FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: MATER ACADEMY CHARTER MIDDLE

District Name: Dade

Principal: Robert Blanche

SAC Chair: Gabriela Matos

Superintendent: Alberto Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/12/2012

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

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

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Ms. Judith C. Marty	BA – Elementary Educ., Newark State College Master of Science – Educ., University of Miami Educational Specialist – Educational Leadership, University of Miami Certification – Elementary Educ. (1-6) Educational Leadership (All Levels), State of FL	11	37	'12 '11 '10 '09 '08 School Grade A A A A A AYP 92% 95% 100% 100% High Standards Rdg. 68% 75% 75% 71% 69% High Standards Math 76% 80% 77% 73% 68% Lrng Gains-Rdg. 71% 71% 68% 67% 67% Lrng Gains-Math 83% 70% 69% 71% 73% Gains-Rdg-25% 66% 76% 67% 72% 65% Gains-Math-25% 82% 72% 70% 72% 74%
		BS – Elementary Educ., Florida			

Assis Principal	Mrs. Teresa Santalo Sanchez	International Univ. Master of Science – Educational Leadership, NOVA Southeastern Univ. Certification – Elementary Educ. (1-6) Math (5-9) Gifted Endorsement Educational Leadership (All Levels), State of FL	10	6	'12 '11 '10 '09 '08 School Grade A A A A A AYP 92% 95% 100% 100% High Standards Rdg. 68% 75% 75% 71% 69% High Standards Math 76% 80% 77% 73% 68% Lrng Gains-Rdg. 71% 71% 68% 67% 67% Lrng Gains-Math 83% 70% 69% 71% 73% Gains-Rdg-25% 66% 76% 67% 72% 65% Gains-Math-25% 82% 72% 70% 72% 74%
Assis Principal	Elaine Clemente	BS – Elementary Educ., Florida Internatinal Univ. Master of Science – Educational Leadership, NOVA Southeastern Univ. Certification – Elementary Educ. (1-6) ESOL Endorsement English (5-9) Educational Leadership (All Levels), State of FL	10	2	'12 '11 '10 '09 '08 School Grade A A A A A AYP 92% 95% 100% 100% High Standards Rdg. 68% 75% 75% 71% 69% High Standards Math 76% 80% 77% 73% 68% Lrng Gains-Rdg. 71% 71% 68% 67% 67% Lrng Gains-Math 83% 70% 69% 71% 73% Gains-Rdg-25% 66% 76% 67% 72% 65% Gains-Math-25% 82% 72% 70% 72% 74%

INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading Coach	Mrs. Blanca Marrero	BS – TESOL, Jose Marti Teaching College M.S. – TESOL, Jose Marti Teaching College EDS- Reading, University of Miami Certification-National Board for Professional Teaching Standards: English as a New Language; Reading K-12; English 6-12; ESE K-12; Spanish K-12; and Elementary K-6	3	3	'12 '11 '10 '09 ' 08 School Grade A A A A A AYP N/A 92% 95% 100% 100% High Standards Rdg. 68% 75% 75% 71% 69% High Standards Math 76% 80% 77% 73% 68% Lrng Gains-Rdg. 71% 71% 68% 67% 67% Lrng Gains-Math 83% 70% 69% 71% 73% Gains-Rdg-25% 66% 76% 67% 72% 65% Gains-Math-25% 82% 72% 70% 72% 74% '
		BS – Mathematics, University of			

Math Coach	Ms. Maria Montero	British Columbia BS – Education, University of British Columbia Master of Science – Educational Leadership, NOVA Southeastern Univ. Certification – Math (6-12) Gifted Endorsement	10	3	12 '11 '10 '09 ' 08 School Grade A A A A A AYP N/A 92% 95% 100% 100% High Standards Rdg. 68% 75% 75% 71% 69% High Standards Math 76% 80% 77% 73% 68% Lrng Gains-Rdg. 71% 71% 68% 67% 67% Lrng Gains-Math 83% 70% 69% 71% 73% Gains-Rdg-25% 66% 76% 67% 72% 65% Gains-Math-25% 82% 72% 70% 72% 74%

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Regular meetings of new teachers with principal/assistant principal.	Principal/Assistant Principal	June 2013	
2	2. Regular meetings of new teachers with department chair.	Department Chair	June 2013	
3	3. Partnering of new teachers with veteran staff.	Assistant Principal	June 2013	
4	4. Soliciting referrals from current employees.	Principal	N/A	
5	5. Job postings at Teachers-teachers.com	Assistant Principal	N/A	
6	6. Recruitment at Job Fairs.	Principal	N/A	
7	7. Provide professional development opportunities during early release days and Saturdays. Courses are also offered through partnering colleges/universities.	Assistant Principal	June 2013	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).
*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
2	Teachers are currently taking courses toward Reading Endorsement. Mentor teacher working with them. Waiver for reading completed.

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
49	6.1%(3)	49.0%(24)	34.7%(17)	10.2%(5)	12.2%(6)	95.9%(47)	4.1%(2)	0.0%(0)	28.6%(14)

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
Frances Gutierrez	Alicia Miguelez	Ms. Gutierrez has been a teacher at our school for the past 3 years and is the team leader for the 6th Grade Language Arts/Reading Team. Her classroom is close by to Ms. Miguelez' who is also teaching 6th grade Reading.	Mentee will participate in our 2 day Beginning Teacher Orientation that takes place a week before school starts. Mentee and mentor will meet a minimum of once a week and mentor is responsible for keeping a log of those meetings. Mentee will be responsible for creating a "Beginning Teacher Portfolio" made up of 10 components. One component is due each month to an Assistant Principal who will review the portfolio monthly and makes comments and suggestions to assist the beginning teacher.
Denise Wilson	Emilia Gutierrez	Ms. Wilson has been a teacher for over 27 years, 10 of those at our school. She has been teaching Algebra 1 with a phenomenal passing rate on the EOC. Her classroom is directly across from Ms. Gutierrez who is also teaching Algebra 1.	Mentee will participate in our 2 day Beginning Teacher Orientation that takes place a week before school starts. Mentee and mentor will meet a minimum of once a week and mentor is responsible for keeping a log of those meetings. Mentee will be responsible for creating a "Beginning Teacher Portfolio" made up of 10 components. One component is due each month to an Assistant Principal who will review the portfolio monthly and makes comments and suggestions to assist the beginning teacher.
Janelle Korstjens	Kenneth Schorr	Mrs. Korstjens has been a teacher at our school for the past 7 years. She is the team leader for Physical Science. Her classroom is close by to Mr. Schorr's who is also teaching Physical Science.	Mentee will participate in our 2 day Beginning Teacher Orientation that takes place a week before school starts. Mentee and mentor will meet a minimum of once a week and mentor is responsible for keeping a log of those meetings. Mentee will be responsible for creating a "Beginning Teacher Portfolio" made up of 10 components. One component is due each month to an Assistant Principal who will review the portfolio monthly and makes comments and suggestions to assist the beginning teacher.

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

Mater Academy Middle Charter School provides services to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Tutoring or summer school). The Miami-Dade Public School district coordinates with Title II and Title III in ensuring staff development needs are provided. Title I funds will be used to employ a reading coach to oversee the implementation of the Comprehensive Research Based Reading Program. The Reading Coach develops, leads, and evaluates school core content standards and programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. The Reading Coach identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered “at-risk”; assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other key personnel such as paraprofessionals and a Community Involvement Specialist are employed through Title 1. Paraprofessionals provide instructional support to students in the core areas as well as provide small group tutoring during the instructional day. A Community Involvement Specialists support and solicit family involvement of children being served in activities funded by Title I. These funds will also be used to provide support for an after-school tutoring and Saturday tutoring program for Reading, Math, Writing and Science. Title I funds are also used to purchase supplemental materials and technology for core subjects such as Reading, Math, and Science in order to improve instructional focus. Other components that are integrated into the school-wide program include the Title I Mater Academy Chess Club and an extensive Parental Program that requires parents to complete volunteer hours. Opportunities are created for parents to become involved through the Parent Academy which offers conferences on education and social issues.

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

The Miami-Dade district uses supplemental funds for improving basic education as follows:
• Training to certify qualified mentors for the New Teacher (MINT) Program
• Training for add-on endorsement programs, such as Reading, Gifted, ESOL training

Title III

Mater Academy Middle Charter School receives Title III funds to supplement and enhance the programs for English Language Learners (ELL) and immigrant students by providing funds to implement and provide tutorial programs.

Title X- Homeless

In cases of homeless students, the Title I Community Involvement Specialist gathers resources (clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-Vento Act eliminate barriers for a free and appropriate education. Currently, there are no students that fall under this demographic

Supplemental Academic Instruction (SAI)

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

Violence Prevention Programs

The Student Services Department coordinates drug and violence prevention activities such as Red Ribbon Week and Anti-Bullying presentations that support prevention of violence and drug awareness in and around the school. These programs prevent the use of tobacco, alcohol drugs, and foster a safe, drug-free learning environment supporting student achievement. Mater Academy offers a non-violence and anti-drug program to students that incorporate field trips, community service, and guest speakers

Nutrition Programs

Mater Academy Middle Charter School adheres to and implements the nutrition requirements state in the District Wellness Policy. Nutrition education, as per state statute, is taught through physical education. The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District’s Wellness Policy.

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

Career and Research Courses taken in the 8th grade will provide students with a job skills program that allows students the opportunity to learn how to create a resume, dress for success, and perform well during a job interview.

Other

Coordination and Integration: Parental
Involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center or parent area in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services.
Increase parental engagement/involvement through developing (with on-going parental input) our school's Title I School-Parent Compact; our school's Title I Parental Involvement Plan; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements.
Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedules. This impacts our goal to empower parents and build their capacity for involvement.
Complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118. Additionally, the M-DCPS Title I Parent/Family Survey, distributed to schools by Title I Administration, is to be completed by parents/families annually in May. The Survey's results are to be used to assist with revising our Title I parental documents for the approaching school year.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

RtI is an extension of the school's Leadership Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well being, and prevention of student failure through early intervention.
The Mater Academy Charter Middle School RtI team is comprised of various members of the administration, faculty and staff.
Administrators: Ensure commitment and allocate resources, provide a common vision for the use of data-based decision-making, conduct assessments of RtI skills of school staff via classroom walkthroughs, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.
Department Chairs: (Language Arts, English Language Learners (ELL), Mathematics, Science, Electives, and Physical Education): Provides information about core instruction, participates in student data collection, delivers Tier I instruction/intervention, collaborates with other staff to implement Tier II interventions, and integrates Tier I materials/instruction with Tier II/III activities. Engages in classroom observations to assure implementation of the school improvement efforts.
SPED Chair: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching and consultations. Test Chairperson: Provides data to the RtI based on state, district and school-wide based assessments. Media Specialist: Provides assistance to teachers and students in obtaining media and library resources, develops and implements professional development for teachers in the area of technology, aids in the acquisition of support material that enhances instructional intervention specially in the area of research, and endorses cross-curricular activities related to reading..
Instructional Coach(es) Reading and Mathematics: : Provides guidance on K-12 Comprehensive Research-based Reading Plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding database instructional planning; supports the implementation of Tier I, Tier II, and Tier III intervention plans. Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.
Data Specialist: Brokers technology necessary to manage and display data; provides professional and technical support to the RtI Team regarding data analysis, management and display,

Student Services Personnel: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success

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 RtI Leadership Team will meet bi-monthly to discuss how data-driven instruction is impacting the performance of our students and our faculty. During these meetings, the RtI team will review standardized data, classroom based assessment as well as formal and informal observations to:
• Progress monitor data that will identify students who are meeting/exceeding benchmarks, are at moderate risk or at high risk for not meeting standards;
• Monitor the effectiveness of the educational programs (i.e., Carnegie Learning, Journeys, etc.);
• Evaluate school-wide professional development plan and allocate relevant resources;
• Share effective practices;
• Evaluate implementation of the School Improvement Plan;
• Facilitate decision-making regarding building consensus among stakeholders, increasing infrastructure efficacy and make decisions regarding implementation of instructional programs.

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

The RtI Leadership Team met with the EESAC and the Principal to help develop the SIP. The team provided data on Tier 1 (in need of enrichment) Tier 2 (Bubble students), and Tier 3 (lower quartile, etc.) targets; standardized examination results (i.e. FCAT, Miami-Dade County Interim Assessments, FAIR ,etc.); academic, social and emotional needs of the institution; aided in setting clear expectation for instruction (Rigor, Relevance, Relationship); facilitated the development of the systematic continuum of teaching based on designing lessons that target high order level thinking skills; and aligned processes and procedures with the Next Generation Sunshine State Standards as well as subject area scope and sequence.

MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

1. Data will be used to guide instructional decisions and system procedures for all students to :
• Adjust the delivery of curriculum and instruction to meet the specific needs of students
• Adjust the delivery of behavior management system
• Adjust the allocation of school-based resources
• Drive decisions regarding targeted professional development
• Create student growth trajectories in order to identify and develop interventions.
2. Managed data will include:
Academic
• FAIR Assessment
• Baseline Assessments in Reading, Mathematics, Writing, and Science
• State/District Math and Science Assessments
• FCAT
• Student Grades
• School site specific assessment
Behaivor
a. progressive Discipline Plan followed
b. referrals
c. detentions/suspensions
d. team climate surveys
e. attendance reports

Describe the plan to train staff on MTSS.

Professional Development will be provided during designated professional development days, during small sessions and faculty meetings. A school-wide PD session regarding the effective implementation of the RtI team will take place in August with a subsequent follow-up in October. To that end, the RtI will continuously evaluate staff PD during the bi-monthly meetings

Describe the plan to support MTSS.

The district professional development and support will include:
• Training for all administrators in the RtI problem solving, data analysis process;
• Providing support for school staff to understand basic RtI principles and procedures; and
• Providing a network of ongoing support for RtI organized through feeder patterns

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The school-based Literacy Leadership Team is an extension of the school's leadership team and was developed to enhance the efforts of the school's RtI team, specifically, in the area of literacy. The following are the members of the LLT who were chosen for their ability to ensure commitment to common goals and for their ability to build support of literacy initiatives among all faculty and staff members.
Judith Marty, Principal
Teresa Santalo, Assistant Principal
Gil Lora, Assistant Principal
Jose Nunez, Assistant Principal
Elaine Clemente, Assistant Principal
Fiorella Dongo, Activities Director
Trishia Castillo, Student Services Chair
Kismet Ulloa, Assistant Principal
Silvina Macho, Media Specialist
Yolanda Alonso, Language Arts Chair
Elizabeth Kemper, Science Co-chair
Natalie Ledoux, Science Co-chair
Maria Montero, Math Chair
Idelsy Llanes, Social Studies Chair
Corey Stephens, Physical Education Chair
Maria Alvarez, Practical Arts Chair
Mildred Fonteriz, Performing Arts Chair
Emilio Leonard, TV Production Teacher
Adalyn Saladrigas, Program Specialist

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

The school-based LLT meets once a month during common planning time, usually, on the first B day of the second week of each month. Subcommittees are developed for each literacy initiative and roles are defined and assigned to match each member's strength under each subcommittee. The LLT functions as the schools' main source for developing and implementing school-wide literacy initiatives. It mainly serves the purpose of implementing the K-12 Comprehensive Research-based Reading Plan with fidelity. Through administrator Reading Walk Throughs and Data Talks, faculty and staff will engage in reflective dialogue to enhance the use of data as well as to ensure the use of research-based reading strategies. The LLT communicates school literacy functions and successes to all stakeholders through the Data Talks, the SIP, and the EESAC

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

One of the major initiatives of the LLT will be to aid the Response to Intervention (RtI) Team in the development of a new Instructional Focus Calendar (IFC) based on the Next Generation Sunshine State Standards (NGSSS) in order to ensure that the faculty and staff are familiar with and implement these new standards using research-based reading strategies throughout the curriculum and across subject areas. The LLT will foster reading leadership in faculty and staff members by providing mentoring, lesson studies, and model classrooms for novice or struggling teachers. Recognizing and affirming teachers' successes in the area of literacy is also a top priority as well as promoting a positive culture of reading and literacy throughout the school campus and community by developing such activities as literacy week, a book fair with a parent night, and the initiation of a book club.

Public School Choice

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

*Elementary Title I Schools Only: Pre-School Transition

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

N/A

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

The Instructional Focus Calendar will guide instruction in all content areas classes. Research-based reading strategies will be applied throughout all content areas. Teachers will incorporate strategies daily within lessons using graphic organizers and Jamestown Timed Readers. Administrative walkthroughs will monitor implementation of reading strategies. Benchmark and Interim Assessment data will be disaggregated during RtI meetings and Professional Learning Communities.

*High Schools Only

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

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

N/A

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

N/A

Postsecondary Transition

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

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

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The results of 2012 FCAT Reading Test indicate that 32 % (459) of students achieved level 3 proficiency. Our goal for the 2012-2013 school year is to increase level 3 student proficiency by 2 percentage points to 34% (493).
2012 Current Level of Performance:	2013 Expected Level of Performance:
32% (459)	34% (493)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 4, Informational Text/Research Process. Students lack the ability to synthesize and evaluate information to be successful readers.	Students will utilize Reciprocal Teaching and Question-And-Answer Relationships during reading activities in Language Arts and Social Studies classes. Students will use these research-based strategies to practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions. Language Arts teachers will use College Board Springboard curriculum to incorporate the strategies. Social Studies teachers will use new supplementary material and incorporate CRISS strategies to emphasize critical reading.	RtI/MTSS Leadership Team	The administrators, the RTI Team and teachers will participate in analyzing data in order to determine effectiveness of the strategy. The data will be analyzed quarterly. The outcome of the data analysis will be reflected in the teachers' instruction to modify strategies such as differentiated instruction targeting the problem areas. .	Formative:Baseline and Quarterly Interim Assessments Summative: 2013 FCAT 2.0 Reading Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The results of the 2012 FCAT Reading Test indicate that 36% (520) of students achieved levels 4 and 5 proficiency. Our goal for the 2012-2013 school year is to increase levels 4 and 5 student proficiency by 1 percentage points to 37% (536).
2012 Current Level of Performance:	2013 Expected Level of Performance:
36% (520)	37% (536)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area which showed minimal growth and would require students to maintain or improve performance as noted on the 2012 administration of the FCAT was Reporting Category 4, Informational Text/Research Process. These students lack the ability to use the critical thinking strategies needed to assess, organize, synthesize, and evaluate the validity and reliability of information in text, using a variety of techniques by examining several sources of information, including both primary and secondary sources.	Teachers will emphasize instruction that helps students build stronger arguments to support their answers by using instructional strategies such as opinion proofs. Students will explore shades of meaning to better identify nuances. Both students and teachers will examine rubrics and the appropriate benchmarks to ensure a complete understanding of the skills being assessed. Reporting Category , Informational Text/Research Process will be the main focus of the Social Studies department. Social Studies teachers will use new supplemental material and other resources such as Document Based Questions (DBQ's) and offer various research based strategies to organize synthesize and evaluate information.	RtI/MTSS Leadership Team	The administrators, the RTI Team and teachers will participate in analyzing data in order to determine effectiveness of the strategy. The data will be analyzed quarterly. The outcome of the data analysis will be reflected in the teachers' instruction to modify strategies such as differentiated instruction targeting the problem areas.	Formative:Baseline and Quarterly Interim Assessments Summative: 2013 FCAT 2.0 Reading Assessment

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

of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The results of the 2012 FCAT Reading Test indicate that 71% (995) of students made learning gains. Our goal for the 2012-2013 school year is to increase students achieving learning gains by 5 percentage point 76% (1066).
2012 Current Level of Performance:	2013 Expected Level of Performance:
71% (995).	76% (1066)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As noted on the 2012 administration of the FCAT Reading Test, the percent of students making learning gains decreased by 4% percentage points as compared to the 2011 FCAT Reading Test. The decrease is minimal and students are in need of additional intervention and acceleration. Technology options in Language Arts classes were limited; therefore, students require a structured computer program implemented with fidelity.	The school will implement the Achieve 3000 program in all Intensive reading and Social Studies classes. The structured program will be used for intervention and acceleration by incorporating differentiated instructional methods to develop essential visual and perceptual skills, while providing individualized instructional scaffolds for each student to ensure silent reading practice is effective and leads to proficiency.	RtI/MTSS Leadership Team	The administrators, the RTI Team and teachers will participate in analyzing data in order to determine effectiveness of the strategy. The data will be analyzed quarterly. The outcome of the data analysis will be reflected in the teachers' instruction to modify strategies such as differentiated instruction targeting the problem areas.	Formative: Reading Plus; Baseline and Quarterly Interim Assessments; Data Reports Summative: 2013 FCAT 2.0 Reading Assessment

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

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

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The results of the 2012 FCAT Reading Test indicate that 66% (237) of students in the lowest 25 % achieved learning gains proficiency. Our goal for the 2012-2013 school year is to increase learning gains in the lowest 25% by 5 percentage points to 71% (255).
2012 Current Level of Performance:	2013 Expected Level of Performance:
66% (237)	71% (255)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As noted on the administration of the 2012 FCAT Reading Test, the number of students in the lowest 25% making learning gains decreased by 10 percentage points. Technology and computerized tests were the main barriers.	Teachers will use the FAIR data and REading Plus to differentiate instruction in Language Arts and Intensive Reading Courses. Teachers will meet to discuss FAIR data and plan for differentiated instruction using evidence-based interventions within a Language Arts and Reading Block.	RtI/MTSS Leadership Team	The administrators, the RTI Team and teachers will participate in analyzing data in order to determine effectiveness of the strategy. The data will be analyzed quarterly. The outcome of the data analysis will be reflected in the teachers' instruction to modify strategies such as differentiated instruction targeting the problem areas.	. Formative:Baseline and Quarterly Assessments; Reading Plus reports, and Florida Assessments in Reading Summative: 2013 FCAT 2.0 Reading Assessment

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target	
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap	Reading Goal # Our goal from 2011-2017 is to reduce non-proficient students by 50%.

by 50%.

5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	69	72	75	77	80	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	The results of the 2012 FCAT Reading Test indicate that 68% of students in the White subgroup achieved proficiency. Our goal is to increase student proficiency by 13 percentage points to 81% by providing remediation. The results of the 2012 FCAT Reading Test indicate that 69% of students in the Hispanic subgroup achieved proficiency. Our goal is to increase student proficiency by 4% percentage points to 73% by providing remediation. The results of the 2012 FCAT Reading Test indicate that 46% of students in the Black subgroup achieved proficiency. Our goal is to increase student proficiency by 16 percentage points to 62% by providing remediation.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 68% (21) Black: 46% (26) Hispanic: 69% (938)	White:81%(25) Black: 62%(35) Hispanic:73% (993)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The Hispanic, White, and Black subgroup lacked the necessary vocabulary and reading comprehension skills in the English language needed to achieve proficiency.	5A.1.Title I funds will be utilized to enroll all Hispanic, White, and Black students in an after-school tutorial program 3 times per week.	5A.1. RtI/MTSS Leadership Team	The administrators, the RTI Team and teachers will participate in analyzing data in order to determine effectiveness of the strategy. The data will be analyzed quarterly. The outcome of the data analysis will be reflected in the teachers' instruction to modify strategies such as differentiated instruction targeting the problem areas.	Formative:Baseline and Quarterly Interim Assessments and FAIR Data Summative: 2013 FCAT 2.0 Reading Test

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	The results of the 2012 FCAT Reading Test indicate that 45% of students in the ELL subgroup achieved proficiency. Our goal is to increase student proficiency by 7 percentage points to 52% by providing remediation.
2012 Current Level of Performance:	2013 Expected Level of Performance:
45%(27)	52%(31)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	On the 2012 FCAT Reading administration, the ELL subgroup has not made AMO when compared to the 2011 FCAT Reading administration. The ELL subgroup lacked the necessary vocabulary and reading comprehension skills in the English language needed to achieve proficiency.	Title III funds will be utilized to enroll all ELL students in an after-school tutorial program 3 times per week, using the FCAT Coach workbook.	RtI MTSS Leadership Team	The administrators, the RTI Team and teachers will participate in analyzing data in order to determine effectiveness of the strategy. The data will be analyzed quarterly. The outcome of the data analysis will be reflected in the teachers' instruction to modify strategies such as differentiated instruction targeting the problem areas.	Formative:Baseline and Quarterly Interim Assessments and FAIR Data Summative: 2013 FCAT 2.0 Reading Test

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The results of the 2012 FCAT Reading Test indicate that 66% of students in the ELL subgroup achieved proficiency. Our goal is to increase student proficiency by 5 percentage points to 71% by providing remediation.

2012 Current Level of Performance:	2013 Expected Level of Performance:
66% (772)	71% (830)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack the reading comprehension skills needed to succeed on FCAT 2.0.	Teachers will use the FAIR data to differentiate instruction in Language Arts and Intensive Reading Courses. Teachers will meet to discuss FAIR data and plan for differentiated instruction using evidence-based interventions within a Language Arts and Reading Block.	RtI/MTSS Leadership Team	The administrators, the RTI Team and teachers will participate in analyzing data in order to determine effectiveness of the strategy. The data will be analyzed quarterly. The outcome of the data analysis will be reflected in the teachers' instruction to modify strategies such as differentiated instruction targeting the problem areas.	Formative:Baseline andQuarterly Interim Assessments and FAIR Data Summative: 2013 FCAT 2.0 Reading Test

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
SpringBoard Training	6-8 Language Arts Faculty	SpringBoard Trainer	6-8 Language Arts Faculty	August 8, 2012 – August ,10 2012	Walkthroughs	Administration/Reading Coach
Achieve 3000	6-8 Language Arts Faculty	Reading Coach	6-8 Language Arts Faculty	August 14th, 2012	Reports generated through Achieve 3000	RtI Leadership Team
Curriculum Mapping	RTI Team	Reading Coach	RtI Leadership Team	August 14th, 2012	Meet to discuss results of Interim Assessment data	RtI Leadership Team
Data Disaggregation	6-8 Faculty	Reading Coach	6-8 Faculty	September 28th, 2012	Meet to discuss FCAT data and Quarterly Interim Assessment data. Adjust strategies based on results	RtI Leadership Team
Social Studies/Reporting Category 4	6-8 Faculty	Reading Coach	6-8 Language Arts/ Social Studies Faculty	September 17th, 2012	Interim assessment data and administrative walkthroughs	RtI Leadership Team/ Reading Coach

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Students will utilize Reciprocal Teaching and Question-And-Answer Relationships during reading activities in Language Arts and Social Studies classes. Students will use these research-based strategies to practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions. Language Arts teachers will use College Board Springboard curriculum to incorporate the strategies. Social Studies teachers will use new supplementary material and incorporate CRISS strategies to emphasize critical reading.	Spring Board Curriculum	FTE	$28,000.00
			Subtotal: $28,000.00

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
The school will implement the Reading Plus program in all Intensive reading classes. The structured program will be used for intervention and acceleration by incorporating differentiated instructional methods to develop essential visual and perceptual skills, while providing individualized instructional scaffolds for each student to ensure silent reading practice is effective and leads to proficiency.	Reading Plus	FTE	$12,375.00
Teachers will emphasize instruction that helps students build stronger arguments to support their answers by using instructional strategies such as opinion proofs. Students will explore shades of meaning to better identify nuances. Both students and teachers will examine rubrics and the appropriate benchmarks to ensure a complete understanding of the skills being assessed. Reporting Category , Informational Text/Research Process will be the main focus of the Social Studies department. Social Studies teachers will use new supplemental material and other resources such as Document Based Questions (DBQ's) and offer various research based strategies to organize synthesize and evaluate information.	Achieve 3000	FTE	$35,000.00
			Subtotal: $47,375.00

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Students will utilize Reciprocal Teaching and Question-And-Answer Relationships during reading activities in Language Arts and Social Studies classes. Students will use these research-based strategies to practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions. Language Arts teachers will use College Board	SpringBoard Training	FTE	$3,000.00

Springboard curriculum to incorporate the strategies. Social Studies teachers will use new supplementary material and incorporate CRISS strategies to emphasize critical reading.			
			Subtotal: $3,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
The school will implement the Reading Plus program in all Intensive reading classes. The structured program will be used for intervention and acceleration by incorporating differentiated instructional methods to develop essential visual and perceptual skills, while providing individualized instructional scaffolds for each student to ensure silent reading practice is effective and leads to proficiency.	Incentive for students for Reading Plus completion	EESAC	$1,000.00
			Subtotal: $1,000.00
			Grand Total: $79,375.00

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:	
2012 Current Percent of Students Proficient in listening/speaking:	

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	Besides lack of knowledge of the English language, students lack cultural backgrounds and basic vocabulary.	For Listening: Use Simple, Direct Language: Monitor and adapt speech to ELL students: In using English with ELL students. For Speaking Cooperative Learning (Group Reports/Projects) Group Projects is a dynamic strategy through which students develop linguistic and academic skills simultaneously.	RtI/MTSS Leadership Team	The administrators, the RTI Team and teachers will participate in analyzing data in order to determine effectiveness of the strategy. The data will be analyzed quarterly. The outcome of the data analysis will be reflected in the teachers' instruction to modify strategies such as differentiated instruction targeting the problem areas.	Formative: 2013 CELLA Online Assessment Formative: Florida Assessments in Reading Summative: 2013 CELLA

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

2. Students scoring proficient in reading. CELLA Goal #2:	The results of the 2012 CELLA Test indicate that 31 % (24) of students achieved proficiency in the Reading portion of the test. Our goal is to increase student proficiency by 2 percentage points to 33%(26) by providing remediation.

2012 Current Percent of Students Proficient in reading:

31%
(24)

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	Besides lack of knowledge of the English language, students lack cultural backgrounds and basic vocabulary. Students lack reading strategies such as the ability to analyze informational text and research as well as critical thinking.	For Reading: Chunking This upper level reading comprehension is provided as a means for students to improve their vocabulary skills through looking for “chunks” of appropriate language.	RtI/MTSS Leadership Team	The administrators, the RTI Team and teachers will participate in analyzing data in order to determine effectiveness of the strategy. The data will be analyzed quarterly. The outcome of the data analysis will be reflected in the teachers’ instruction to modify strategies such as differentiated instruction targeting the problem areas.	Formative:Baseline and Quarterly Assessments 2013 CELLA Assessment Formative: Florida Assessments in Reading Summative: 2013 FCAT Reading Assessment and 2013 CELLA

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	The results of the 2012 CELLA Test indicate that 42 % (33) of students achieved proficiency in the Writing portion of the test. Our goal is to increase student proficiency by 2 percentage points to 44% (35) by providing remediation. .

2012 Current Percent of Students Proficient in writing:

42%
(33)

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	Besides lack of knowledge of the English language, students lack cultural backgrounds and basic vocabulary. Students lack reading strategies such as the ability to analyze informational text and research as well as critical thinking. Students struggle with	For Writing: Process Writing: Students write in these steps: planning, drafting, revising, editing, and publishing (according to each child's individual writing level), as well as, sharing and responding to writing	RtI Leadership Team	2.1. The administrators, the RTI Team and teachers will participate in analyzing data in order to determine effectiveness of the strategy. The data will be analyzed quarterly. The outcome of the data analysis will be reflected in the teachers’ instruction to	Formative:CELLA Online Summative: 2013 CELLA

	structure of essay, English mechanics, punctuation, and rhetorical skills.			modify strategies such as differentiated instruction targeting the problem areas. 2.2.	

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
1. 2.1. For Reading: Chunking This upper level reading comprehension is provided as a means for students to improve their vocabulary skills through looking for “chunks” of appropriate language	Hampton Brown: The Inside	FTE	$8,000.00
			Subtotal: $8,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
For Reading: Chunking This upper level reading comprehension is provided as a means for students to improve their vocabulary skills through looking for “chunks” of appropriate language	Achieve 3000	FTE	$5,000.00
For Listening: Use Simple, Direct Language: Monitor and adapt speech to ELL students: In using English with ELL students. For Speaking Cooperative Learning (Group Reports/Projects) Group Projects is a dynamic strategy through which students develop linguistic and academic skills simultaneously.	Imagine Learning	Title 3	$8,000.00
			Subtotal: $13,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
For Listening: Use Simple, Direct Language: Monitor and adapt speech to ELL students: In using English with ELL students. For Speaking Cooperative Learning (Group Reports/Projects) Group Projects is a dynamic strategy through which students develop linguistic and academic skills simultaneously.	Opportunities to expose students to various cultural events locally and nationally	Title 3	$8,000.00
			Subtotal: $8,000.00
			Grand Total: $29,000.00

End of CELLA Goals

Middle School Mathematics Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	The results of the 2011-2012 FCAT Mathematical Test indicate that 38% (553) of students achieved a level 3 on the mathematics portion of the 2012 FCAT. Our goal is to increase student proficiency by 2 percentage points to 40% (580) by providing appropriate interventions and remediation.
2012 Current Level of Performance:	2013 Expected Level of Performance:
38% (553)	40% (580)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Mathematics Tests was the Geometry and Measurement Reporting Category with an average score of 55% in the 6th grade, 61% in the 7th grade, and 58% in the 8th grade.	1a.1 Continue to implement the Collegeboard's Springboard program in all middle school math classrooms to increase critical thinking skills and develop problem solving strategies. Use the Carnegie Learning Cognitive Tutor Computer software in middle school mathematics classrooms to provide students with greater practice with Geometry and Spatial Skills questions. Use the IXL Math Program and Reflex Math to strengthen Basic Mathematics Skills Increase exposure to Geometric Strand Questions through Saturday Tutoring and Problems of the Day	RtI/MTSS Leadership Team	Administration and RtI Leadership team will engage in weekly walkthroughs to monitor implementation of the strategies and provide teachers with timely feedback. RtI will meet quarterly to monitor student progress and the effectiveness of program delivery using data.	Formative: Baseline and District Interim Assessments Springboard Embedded Assessments Carnegie Learning Cognitive Tutor Computer Completion Reports. School Site walk-through observation tool/checklist Summative: 2013 FCAT 2.0 Math
2	. The area of deficiency as noted on the 2012 administration of the FCAT Mathematics Test was the Proportional Relationship Reporting Category with an average score of 61% in the 6th grade and 66% in the 7th grade. Students were unable to critically problems relating to two similar figures.	Implement the Collegeboard's Springboard program in all middle school math classrooms to increase critical thinking skills and develop problem solving strategies. Use the Carnegie Learning Cognitive Tutor Computer software and the IXL Software in all 6th and 7th grade mathematics classroom	RtI/MTSS Leadership Team	Administration and RtI Leadership team will engage in weekly walkthroughs to monitor implementation of the strategies and provide teachers with timely feedback. RtI will meet quarterly to monitor student progress and the effectiveness of program delivery using data.	\ Formative: District Interim Assessments Carnegie Learning Cognitive Tutor Computer Completion Reports. IXL Reports School Site walk-

		to provide students with greater practice with proportional figures. Increase exposure to Proportional Relationships through Saturday Tutoring and Problems of the Day			through observation tool/checklist Summative: 2013 FCAT 2.0 Math

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A
Problem-Solving Process to Increase Student Achievement	

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	The results of the 2011-2012 FCAT Mathematical Test indicate that 37% (535) of students achieved a level 4 or 5 on the mathematics portion of the 2012 FCAT. Our goal is to increase student proficiency by 1 percentage point to 38% (551) by providing appropriate interventions and remediation.
2012 Current Level of Performance:	2013 Expected Level of Performance:
37% (535)	38% (551)
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	The area of deficiency as noted on the 2012 administration of the FCAT Mathematics Tests was the Geometry and Measurement Reporting Category with an average score of 55% in the 6th grade, 61% in the 7th grade, and 58% in the 8th grade. Students were unable to	Continue to implement the Collegeboard's Springboard program in all middle school math classrooms to increase critical thinking skills and develop problem solving strategies. Use the Carnegie Learning Cognitive Tutor Computer software in middle school	RtI/MTSS Leadership Team	Administration and RtI Leadership team will engage in weekly walkthroughs to monitor implementation of the strategies and provide teachers with timely feedback. RtI will meet quarterly to monitor student progress and the effectiveness of program delivery using	Formative: Baseline and District Interim Assessments Springboard Imbedded Assessments Carnegie Learning Cognitive Tutor Computer Completion

1	solve multi-step and complex problems involving geometric figures, congruency, similarity and measurement.	mathematics classrooms to provide students with greater practice with Geometry and Spatial Skills questions. Use the IXL Math Program and Reflex Math to strengthen Basic Mathematics Skills Offer advancement through the enrollment of level 4 and 5 students in high school mathematics courses such as Algebra I and Geometry		data.	Reports. School Site walk-through observation tool/checklist Summative: 2013 FCAT 2.0 Math
2	The area of deficiency as noted on the 2012 administration of the FCAT Mathematics Test was the Proportional Relationship Reporting Category with an average score of 61% in the 6th grade and 66% in the 7th grade. Students were unable to critically problems relating to two similar figures.	Implement the Collegeboard's Springboard program in all middle school math classrooms to increase critical thinking skills and develop problem solving strategies. Use the Carnegie Learning Cognitive Tutor Computer software and the IXL Software in all 6th and 7th grade mathematics classroom to provide students with greater practice with proportional figures. Offer advancement through the enrollment of level 4 and 5 students in high school mathematics courses such as Algebra I and Geometry Increase exposure to Proportional Relationships through Saturday Tutoring and Problems of the Day	RtI/MTSS Leadership Team	Administration and RtI Leadership team will engage in weekly walkthroughs to monitor implementation of the strategies and provide teachers with timely feedback. RtI will meet quarterly to monitor student progress and the effectiveness of program delivery using data.	Formative: Baseline and District Interim Assessments Springboard Imbedded Assessments Carnegie Learning Cognitive Tutor Computer Completion Reports. School Site walk-through observation tool/checklist Summative: 2013 FCAT 2.0 Math

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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

No Data Submitted

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	The results of the 2011-2012 FCAT Mathematical Test indicate that 83% (1164) of students made learning gains on the mathematics portion of the 2012 FCAT. Our goal is to increase student proficiency by 5 percentage point to 88% (1235) by providing appropriate interventions and remediation.
2012 Current Level of Performance:	2013 Expected Level of Performance:
83% (1164)	88% (1235)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Mathematics Tests was the Geometry and Measurement Reporting Category with an average score of 55% in the 6th grade, 61% in the 7th grade, and 58% in the 8th grade. Students were unable to solve multi-step and complex problems involving geometric figures, congruency, similarity and measurement.	Continue to implement the Collegeboard's Springboard program in all middle school math classrooms to increase critical thinking skills and develop problem solving strategies. Use the Carnegie Learning Cognitive Tutor Computer software in middle school mathematics classrooms to provide students with greater practice with Geometry and Spatial Skills questions. Use the IXL Math Program and Reflex Math to strengthen Basic Mathematics Skills Increase exposure to Geometric Strand Questions through Saturday Tutoring and Problems of the Day Provide Intensive Math Classes, Pull out tutoring and Afterschool Tutoring for Struggling students	RtI/MTSS Leadership	Administration and RtI Leadership team will engage in weekly walkthroughs to monitor implementation of the strategies and provide teachers with timely feedback. RtI will meet quarterly to monitor student progress and the effectiveness of program delivery using data.	Formative: District Interim Assessments Springboard Imbedded Assessments Carnegie Learning Cognitive Tutor Computer Completion Reports. School Site walk-through observation tool/checklist Summative: 2013 FCAT 2.0 Math
2	The area of deficiency as noted on the 2012 administration of the FCAT Mathematics Test was the Proportional Relationship Reporting Category with an average score of 61% in the 6th grade and 66% in the 7th grade. Students were unable to critically problems relating to two similar figures.	Implement the Collegeboard's Springboard program in all middle school math classrooms to increase critical thinking skills and develop problem solving strategies. Use the Carnegie Learning Cognitive Tutor Computer software and the IXL Software in all 6th and 7th grade mathematics classroom	RtI/MTSS Leadership	Administration and RtI Leadership team will engage in weekly walkthroughs to monitor implementation of the strategies and provide teachers with timely feedback. RtI will meet quarterly to monitor student progress and the effectiveness of program delivery using data.	Formative: District Interim Assessments Springboard Imbedded Assessments Carnegie Learning Cognitive Tutor Computer Completion Reports.

		to provide students with greater practice with proportional figures. Increase exposure to Proportional Relationships through Saturday Tutoring and Problems of the Day Provide Intensive Math Classes, Pull out tutoring and After school Tutoring for Struggling students			School Site walk-through observation tool/checklist Summative: 2013 FCAT 2.0 Math

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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	The results of the 2011-2012 FCAT Mathematical Test indicate that 82% (303) of students in the lower quartile made learning gains on the mathematics portion of the 2012 FCAT. Our goal is to increase student proficiency by 5 percentage point to 87% (322) by providing appropriate interventions and remediation.
2012 Current Level of Performance:	2013 Expected Level of Performance:
82% (303)	87% (322)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	The area of deficiency as noted on the 2012 administration of the FCAT Mathematics Tests was the Geometry and	Continue to implement the Collegeboard's Springboard program in all middle school math classrooms to increase	RtI/MTSS Leadership Team	Administration and RtI Leadership team will engage in weekly walkthroughs to monitor implementation of the	Formative: Baseline and District Interim Assessments

1	Measurement Reporting Category with an average score of 55% in the 6th grade, 61% in the 7th grade, and 58% in the 8th grade. Students were unable to solve multi-step and complex problems involving geometric figures, congruency, similarity and measurement.	critical thinking skills and develop problem solving strategies. Use the Carnegie Learning Cognitive Tutor Computer software in middle school mathematics classrooms to provide students with greater practice with Geometry and Spatial Skills questions. Use the IXL Math Program and Reflex Math to strengthen Basic Mathematics Skills Increase exposure to Geometric Strand Questions through Saturday Tutoring and Problems of the Day Provide Intensive Math Classes, Pull out tutoring and After school Tutoring for Struggling students		strategies and provide teachers with timely feedback. RtI will meet quarterly to monitor student progress and the effectiveness of program delivery using data.	Springboard Imbedded Assessments Carnegie Learning Cognitive Tutor Computer Completion Reports. School Site walk-through observation tool/checklist Summative: 2013 FCAT 2.0 Math
2	The area of deficiency as noted on the 2012 administration of the FCAT Mathematics Test was the Proportional Relationship Reporting Category with an average score of 61% in the 6th grade and 66% in the 7th grade. Students were unable to critically problems relating to two similar figures.	Implement the Collegeboard's Springboard program in all middle school math classrooms to increase critical thinking skills and develop problem solving strategies. Use the Carnegie Learning Cognitive Tutor Computer software and the IXL Software in all 6th and 7th grade mathematics classroom to provide students with greater practice with proportional figures. Increase exposure to Proportional Relationships through Saturday Tutoring and Problems of the Day Provide Intensive Math Classes, Pull out tutoring and After school Tutoring for Struggling students	RtI/MTSS Leadership Team	Administration and RtI Leadership team will engage in weekly walkthroughs to monitor implementation of the strategies and provide teachers with timely feedback. RtI will meet quarterly to monitor student progress and the effectiveness of program delivery using data.	Formative: Baseline and District Interim Assessments Springboard Imbedded Assessments Carnegie Learning Cognitive Tutor Computer Completion Reports. School Site walk-through observation tool/checklist Summative: 2013 FCAT 2.0 Math

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

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

Middle School Mathematics Goal #

5A : Our goal from 2011 -2017 is to reduce non-proficient students by 50%.

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	75	78	80	82	84	

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

of improvement for the following subgroup:	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	The results of the 2012 FCAT 2.0 Math Test indicate that 59% of Black students achieved profiency. Our goal for 2012-2013 is to increase the black subgroup by 5 percentage points to 64%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black: 59% (34)	Black: 64% (36)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students were unable to solve multi-step and complex problems involving geometric figures, congruency, similarity and measurement.	Enroll students in an after school tutorial program twice per week.	RtI/MTSS Leadership Team	Administration and RtI Leadership team will engage in weekly walkthroughs to monitor implementation of the strategies and provide teachers with timely feedback. RtI will meet quarterly to monitor student progress and the effectiveness of program delivery using data	Formative: Baseline and District Interim Assessments Springboard Imbedded Assessments Carnegie Learning Cognitive Tutor Computer Completion Reports. School Site walk-through observation tool/checklist Summative: 2013 FCAT 2.0 Math

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	The results of the 2011-2012 FCAT Mathematical Test indicate that 62% of students made learning gains on the mathematics portion of the 2012 FCAT. Our goal is to increase student proficiency by 6 percentage point to 68% by providing appropriate interventions and remediation.
2012 Current Level of Performance:	2013 Expected Level of Performance:
62% (37)	68% (41)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	ELL students are unable to solve multi-step and complex problems involving geometric	Provide Title 3 after school tutoring to remediate and reinforce concepts.	RtI/MTSS Leadership Team	Administration and RtI Leadership team will engage in weekly walkthroughs to monitor	Formative: District Interim

1	figures, congruency, similarity and measurement.			implementation of the strategies and provide teachers with timely feedback. RtI will meet quarterly to monitor student progress and the effectiveness of program delivery using data.	Assessments Springboard Imbedded Assessments Carnegie Learning Cognitive Tutor Computer Completion Reports. School Site walk-through observation tool/checklist Summative: 2013 FCAT 2.0 Math

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	The results of the 2011-2012 FCAT Mathematical Test indicate that 44% of students in the SWD subgroup made learning gains on the mathematics portion of the 2012 FCAT. Our goal is to increase student proficiency by 14 percentage point to 58% by providing appropriate interventions and remediation.
2012 Current Level of Performance:	2013 Expected Level of Performance:
44%(26)	58% (34)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students were unable to solve multi-step and complex problems involving geometric figures, congruency, similarity and measurement.	Enroll students in an after school tutoring program and in a learning strategies course during the school day.	RtI MTSS/ Leadership Team	Administration and RtI Leadership team will engage in weekly walkthroughs to monitor implementation of the strategies and provide teachers with timely feedback. RtI will meet quarterly to monitor student progress and the effectiveness of program delivery using data.	Formative: District Interim Assessments Springboard Imbedded Assessments Carnegie Learning Cognitive Tutor Computer Completion Reports. School Site walk-through observation tool/checklist Summative: 2013FCAT 2.0 Math

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	The results of the 2010-2011 FCAT Mathematical Test indicate that 77% of students in Economically Disadvantaged Subgroup made learning gains on the mathematics portion of the 2011 FCAT. Our goal is to increase student proficiency by 1 percentage point to 79% by providing appropriate interventions and remediation.
2012 Current Level of Performance:	2013 Expected Level of Performance:
77%(789)	79%(810)

Problem-Solving Process to Increase Student Achievement

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

End of 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:	Algebra Goal #1: The results of the 2012 Algebra I EOC Exam indicate that 20% (40) of students scored a level 3 in Algebra.. Our goal is to increase student proficiency by 0 percentage point to maintain 20% (40) by providing appropriate interventions and remediation.
2012 Current Level of Performance:	2013 Expected Level of Performance:
20% (40)	20% (40)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	On the Algebra I EOC Examination, the areas of weakness were the Rationals, Radicals, Quadratics and Discrete Math Content Area.	Use the Prentice Hall Successnet text book and software in all Algebra I classrooms to provide students with greater practice with Discrete Math Questions Use the Carnegie Learning Cognitive Tutor Computer software in all Algebra I classrooms to provide students with greater practice with Discrete Math Questions	RtI/MTSS Leadership Team	Administration and RtI Leadership team will engage in weekly walkthroughs to monitor implementation of the strategies and provide teachers with timely feedback. RtI will meet quarterly to monitor student progress and the effectiveness of program delivery using data. Algebra I will meet	Formative: Baseline and District Interim Assessments Carnegie Learning Cognitive Tutor Computer Completion Reports. Springboard Embedded Assessments School Site walk-

1		Increase exposure to Polynomial and Discrete Math Questions through Afterschool Tutoring Programs, Saturday Tutoring Programs, Pull-out Tutoring and Department-wide Problems of the Day.		quarterly with the RtI team to discuss results of Interim assessments and observations made during walk-throughs. Following this meeting, the Algebra I team will meet to determine the benchmarks that should be targeted and what specific strategies will be used. Administration will again monitor to ensure the implementation of the agreed upon strategies and actions.	through observation tool/checklist Summative: 2013 Algebra EOC Tests
2	On the Algