	74%	77%	

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:	Students subgroups who will not make adequate yearly progress in reading will decrease by 5%: African American: 47% (55) Hispanic: 67% (63) Multiracial: 55% (19) Asian: NA (13 total students in subgroup) American Indian: NA (3 students in subgroup)
2012 Current Level of Performance:	2013 Expected Level of Performance:
Within the subgroups listed below the following percentages made adequate yearly progress in reading: African American: 42% (54) Hispanic: 62% (62) Multiracial: 50% (18) Asian: NA (12 total students in subgroup) American Indian: NA (4 students in subgroup)	FLDOE expects the AMO (Annual Measurable Objective) for subgroups to be: African American: 45% Hispanic: 64%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Core course performance of students.	Implement after school tutoring twice per week.	APC	Monitor software data and grades	FCA Grades AR Data
2	Funding for the after school program.	We hope to provide an after school reading program for students if district funds are available. We provide priority enrollment in this program for our minority students.	Administrative team	Data analysis of student performance on Focus Calendar Assessments, District Benchmark Exams and 2013 FCAT	Focus Calendar Assessments, District Benchmark Exams and 2013 FCAT
3	Recruit minority students for participation in advanced course offerings	Using data analysis from FCA's; QWA; & FCAT invite minority students to enroll in advanced classes	Principal APC	Data analysis of student performance on Focus Calendar Assessments, District Benchmark Exams and 2013 FCAT	Focus Calendar Assessments, District Benchmark Exams and 2013 FCAT
4	Provide time to practice reading comprehension.	Provide 20 minutes daily for AR reading.	Principal Media Specialist	Monitor software data and grades.	AR Data Grades

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:	ELL not making satisfactory progress in reading will decrease by 5% as demonstrated by scoring out of the ELL program using FCAT & CELLA as a measure of progress
2012 Current Level of Performance:	2013 Expected Level of Performance:
20% of ELL students made satisfactory progress in reading as demonstrated by scoring out of the ELL program using FCAT & CELLA as a measure of progress	Florida Department of Education (FLDOE) expects the Annual Measurable Objective (AMO) to be 43% of all ELL students to be proficient in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited personnel to assist students in native language in core classes	Develop schedule where ESOL paraprofessional can serve all students for at least 20 min/day 3x per week in MA and SC.ESOL para will spend entire period in ELA classes 4 days per week.	Principal APC APD	Data analysis of student performance on Focus Calendar Assessments, QWA, District Benchmark Exams (DBMA) and 2013 FCAT	FAIR, FCA, QWA, DBMA; FCAT
2	Students who speak language other than Spanish receive no assistance in native language	Allow student access to Rosetta Stone during portions of SS, LA, and electives. Gather elementary LA/SS materials from Eighth Street Elementary.	Principal APC APD	Data analysis of student performance on Focus Calendar Assessments, QWA, District Benchmark Exams (DBMA) and 2013 FCAT	FAIR, FCA, QWA, DBMA; FCAT

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	Students with disabilities not making satisfactory progress in reading will decrease by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (40) of students with disabilities made satisfactory progress in reading	Florida Department of Education (FLDOE) expects the Annual Measurable Objective (AMO) for SWD students to be 39% for 2013.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student Core Course Performance	Implement after school tutoring twice per week.	APC	Monitor software data and grades.	Grades FCA AR Data Demand Writings
2	Funding for the after school program.	We hope to provide an after school reading program for students if district funds are available. We provide priority enrollment in this	Administrative team	Data analysis of student performance on Focus Calendar Assessments, District Benchmark Exams and 2013 FCAT	Focus Calendar Assessments, District Benchmark Exams and 2013 FCAT

		program for our minority students.			
3	Not all families have the internet access at home necessary to access the District Parent Portal and the school/teacher web pages	Students in need of materials or school supplies will be assisted through our guidance office to ensure that they have adequate supplies to participate in the learning environment. The District Parent Portal, District & teacher web-sites and phone conferences will be available for parents so that they may stay up to date with their child's progress without needing to take time off from work.	Administrative Team, guidance counselors, teachers	Student success will be measured by report card grades and performance on both formative and summative assessments	Quarterly report cards, FAIR, FCAT

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	Economically disadvantaged students not making satisfactory gains in reading will decrease by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
51% (205) of economically disadvantaged students made satisfactory gains in reading.	Florida Department of Education (FLDOE) expects the Annual Measurable Objective (AMO) for ED students to be 56% for 2013.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student core course performance.	Implement an after school tutoring program twice per week.	APC	Monitor software and grades	Successmaker Grades FCA
2	Not all families have the internet access at home necessary to access the District Parent Portal and the school/teacher web pages	The District Parent Portal, District & teacher web-sites and phone conferences will be available for parents so that they may stay up to date with their child's progress without needing to take time off from	Administrative Team, guidance counselors, teachers	Student success will be measured by report card grades and performance on both formative and summative assessments	Quarterly report cards, FAIR, FCAT
3	Funding for the after school program	We hope to provide an after school reading program for students if district funds are available. We provide priority enrollment in this program for our minority students	Administrative team	Data analysis of student performance on Focus Calendar Assessments, District Benchmark Exams and 2013 FCAT	Focus Calendar Assessments, District Benchmark Exams and 2013 FCAT
4	Students coming to school without necessary school supplies	Students in need of materials or school supplies will be assisted through our guidance office to ensure that they have adequate supplies to participate in the learning environment.	Administrative Team, guidance counselors, teachers	Student success will be measured by report card grades and performance on both formative and summative assessments	Quarterly report cards, FAIR, FCAT
	Students coming to school hungry or without	Guidance counselors and teachers will work	Guidance counselors &	Student success will be measured by report card	Quarterly report cards, FAIR, FCAT

5	adequate nutrition.	together to identify students who are in need of free food both while at school and during times when school is closed. Take advantage of boxed meals provided by "Feed Children Everywhere."	teachers	grades and performance on both formative and summative assessments	
6	Time to practice reading comprehension.	Provide 20 minutes per day for AR reading.	Principal Media Specialist	Monitor software data and grades	FCA AR data Grades

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core Overview Training	All staff	CCLT	All teachers	Department meetings 1 & 2	Admin walkthroughs	CCLT, principal, APC, APD
Common core lead teacher (CCLT) training	Grades 6-8; all subjects	Tara Hart; Pam Roberts	LaDonna Walker-ELA; Beth Lazar- SC; Katy Owen- MA; Virginia Parra- SS; Catalina Freeman-CTE; Karen Cox-librarian	predefined district training dates	CCLT will meet with administrative team 1 Wednesday per month to plan dissemination of information to teachers & to address best practices	Principal; APC; APD
NGCAR-PD training	Grade 7 Civics teachers	Sue Eatmon & Michelle Surman	Tom Coleman; Virginia Parra; Shirley Kletter; Smokie West; Robert Leslie	predefined district training dates	Admin team will use district provided "look for" rubrics to conduct classroom walkthroughs & teacher conferences	Principal; APC
Deep Reading Training	Grades 6-8; ELA, SS, SC, elective teachers	CCLT & John McCollum	Grades 6-8; ELA, SS, SC, elective teachers	Early release days semester 2 & department meetings	Admin walkthroughs & schoolwide close reading activities	Principal, APC, APD
Text Complexity Training	Grades 6-8; ELA, SS, SC, elective teachers	John McCollum	Grades 6-8; ELA, SS, SC, elective teachers	Early release days semester 1	Admin walkthroughs & schoolwide close reading activities	Principal, APC, APD

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
After School Tutoring	Math & ELA teachers	SAI dollars	\$1,500.00
			Subtotal: \$1,500.00
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: \$1,500.00			

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:		60% (9) ELL students will be proficient on the listening and speaking portion of the CELLA test			
2012 Current Percent of Students Proficient in listening/speaking:					
50% (10) ELL students were proficient on the listening and speaking portio of the CELLA test					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited personnel to assist students in native language in core classes	Develop schedule where ESOL paraprofessional can serve all students for at least 20 min/day 3x per week in MA and SC.ESOL para will spend entire period in ELA classes 4 days per week.	Principal APC APD	Data analysis of student performance on Focus Calendar Assessments,QWA, District Benchmark Exams (DBMA) and 2013 FCAT	FAIR, FCA, QWA, DBMA; FCAT; CELLA
2	Students who speak language other than Spanish receive no assistance in native language	Allow student access to Rosetta Stone during portions of SS, LA, and electives. Gather elementary LA/SS materials from Eighth Street Elementary	Principal APC APD Classroom teacher	Data analysis of student performance on Focus Calendar Assessments,QWA, District Benchmark Exams (DBMA) and 2013 FCAT; CELLA	FAIR, FCA, QWA, DBMA; FCAT; 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:		20% (3 of 15) of ELL students will be proficient in reading as measured by the CELLA test.			
2012 Current Percent of Students Proficient in reading:					
15% (3 of 20) of ELL students were proficient in reading on the CELLA exam.					
Problem-Solving Process to Increase Student Achievement					
			Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Limited personnel to assist students in native language in core classes Students who speak language other than Spanish receive no assistance in native language	Allow student access to Rosetta Stone during portions of SS, LA, and electives. Gather elementary LA/SS materials from Eighth Street Elementary.	Principal APC APD Classroom teacher	Data analysis of student performance on Focus Calendar Assessments, QWA, District Benchmark Exams (DBMA) and 2013 FCAT	FAIR, FCA, QWA, DBMA; FCAT; CELLA
2	Limited personnel to assist students in native language in core classes	Develop schedule where ESOL paraprofessional can serve all students for at least 20 min/day 3x per week in MA and SC. ESOL para will spend entire period in ELA classes 4 days per week	Principal APC APD	Data analysis of student performance on Focus Calendar Assessments, QWA, District Benchmark Exams (DBMA) and 2013 FCAT	FAIR, FCA, QWA, DBMA; FCAT; CELLA

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

3. Students scoring proficient in writing.

CELLA Goal #3:

40% (6 of 15) ELL students will be proficient in writing as measured by the CELLA test

2012 Current Percent of Students Proficient in writing:

30% (6 of 20) ELL students were proficient in writing as measured by the CELLA test

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited personnel to assist students in native language in core classes	Develop schedule where ESOL paraprofessional can serve all students for at least 20 min/day 3x per week in MA and SC. ESOL para will spend entire period in ELA classes 4 days per week.	Principal APC APD	Data analysis of student performance on Focus Calendar Assessments, QWA, District Benchmark Exams (DBMA) and 2013 FCAT	FAIR, FCA, QWA, DBMA; FCAT; CELLA
2	Students who speak language other than Spanish receive no assistance in native language	Allow student access to Rosetta Stone during portions of SS, LA, and electives. Gather elementary LA/SS materials from Eighth Street Elementary.	Principal APC APD Classroom teacher	Data analysis of student performance on Focus Calendar Assessments, QWA, District Benchmark Exams (DBMA) and 2013 FCAT	FAIR, FCA, QWA, DBMA; FCAT; CELLA

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
n/a			\$0.00

			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
n/a			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
n/a			\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
n/a			\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of CELLA Goals

Middle School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	36% (346) of students will score a level 3 in mathematics as measured by the FCAT; This gain will represent a 5% increase in the number of students making a Level 3 in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (293) of students scored a level 3 in mathematics as measured by the FCAT	Florida Department of Education (FLDOE) expects the Annual Measurable Objective (AMO) to be 72% proficiency in math for all 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	Limited student experience with context reading skills in all core classes.	Implement critical reading skills in all courses. Teachers will participate in ongoing common core trainings this school year.	Principal APC Common Core Lead Teachers	Monitor lesson plans and assessments. Classroom walkthroughs.	Grades FCA FCAT QWA (quarterly writing assessments)
2	Individualization or differentiation of instruction for all students	Intensive classes provided for reading and math; PBS- positive behavior support to increase student motivation; seamless schoolwide expectations across grade levels	Classroom teachers; administrative team; instructional coach	Analysis of student achievement data; Successmaker data; classroom observations & walkthroughs	Grades FCA FCAT QWA (quarterly writing assessments) MCIES
3	Implementation with fidelity of Common Core practices in math classes	Teachers will participate in ongoing common core math practices trainings this school year.	Principal APC Common Core Lead Teachers	Monitor lesson plans and assessments. Classroom walkthroughs.	Grades FCA FCAT MCIES
4	Knowledge of next Generation Math Standards.	Utilize new basal series, district calendars, and instructional guides to implement new state standards.	Teacher APC	Monitor assessments and grades.	FCA DBMA FCAT Grades
5	Student use of strategies that will assist with the retention of math concepts.	Utilize essential question and summarization strategies that will assist with the understanding of the concepts.	Teacher APC	Observation and Lesson Plans	FCA DBMA FCAT Grades

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:	100% (2) of students will score a 4,5, or 6 in mathematics on FAA
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (6) of students scored a 4,5, or 6 in mathematics on FAA	No data currently available

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	New IND teacher transitioning to district and state of Florida	Assign mentor teacher; assign experienced paraprofessional to classroom; allow teacher to attend training for FAA; distribute FAA practice materials to teacher	principal APC	Classroom walkthroughs	Marion County Instructional Evaluation System (MCIES)
2	Large number of classes taught within school day	Provide strategies for learning centers and work stations under supervision of paraprofessional; offer assistance from behavior specialist	Principal APC	Classroom walkthroughs; behavior specialist	MCIES

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:	36% (346) of students will score at a Level 4/5 on FCAT Math
2012 Current Level of Performance:	2013 Expected Level of Performance:
32% (303) of students scored at a Level 4/5 on FCAT Math	Florida Department of Education (FLDOE) expects the Annual Measurable Objective (AMO) to be 72% proficiency in math for all 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	Time for completion of enrichment activities with students	Provide enrichment opportunities through use of CIS (Comprehensive instructional sequence) strategies; common core activities; document based questions (DBQ)	Principal APC APD	Monitor lesson plans and assessments. Classroom walkthroughs	Grades FCA FCAT QWA (quarterly writing assessments)
2	Identification of students ready to take Algebra I Honors	Discussion at department meetings to discuss "algebra readiness" and how 6th & 7th grade instruction must change to adequately prepare students for algebra	Principal APC Common Core Lead Teachers (CCLT) Math teachers	Attend math department meetings; monitor lesson plans; classroom walkthroughs	Grades FCA FCAT MCIES
3	Knowledge of Next Generation of math standards.	Student placement will reflect advanced math, Algebra, or Geometry.	APC Teacher	Monitor assessments and grades.	FCA FCAT Grades DBMA

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:	50% (1) student will score a level 7 in mathematics on the FAA
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2012 Current Level of Performance:	2013 Expected Level of Performance:
16% (1) student scored a level 7 in mathematics on the FAA	No data currently available

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	New IND teacher transitioning to district and state of Florida	Assign mentor teacher; assign experienced paraprofessional to classroom; allow teacher to attend training for FAA; distribute FAA practice materials to teacher	principal APC	Classroom walkthroughs	MCIES
2	Large number of classes taught within school day	Provide strategies for learning centers and work stations under supervision of paraprofessional; offer assistance from behavior specialist	Principal APC	Classroom walkthroughs; behavior specialist	MCIES

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	70% (673) of students will make learning gains in math
2012 Current Level of Performance:	2013 Expected Level of Performance:
65% (610) of students made learning gains in math	No data currently available

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Adequate time to practice reading.	Implement a 20 minute daily AR reading period.	Principal Teacher Media Specialist APC APD	Monitor comprehension performance.	AR Data FCA Data
2	Limited student experience with context reading skills in all core classes.	Implement critical reading skills in all courses. Teachers will participate in ongoing common core trainings this school year.	Principal APC Common Core Lead Teachers	Monitor lesson plans and assessments. Classroom walkthroughs.	Grades FCA FCAT QWA (quarterly writing assessments)
3	Individualization or differentiation of instruction for all students	Intensive classes provided for reading and math; PBS- positive behavior support to increase student motivation; seamless schoolwide expectations across grade levels	Classroom teachers; administrative team; instructional coach	Analysis of student achievement data; Successmaker data; classroom observations & walkthroughs	Grades FCA FCAT QWA (quarterly writing assessments) MCIES
	Knowledge of Next	Utilize new basal series	Teacher	Monitor assessment data	Grades

4	Generation Math Standards	to implement standards and scaffold student work.	APC	and grades.	FCA DBMA FCAT
5	Student use of strategies that will assist students with the retention of math concepts.	Implement essential question and summarization strategies.	Teacher APC	Observation and Grades	Lesson Plans FCA Grades
6	Target Level 1& 2 math students for intensive math courses.	Utilize elective teachers to teach key math concepts that appear in thier course content area.	APC Teacher	Assessment data and math grades.	FCA FCAT

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	100% (2) of students will make math learning gains as measured by FAA
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% of students made math learning gains as measured by FAA	No data currently available

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	New IND teacher transitioning to district and state of Florida	Assign mentor teacher; assign experienced paraprofessional to classroom; allow teacher to attend training for FAA; distribute FAA practice materials to teacher	principal APC	Classroom walkthroughs	MCIES
2	Large number of classes taught within school day	Provide strategies for learning centers and work stations under supervision of paraprofessional; offer assistance from behavior specialist	Principal APC	Classroom walkthroughs; behavior specialist	MCIES

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	65% (625) of students in the lowest 25% will make learning gains in math
2012 Current Level of Performance:	2013 Expected Level of Performance:
60% (563) of students in the lowest 25% made learning gains in math	No data currently available

Problem-Solving Process to Increase Student Achievement

	Person or	Process Used to
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Limited student experience with context reading skills in all core classes	Implement critical reading skills in all courses. Teachers will participate in ongoing common core trainings this school year.	Principal APC Common Core Lead Teachers (CCLT)	Monitor lesson plans and assessments. Classroom walkthroughs	Grades FCA FCAT QWA (quarterly writing assessments)
2	Adequate time to practice reading.	Implement a 20 minute daily AR reading period.	Principal Teacher Media Specialist	Monitor comprehension performance.	AR Data FCA Data
3	Individualization or differentiation of instruction for all students	Intensive classes provided for reading and math; PBS- positive behavior support to increase student motivation; seamless schoolwide expectations across grade levels	Classroom teachers; administrative team; instructional coach	Analysis of student achievement data; Successmaker data; classroom observations & walkthroughs	Grades FCA FCAT QWA (quarterly writing assessments) MCIES
4	Implementation of Next Generation Math Skills.	Provide scaffolded classroom instruction.	Teacher APC	Monitor assessments.	FCA DBMA FCAT Grades
5	Provide skill remediation.	After school tutoring twice per week.	APC	Monitor software and grades	Successmaker FCA Grades
6	Essential Question and Summarization Strategies.	Employ concept review strategies with each lesson.	Teacher APC	Observation and Lesson Plans	Grades FCA

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 # In 2017, 83% of students will be proficient in math.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	63%	72%	75%	80%	83%	

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:		Students subgroups who will make adequate yearly progress in math: African American: 35% (41) Hispanic: 53% (49) Multiracial: 52% (19) Asian: NA (12 total students in subgroup)			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
Students subgroups who made adequate yearly progress in math: African American: 30% (39) Hispanic: 48% (48) Multiracial: 47% (17) Asian: NA (12 total students in subgroup) American Indian: NA (4 students in subgroup)		Florida Department of Education (FLDOE) expects the Annual Measurable Objective (AMO) is: African American: 43% Hispanic: 64%			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Core course performance	Implement after school	APC	Monitor software data	FCA

1	of students.	tutoring twice per week.		and grades	Grades AR Data
2	Funding for the after school program.	We hope to provide an after school reading program for students if district funds are available. We provide priority enrollment in this program for our minority students.	Administrative team	Data analysis of student performance on Focus Calendar Assessments, District Benchmark Exams and 2013 FCAT	Focus Calendar Assessments, District Benchmark Exams and 2013 FCAT
3	Recruit minority students for participation in advanced course offerings	Using data analysis from FCA's; QWA; & FCAT invite minority students to enroll in advanced classes	Principal APC	Data analysis of student performance on Focus Calendar Assessments, District Benchmark Exams and 2013 FCAT	Focus Calendar Assessments, District Benchmark Exams and 2013 FCAT
4	Utilize strategies that will assist with the retention of concepts.	Implement an essential question and summarization strategy with each lesson.	Teacher APC	Observation and Grades	FCA Grades
5	Additional math remediation.	After school tutoring will be provided to non-proficient students twice per week.	APC	Monitor software data and grades.	FCA Grades DBMA

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:	There will be a 20% gain in the number of ELL students making adequate yearly progress in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (17) of ELL learners failed to make adequate yearly progress in math	AMO data unavailable

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited personnel to assist students in native language in core classes	Develop schedule where ESOL paraprofessional can serve all students for at least 20 min/day 3x per week in MA and SC.ESOL para will spend entire period in ELA classes 4 days per week.	Principal APC APD	Data analysis of student performance on Focus Calendar Assessments, QWA, District Benchmark Exams (DBMA) and 2013 FCAT	FAIR, FCA, QWA, DBMA; FCAT
2	Students who speak language other than Spanish receive no assistance in native language	Allow student access to Rosetta Stone during portions of SS, LA, and electives. Gather elementary LA/SS materials from Eighth Street Elementary.	Principal APC APD	Data analysis of student performance on Focus Calendar Assessments, QWA, District Benchmark Exams (DBMA) and 2013 FCAT	FAIR, FCA, QWA, DBMA; FCAT

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	There will be a 5% decrease in the number of students with disabilities who fail to make adequate yearly progress in math
2012 Current Level of Performance:	2013 Expected Level of Performance:

74% (70) students with disabilities failed to make adequate yearly progress in math			AMO data unavailable		
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	Student Core Course Performance	Implement after school tutoring twice per week.	APC	Monitor software data and grades.	Grades FCA AR Data Demand Writings
2	Funding for the after school program.	We hope to provide an after school reading program for students if district funds are available. We provide priority enrollment in this program for our minority students.	Administrative team	Data analysis of student performance on Focus Calendar Assessments, District Benchmark Exams and 2013 FCAT	Focus Calendar Assessments, District Benchmark Exams and 2013 FCAT
3	Not all families have the internet access at home necessary to access the District Parent Portal and the school/teacher web pages	Students in need of materials or school supplies will be assisted through our guidance office to ensure that they have adequate supplies to participate in the learning environment. The District Parent Portal, District & teacher web-sites and phone conferences will be available for parents so that they may stay up to date with their child's progress without needing to take time off from work.	Administrative Team, guidance counselors, teachers	Student success will be measured by report card grades and performance on both formative and summative assessments	Quarterly report cards, FAIR, FCAT
4	Many students with disabilities are functioning well below proficiency which prevents them from being exposed to on-grade level materials	All non-proficient students will be placed in an appropriate District designed, remedial reading class based on the individual needs of the student. The individual student's education plan dictates appropriate placement and accommodations for these students either in a self contained, resource, or inclusion classroom where they are exposed to appropriate grade level instructional materials.	Remedial reading teachers, ESE teachers	The students will demonstrate adequate progress in their remedial reading class as evidenced by the progress monitoring. In addition, students with disabilities will demonstrate adequate progress in meeting their IEP annual goals.	FAIR, FCAT, ESE Progress Reports
5	Delivery of support in core courses.	Group students in inclusion classes that will be served by an additional ESE teacher.	APC ESE Teacher	FCA Grades	FCA Grades FCAT

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	There will be a 5% decrease in the number economically disadvantaged students who fail to make satisfactory progress in math
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2012 Current Level of Performance:	2013 Expected Level of Performance:
57% (230) of economically disadvantaged students failed to make satisfactory progress in math	AMO data unavailable

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	Student core course performance.	Implement an after school tutoring program twice per week.	APC	Monitor software and grades	Successmaker Grades FCA
2	Not all families have the internet access at home necessary to access the District Parent Portal and the school/teacher web pages	The District Parent Portal, District & teacher web-sites and phone conferences will be available for parents so that they may stay up to date with their child's progress without needing to take time off from	Administrative Team, guidance counselors, teachers	Student success will be measured by report card grades and performance on both formative and summative assessments	Quarterly report cards, FAIR, FCAT
3	Funding for the after school program	We hope to provide an after school reading program for students if district funds are available. We provide priority enrollment in this program for our minority students	Administrative team	Data analysis of student performance on Focus Calendar Assessments, District Benchmark Exams and 2013 FCAT	Focus Calendar Assessments, District Benchmark Exams and 2013 FCAT
4	Students coming to school without necessary school supplies	Students in need of materials or school supplies will be assisted through our guidance office to ensure that they have adequate supplies to participate in the learning environment.	Administrative Team, guidance counselors, teachers	Student success will be measured by report card grades and performance on both formative and summative assessments	Quarterly report cards, FAIR, FCAT
5	Students coming to school hungry or without adequate nutrition.	Guidance counselors and teachers will work together to identify students who are in need of free food both while at school and during times when school is closed. Take advantage of boxed meals provided by "Feed Children Everywhere."	Guidance counselors & teachers	Student success will be measured by report card grades and performance on both formative and summative assessments	Quarterly report cards, FAIR, FCAT
6	Additional remediation in math.	After school tutoring will be provided to assist with Successmaker and course work.	APC	Monitor software and grades.	FCA DBMA Grades Successmaker
7	Utilize strategies that will assist with the retention of concepts.	Implement essential question and summarization strategies.	Teacher	Observation	Lesson Plans Grades

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:	All students will score greater than a Level 3 on the Algebra EOC exam. 0 students will score a level 3 on the Algebra I EOC
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2012 Current Level of Performance:	2013 Expected Level of Performance:
2% (1) student scored a level 3 on the Algebra I EOC	Meet the 2013 AMO but progress will be measured by 10% of AMO for previous year.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited student experience with context reading skills in all core classes.	Implement critical reading skills in all courses. Teachers will participate in ongoing common core trainings this school year.	Principal APC Common Core Lead Teachers	Monitor lesson plans and assessments. Classroom walkthroughs.	Grades FCA FCAT QWA (quarterly writing assessments)
2	Individualization or differentiation of instruction for all students	Intensive classes provided for reading and math; PBS- positive behavior support to increase student motivation; seamless schoolwide expectations across grade levels	Classroom teachers; administrative team; instructional coach	Analysis of student achievement data; Successmaker data; classroom observations & walkthroughs	Grades FCA FCAT QWA (quarterly writing assessments) MCIES
3	Implementation with fidelity of Common Core practices in math classes	Teachers will participate in ongoing common core math practices trainings this school year.	Principal APC Common Core Lead Teachers	Monitor lesson plans and assessments. Classroom walkthroughs.	Grades FCA FCAT MCIES

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:	100% (41) of students will score Achievement level 4/5 on Alg 1 EOC
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2012 Current Level of Performance:	2013 Expected Level of Performance:
98% (41) of students scored Achievement level 4/5 on Alg 1 EOC	Meet the 2013 AMO but progress will be measured by 10% of AMO for previous year.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited student experience with context reading skills in all core classes.	Implement critical reading skills in all courses. Teachers will participate in ongoing common core trainings this school year.	Principal APC Common Core Lead Teachers (CCLT)	Monitor lesson plans and assessments. Classroom walkthroughs.	Grades FCA FCAT QWA (quarterly writing assessments)
2	Time for completion of enrichment activities with students	Provide enrichment opportunities through use of CIS (Comprehensive instructional sequence) strategies; common core activities; document based questions (DBQ)	Principal APC APD	Monitor lesson plans and assessments. Classroom walkthroughs	Grades FCA FCAT QWA (quarterly writing assessments)
3	Identification of students ready to take Algebra I Honors	Discussion at department meetings to discuss "algebra readiness" and how 6th & 7th grade	Principal APC Common Core Lead Teachers (CCLT)	Attend math department meetings; monitor lesson plans; classroom walkthroughs	Grades FCA FCAT MCIES

	instruction must change to adequately prepare students for algebra	Math teachers	
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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 #					
	Meet the 2013 AMO but progress will be measured by 10% of AMO for previous year					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. Algebra Goal #3B:	100% of students will make satisfactory progress in Algebra.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% of students failed to make satisfactory performance on Alg I EOC	AMO data not available

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	Funding for the after school program.	We hope to provide an after school reading program for students if district funds are available. We provide priority enrollment in this program for our minority students.	Administrative team	Data analysis of student performance on Focus Calendar Assessments, District Benchmark Exams and 2013 FCAT	Focus Calendar Assessments, District Benchmark Exams and 2013 FCAT
2	Recruit minority students for participation in advanced course offerings	Using data analysis from FCA's; QWA; & FCAT invite minority students to enroll in advanced classes	Principal APC	Data analysis of student performance on Focus Calendar Assessments, District Benchmark Exams and 2013 FCAT	Focus Calendar Assessments, District Benchmark Exams and 2013 Exams and 2013 FCAT

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

3C. English Language Learners (ELL) not making satisfactory progress in Algebra. Algebra Goal #3C:	N/A- subgroup too small to collect significant data in this category
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A- subgroup too small to collect significant data in this category	N/A- subgroup too small to collect significant data in this category

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited personnel to assist students in native language in core classes	Develop schedule where ESOL paraprofessional can serve all students for at least 20 min/day 3x per week in MA and SC.ESOL para will spend entire period in ELA classes 4 days per week.	Principal APC APD	Data analysis of student performance on Focus Calendar Assessments, QWA, District Benchmark Exams (DBMA) and 2013 FCAT	FAIR, FCA, QWA, DBMA; FCAT

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra. Algebra Goal #3D:	N/A- subgroup too small to collect significant data in this category
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A- subgroup too small to collect significant data in this category	N/A- subgroup too small to collect significant data in this category

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	Funding for the after school program.	We hope to provide an after school reading program for students if district funds are available. We provide priority enrollment in this program for our minority students.	Administrative team	Data analysis of student performance on Focus Calendar Assessments, District Benchmark Exams and 2013 FCAT	Focus Calendar Assessments, District Benchmark Exams and 2013 FCAT
2	Not all families have the internet access at home necessary to access the District Parent Portal and the school/teacher web pages	Students in need of materials or school supplies will be assisted through our guidance office to ensure that they have adequate supplies to participate in the learning environment. The District Parent Portal, District & teacher web-sites and phone conferences will be available for parents so that they may stay up to date with their child's progress without needing to take time off from work.	Administrative Team, guidance counselors, teachers	Student success will be measured by report card grades and performance on both formative and summative assessments	Quarterly report cards, FAIR, FCAT
3	Many students with disabilities are functioning well below proficiency which prevents them from being exposed to on-grade level materials	All non-proficient students will be placed in an appropriate District designed, remedial reading class based on the individual needs of the student. The individual student's education plan dictates appropriate placement and accommodations for	Remedial reading teachers, ESE teachers	The students will demonstrate adequate progress in their remedial reading class as evidenced by the progress monitoring. In addition, students with disabilities will demonstrate adequate progress in meeting their IEP annual goals.	FAIR, FCAT, ESE Progress Reports

	these students either in a self contained, resource, or inclusion classroom where they are exposed to appropriate grade level instructional materials.		
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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:

3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:	0% of economically disadvantaged students will fail to make satisfactory progress in algebra
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% of economically disadvantaged students failed to make satisfactory progress in algebra	No data available at this time.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not all families have the internet access at home necessary to access the District Parent Portal and the school/teacher web pages	The District Parent Portal, District & teacher web-sites and phone conferences will be available for parents so that they may stay up to date with their child's progress without needing to take time off from	Administrative Team, guidance counselors, teachers	Student success will be measured by report card grades and performance on both formative and summative assessments	Quarterly report cards, FAIR, FCAT
2	Funding for the after school program	We hope to provide an after school reading program for students if district funds are available. We provide priority enrollment in this program for our minority students	Administrative team	Data analysis of student performance on Focus Calendar Assessments, District Benchmark Exams and 2013 FCAT	Focus Calendar Assessments, District Benchmark Exams and 2013 FCAT
3	Students coming to school without necessary school supplies	Students in need of materials or school supplies will be assisted through our guidance office to ensure that they have adequate supplies to participate in the learning environment.	Administrative Team, guidance counselors, teachers	Student success will be measured by report card grades and performance on both formative and summative assessments	Quarterly report cards, FAIR, FCAT
4	Students coming to school hungry or without adequate nutrition.	Guidance counselors and teachers will work together to identify students who are in need of free food both while at school and during times when school is closed. Take advantage of boxed meals provided by "Feed Children Everywhere."	Guidance counselors & teachers	Student success will be measured by report card grades and performance on both formative and summative assessments	Quarterly report cards, FAIR, FCAT

End of Algebra EOC Goals

Geometry End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:	15% (4) of students will score a level 3 in geometry
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (13) of students scored at level 3 in geometry	Meet the 2013 AMO but progress will be measured by 10% of AMO for previous year.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited student experience with context reading skills in all core classes.	Implement critical reading skills in all courses. Teachers will participate in ongoing common core trainings this school year.	Principal APC Common Core Lead Teachers	Monitor lesson plans and assessments. Classroom walkthroughs.	Grades FCA FCAT QWA (quarterly writing assessments)
2	Individualization or differentiation of instruction for all students	Intensive classes provided for reading and math; PBS-positive behavior support to increase student motivation; seamless schoolwide expectations across grade levels	Classroom teachers; administrative team; instructional coach	Analysis of student achievement data; Successmaker data; classroom observations & walkthroughs	Grades FCA FCAT QWA (quarterly writing assessments MCIES
3	Implementation with fidelity of Common Core practices in math classes	Teachers will participate in ongoing common core math practices trainings this school year.	Principal APC Common Core Lead Teachers	Monitor lesson plans and assessments. Classroom walkthroughs.	Grades FCA FCAT MCIES

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:	85% (21) students will score a level 4/5 in geometry
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A: 1st year for Geometry EOC & Level data was unavailable	Meet the 2013 AMO but progress will be measured by 10% of AMO for previous year

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited student experience with context reading skills in all core classes.	Implement critical reading skills in all courses. Teachers will participate in ongoing common core trainings this school year.	Principal APC Common Core Lead Teachers (CCLT)	Monitor lesson plans and assessments. Classroom walkthroughs.	Grades FCA FCAT QWA (quarterly writing assessments)
	Time for completion of	Provide enrichment	Principal	Monitor lesson plans	Grades

2	enrichment activities with students	opportunities through use of CIS (Comprehensive instructional sequence) strategies; common core activities; document based questions (DBQ)	APC APD	and assessments. Classroom walkthroughs	FCA FCAT QWA (quarterly writing assessments)
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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Geometry Goal # Meet the 2013 AMO but progress will be measured by 10% of AMO for previous year.			
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:	0% of any ethnic subgroup will fail to make adequate progress in geometry. All students made satisfactory progress in Geometry.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% of any ethnic subgroup failed to make adequate progress in geometry. All students made satisfactory progress in Geometry.	No data currently available.

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	Funding for the after school program.	We hope to provide an after school reading program for students if district funds are available. We provide priority enrollment in this program for our minority students.	Administrative team	Data analysis of student performance on Focus Calendar Assessments, District Benchmark Exams and 2013 FCAT	Focus Calendar Assessments, District Benchmark Exams and 2013 FCAT
2	Recruit minority students for participation in advanced course offerings	Using data analysis from FCA's; QWA; & FCAT invite minority students to enroll in advanced classes	Principal APC	Data analysis of student performance on Focus Calendar Assessments, District Benchmark Exams and 2013 FCAT	Focus Calendar Assessments, District Benchmark Exams and 2013

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:	0% of ELL students will fail to make adequate progress in geometry. All students made satisfactory progress in Geometry.
2012 Current Level of Performance:	2013 Expected Level of Performance:

0% of ELL students failed to make adequate progress in geometry. All students made satisfactory progress in Geometry.		No data currently available.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited personnel to assist students in native language in core classes	Develop schedule where ESOL paraprofessional can serve all students for at least 20 min/day 3x per week in MA and SC.ESOL para will spend entire period in ELA classes 4 days per week.	Principal APC APD	Data analysis of student performance on Focus Calendar Assessments, QWA, District Benchmark Exams (DBMA) and 2013 FCAT	FAIR, FCA, QWA, DBMA; FCAT

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry. Geometry Goal #3D:	0% of SWD students will fail to make adequate progress in geometry. All students made satisfactory progress in Geometry.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% of SWD students failed to make adequate progress in geometry. All students made satisfactory progress in Geometry.	No data currently available.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not all families have the internet access at home necessary to access the District Parent Portal and the school/teacher web pages	Students in need of materials or school supplies will be assisted through our guidance office to ensure that they have adequate supplies to participate in the learning environment. The District Parent Portal, District & teacher websites and phone conferences will be available for parents so that they may stay up to date with their child's progress without needing to take time off from work.	Administrative Team, guidance counselors, teachers	Student success will be measured by report card grades and performance on both formative and summative assessments	Quarterly report cards, FAIR, FCAT
2	Many students with disabilities are functioning well below proficiency which prevents them from being exposed to on-grade level materials	All non-proficient students will be placed in an appropriate District designed, remedial reading class based on the individual needs of the student. The individual student's education plan dictates appropriate placement and accommodations for these students	Remedial reading teachers, ESE teachers	The students will demonstrate adequate progress in their remedial reading class as evidenced by the progress monitoring. In addition, students with disabilities will demonstrate adequate progress in meeting their IEP annual goals.	FAIR, FCAT, ESE Progress Reports

	either in a self contained, resource, or inclusion classroom where they are exposed to appropriate grade level instructional materials.		
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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:

3E. Economically Disadvantaged students not making satisfactory progress in Geometry. Geometry Goal #3E:	0% of economically disadvantaged students will fail to make adequate progress in geometry. All students made satisfactory progress in Geometry.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% of economically disadvantaged students failed to make adequate progress in geometry. All students made satisfactory progress in Geometry.	No data currently available.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not all families have the internet access at home necessary to access the District Parent Portal and the school/teacher web pages	The District Parent Portal, District & teacher web-sites and phone conferences will be available for parents so that they may stay up to date with their child's progress without needing to take time off from	Administrative Team, guidance counselors, teachers	Student success will be measured by report card grades and performance on both formative and summative assessments	Quarterly report cards, FAIR, FCAT
2	Funding for the after school program	We hope to provide an after school reading program for students if district funds are available. We provide priority enrollment in this program for our minority students	Administrative team	Data analysis of student performance on Focus Calendar Assessments, District Benchmark Exams and 2013 FCAT	Focus Calendar Assessments, District Benchmark Exams and 2013 FCAT
3	Students coming to school without necessary school supplies	Students in need of materials or school supplies will be assisted through our guidance office to ensure that they have adequate supplies to participate in the learning environment.	Administrative Team, guidance counselors, teachers	Student success will be measured by report card grades and performance on both formative and summative assessments	Quarterly report cards, FAIR, FCAT
4	Students coming to school hungry or without adequate nutrition.	Guidance counselors and teachers will work together to identify students who are in need of free food both while at school and during times when school is closed. Take advantage of boxed meals provided by "Feed Children Everywhere."	Guidance counselors & teachers	Student success will be measured by report card grades and performance on both formative and summative assessments	Quarterly report cards, FAIR, FCAT

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Grade Level Math Training	Grades 6-8	Chris Hanes	entire MA department	9/10&11; 9/12&13; 9/17 & 18; 12/3-5	CCLT will meet with department & administrative team 1 Wednesday per month to plan dissemination of information to teachers & to address best practices	Principal, APC, APD
Common core lead teacher (CCLT) training	Grades 6-8; all subjects	Tara Hart; Pam Roberts	LaDonna Walker-ELA; Beth Lazar- SC; Katy Owen- MA; Virginia Parra- SS; Catalina Freeman-CTE; Karen Cox-librarian	predefined district training dates	CCLT will meet with administrative team 1 Wednesday per month to plan dissemination of information to teachers & to address best practices	Principal; APC
Algebra I training	Alg I teachers	Chris Hanes	Carole Miller (Alg teacher)	9/24-25 & 12/6	classroom walkthroughs	Principal, APC, APD

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
n/a			\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
n/a			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
n/a			\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
n/a			\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

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

1a. FCAT2.0: Students scoring at Achievement

Level 3 in science. Science Goal #1a:	The number of students scoring at achievement level 3 in science will increase by 5%. 43% (144) students will score a level 3 in science
2012 Current Level of Performance:	2013 Expected Level of Performance:
38% (119) scored a Level 3 on FCAT Science.	AMO data unavailable...

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Adequate time to practice reading.	Implement a 20 minute daily AR reading period.	Principal Teacher Media Specialist	Monitor comprehension performance.	AR Data FCA Data
2	Limited student experience with context reading skills in all core classes.	Implement critical reading skills in all courses. Teachers will participate in ongoing common core trainings this school year.	Principal APC Common Core Lead Teachers	Monitor lesson plans and assessments. Classroom walkthroughs.	Grades FCA FCAT QWA (quarterly writing assessments)
3	Individualization or differentiation of instruction for all students	Intensive classes provided for reading and math; PBS-positive behavior support to increase student motivation; seamless schoolwide expectations across grade levels	Classroom teachers; administrative team; instructional coach	Analysis of student achievement data; Successmaker data; classroom observations & walkthroughs	Grades FCA FCAT QWA (quarterly writing assessments MCIES
4	Student use of strategies to assist with the retention of concepts.	Implement essential question and summarization strategies to improve science understanding.	Teacher APC	Lesson Plans and Observation	Grades DBMA FCA FCAT

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	N/A- no students scheduled for the FAA science this year
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (2) of students earned a level 4,5, or 6 in science on the Florida Alternate Assessment.	No data available

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	New IND teacher transitioning to district and state of Florida	Assign mentor teacher; assign experienced paraprofessional to classroom; allow teacher to attend training for FAA; distribute FAA practice materials to teacher	principal APC	Classroom walkthroughs	Marion County Instructional Evaluation System (MCIES)

2	Large number of classes taught within school day	Provide strategies for learning centers and work stations under supervision of paraprofessional; offer assistance from behavior specialist	Principal APC	Classroom walkthroughs; behavior specialist	MCIES
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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:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	25% (81) students will score a level 4/5 on FCAT science
2012 Current Level of Performance:	2013 Expected Level of Performance:
18% (60) students scored a Level 4/5.	No data currently available.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited student experience with context reading skills in all core classes.	Implement critical reading skills in all courses. Teachers will participate in ongoing common core trainings this school year.	Principal APC Common Core Lead Teachers (CCLT)	Monitor lesson plans and assessments. Classroom walkthroughs.	Grades FCA FCAT QWA (quarterly writing assessments)
2	Time for completion of enrichment activities with students	Provide enrichment opportunities through use of CIS (Comprehensive instructional sequence) strategies; common core activities; document based questions (DBQ)	Principal APC APD	Monitor lesson plans and assessments. Classroom walkthroughs	Grades FCA FCAT QWA (quarterly writing assessments)
3	Student use of strategies that will assist with the retention of science concepts.	Implement essential question and summarization strategies to assist with the retention of concepts.	APC Teacher	Observation and Lesson Plans	FCA FCAT Grades DBMA
4	Advanced science studies.	Provide advanced science experience to Level 4/5 math students and 6th grade Level 4/5 science students. Require science fair project.	APC Teacher	Monitor assessments and grades.	DBMA FCAT FCA Grades

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	N/A (currently no 8th graders are scheduled for FAA)
2012 Current Level of Performance:	2013 Expected Level of Performance:

0 of 2 students scored a level 7 or higher in FAA science			No data available		
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	New IND teacher transitioning to district and state of Florida	Assign mentor teacher; assign experienced paraprofessional to classroom; allow teacher to attend training for FAA; distribute FAA practice materials to teacher	principal APC	Classroom walkthroughs	MCIES
2	Large number of classes taught within school day	Provide strategies for learning centers and work stations under supervision of paraprofessional; offer assistance from behavior specialist	Principal APC	Classroom walkthroughs; behavior specialist	MCIES

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
Deep Reading Training	Grades 6-8 Science teachers	CCLT & John McCollum	Grades 6-8 Science	Early release days semester 2 & department meetings	Admin walkthroughs & schoolwide close reading activities	Principal, APC, APD
Text Complexity Training	Grades 6-8 science	John McCollum	Grades 6-8; ELA, SS, SC, elective teachers	Early release days semester 1	Admin walkthroughs & schoolwide close reading activities	Principal, APC, APD
Common Core Overview Training	All staff	CCLT	All teachers	Department meetings 1 & 2	Admin walkthroughs	CCLT, principal, APC, APD
Common core lead teacher (CCLT) training	Grades 6-8; all subjects	Tara Hart; Pam Roberts	LaDonna Walker-ELA; Beth Lazar-SC; Katy Owen- MA; Virginia Parra- SS; Catalina Freeman-CTE; Karen Cox-librarian	predefined district training dates	CCLT will meet with administrative team 1 Wednesday per month to plan dissemination of information to teachers & to address best practices	Principal; APC; APD

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
n/a			\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount

n/a			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
n/a			\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
n/a			\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

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:	95% (308) students will score 3.0 or higher in writing
2012 Current Level of Performance:	2013 Expected Level of Performance:
90% (282) proficient in writing.	No data currently available.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Consistent implementation of WOW! I'm A Writer between language Arts Teachers.	Consistently implement effective writing strategies in grades 6-8.	Teachers APC	Monitor Demand Writing	Demand Writing FCAT Writes
2	Support from core content teachers with common core writing initiative	Consistent assignment of writing assignments in all classes	APD, APC, principal	Gradebook checks; lesson plan checks, classroom walkthroughs	QWA; Demand Writing; FCAT writes
3	Difficulty in transitioning from factual/informative writing to informational and research based writing	Consistent assignment of informational writing assignments in all classes; use of QWA in social studies	APD, APC, principal	Gradebook checks; lesson plan checks, classroom walkthroughs	QWA; Demand Writing; FCAT writes

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	N/A (no students in this subgroup)
2012 Current Level of Performance:	2013 Expected Level of Performance:

100% (2) of students scored a 4 or higher on the FAA		N/A (no students in this subgroup)		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

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

Writing Budget:

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

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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	No data currently available.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Adequate time to practice reading.	Implement a 20 minute daily AR reading period.	Principal Teacher Media Specialist	Monitor comprehension performance.	AR Data FCA Data
2	Limited student experience with context reading skills in all core classes.	Implement critical reading skills in all courses. Teachers will participate in ongoing common core trainings this school year.	Principal APC Common Core Lead Teachers	Monitor lesson plans and assessments. Classroom walkthroughs.	Grades FCA FCAT QWA (quarterly writing assessments)
3	Individualization or differentiation of instruction for all students	Intensive classes provided for reading and math; PBS-positive behavior support to increase student motivation; seamless schoolwide expectations across grade levels	Classroom teachers; administrative team; instructional coach	Analysis of student achievement data; Successmaker data; classroom observations & walkthroughs	Grades FCA FCAT QWA (quarterly writing assessments MCIES
4	NGCAR-PD training	Admin team will use district provided "look for" rubrics to conduct classroom walkthroughs & teacher conferences	Principal; APC	Analysis of student achievement data; Successmaker data; classroom observations & walkthroughs	Grades FCA FCAT QWA (quarterly writing assessments MCIES
5	Document based question (DBQ) training	Teachers will use these skills to calibrate & score QWA	Principal APC Common Core Lead Teachers	Monitor lesson plans and assessments. Classroom walkthroughs	QWA (quarterly writing assessments)

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

2. Students scoring at or above Achievement Levels 4 and 5 in Civics. Civics Goal #2:	n/a
2012 Current Level of Performance:	2013 Expected Level of Performance:
n/a	No data currently available.

Problem-Solving Process to Increase Student Achievement

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

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

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

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

Civics Budget:

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

End of Civics Goals

Attendance Goal(s)

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

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

1. Attendance	Maintain the attendance rate at 95% and reduce the
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Attendance Goal #1:	percentage of students that have 10 tardies to school by 5%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
Osceola Middle School averaged 95.76% attendance rate for the year. Attendance is taken by period.	We will maintain the attendance rate at 95% or higher.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
There were 274 students with excessive absences. Totalling 28.9% of our student body.	The total number of students with excessive absences will decrease a minimum of 5% to 261 students.
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
There were 488 students with 10 or more tardies to school.	The total number of students with excessive tardies will decrease by a minimum of 5% to 464.

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	Implement a reason to be at school on time.	Implement an AR reading program the first 20 minutes of school. Reading accountability will be tied to the students' LA grade.	Attendance Clerk	SMS data review Weekly monitoring of classrooms	SMS Attendance Records.
2	Students with chronic attendance problems.	Implement BRAVO 2.0. Recognize on time attendance with Chief's Change.	APD	Reduction of chronic attendance problems as identified in SMS.	SMS attendance records.

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
Conduct BRAVO 2.0 Review Workshop.	ALL Teachers	APD	All Teachers	August 2012	Faculty Meeting Topics, BRAVO 2.0 committee meetings	APD
Conduct AR implementation workshop	ALL Teachers	AR Lead Teachers	All Teachers	October 2012	Observation of Program	Administration

Attendance Budget:

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

n/a			\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
n/a			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
n/a			\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
n/a			\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal # 1:	Reduce the percent of out-of school suspensions by 5%.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
There were 1070 incidences of In-School suspension.	In-school suspensions will decrease by a minimum of 5% to 1016.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
There were 157 students who served In-school suspension.	The number of students serving In-school suspensions will decrease by a minimum of 5% to 149.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
	Out-of-school suspensions days will decrease by a minimum of 5% to 214.

There were 225 incidences of Out-of-school suspension.

2012 Total Number of Students Suspended Out-of-School

46 students experienced an Out-of-School Suspension.

2013 Expected Number of Students Suspended Out-of-School

39 students will experience an Out of School suspension.

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	RtI Implementation	Review Implemented RtI procedures and revise as necessary.	Review Implemented RtI procedures and revise as necessary.	Monitor SMS	SMS Discipline Data
2	Provide alternative programs.	Utilize after school sports and tutoring for motivation. Utilize the district's Saturday school. Utilize the	APD	Monitor SMS	SMS Discipline Data

		district's PASS program.			
3	Implement BRAVO 2.0 Plan	PBS program implemented continue to monitor and support.	APD	Monitor SMS	SMS Discipline Data

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
Rtl Procedures	All teachers	APD APC	All teachers	September 2012 Monthly Department Meetings	Observations Rtl recommendation form (teacher input)	APD
Discipline Procedures	All teachers	APD	All teachers	August 2012	Observations Referral Data	APD

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

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

1. Parent Involvement

Parent Involvement Goal #1:

*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.		Increase parent knowledge of academic requirements and achievement of students by 5%.			
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
90% of parents responding to the survey were aware of their child's academic progress and requirements.		95% (285) will indicate academic awareness.			
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	Improve parent communication.	Implement the Parent protal program by assisting parents with registration. Improve teacher web pages by simplifying the organization of information.	Principal	Review organization of gradebooks and web pages.	Parent survey and conference comments.
2	Improve teacher web pages by simplifying the organization of information.	Include: Updated Photos Links to Calendars Links to Popular Sites Survey Online	J. Avery	Webmaster Review	Parent Survey

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

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

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

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
n/a			\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
n/a			\$0.00
			Subtotal: \$0.00
Professional Development			

Strategy	Description of Resources	Funding Source	Available Amount
n/a			\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
n/a			\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core Overview Training	All staff	CCLT	All teachers	Department meetings 1 & 2	Admin walkthroughs	CCLT, principal, APC, APD
Deep Reading Training	Grades 6-8; ELA, SS, SC, elective teachers	CCLT & John McCollum	Grades 6-8; ELA, SS, SC, elective teachers	Early release days semester 2 & department meetings	Admin walkthroughs & schoolwide close reading activities	Principal, APC, APD
Text Complexity Training	Grades 6-8; ELA, SS, SC, elective teachers	John McCollum	Grades 6-8; ELA, SS, SC, elective teachers	Early release days semester 1	Admin walkthroughs & schoolwide close reading activities	Principal, APC, APD
Common core lead teacher (CCLT) training	Grades 6-8; all subjects	Tara Hart; Pam Roberts	LaDonna Walker-ELA; Beth Lazar-SC; Katy Owen-MA; Virginia Parra-SS; Catalina Freeman-CTE; Karen Cox- librarian	predefined district training dates	CCLT will meet with administrative team 1 Wednesday per month to plan dissemination of information to teachers & to address best practices	Principal; APC; APD

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
n/a			\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
n/a			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
n/a			\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
n/a			\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. CTE CTE Goal #1:	Career and Technical Education teachers will implement deep & close reading strategies in their classrooms to encompass context texts related to their subject matter; implementation will result in a 5% increase in the number of students achieving level 3 or higher in FCAT reading.				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited student experience with context reading skills in all core classes.	Implement critical reading skills in all courses. Teachers will participate in ongoing common core trainings this school year.	Principal APC Common Core Lead Teachers	Monitor lesson plans and assessments. Classroom walkthroughs.	Grades FCA FCAT QWA (quarterly writing assessments)
2	Student use of strategies to assist with the retention of concepts.	Implement essential question and summarization strategies to improve science understanding	Teacher APC	Lesson Plans and Observation	Grades DBMA FCA FCAT

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Text Complexity Training	Grades 6-8; ELA, SS, SC, elective teachers	John McCollum	Grades 6-8; ELA, SS, SC, elective teachers	Early release days semester 1	Admin walkthroughs & schoolwide close reading activities	Principal, APC, APD
Common core lead teacher (CCLT) training	Grades 6-8; all subjects	Tara Hart; Pam Roberts	Freeman-CTE;	predefined district training dates	CCLT will meet with administrative team 1 Wednesday per month to plan dissemination of information to teachers & to address best practices	Principal; APC; APD

CTE Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/a			\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
n/a			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
n/a			\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
n/a			\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

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	After School Tutoring	Math & ELA teachers	SAI dollars	\$1,500.00
CELLA	n/a			\$0.00
Mathematics	n/a			\$0.00
Science	n/a			\$0.00
Attendance	n/a			\$0.00
Suspension	N/a			\$0.00
Parent Involvement	n/a			\$0.00
STEM	n/a			\$0.00
CTE	N/a			\$0.00
				Subtotal: \$1,500.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
CELLA	n/a			\$0.00
Mathematics	n/a			\$0.00
Science	n/a			\$0.00
Attendance	n/a			\$0.00
Suspension	n/a			\$0.00
Parent Involvement	n/a			\$0.00
STEM	n/a			\$0.00
CTE	n/a			\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
CELLA	n/a			\$0.00
Mathematics	n/a			\$0.00
Science	n/a			\$0.00
Attendance	n/a			\$0.00
Suspension	n/a			\$0.00
Parent Involvement	n/a			\$0.00
STEM	n/a			\$0.00
CTE	n/a			\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
CELLA	n/a			\$0.00
Mathematics	n/a			\$0.00
Science	n/a			\$0.00
Attendance	n/a			\$0.00
Parent Involvement	n/a			\$0.00
STEM	n/a			\$0.00
CTE	n/a			\$0.00
				Subtotal: \$0.00
				Grand Total: \$1,500.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

Priority

Focus

Prevent

NA

Are you a reward school: Yes No

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

No Attachment (Uploaded on 9/19/2012)

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.

Describe projected use of SAC funds	Amount
No data submitted	

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

The Osceola Middle School SAC will meet monthly throughout the 2012-13 school year. The SAC will review a portion of the school goals at each meeting. The school's administration will present the goals and will be open to questions and future amendment of goals. Each meeting will include committee presentations addressing key educational issues. Some of the selected topics will be common core, Response to Intervention, and revised writing standards. We will be seeking input from parents concerning these key topics. The SAC will also develop and review a school climate survey. Each meeting will be open to questions and answers as well as current topics for discussion. Through the presentation of goals, reports on key topics, and the addressing of questions the SAC will provide input in the development of the future SIP.

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

Marion School District OSCEOLA MIDDLE SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	77%	78%	89%	60%	304	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	64%	73%			137	3 ways to make gains: <ul style="list-style-type: none"> ● 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?	66% (YES)	69% (YES)			135	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					576	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Marion School District OSCEOLA MIDDLE SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	80%	78%	93%	64%	315	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	66%	73%			139	3 ways to make gains: <ul style="list-style-type: none"> ● 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?	62% (YES)	64% (YES)			126	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					580	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested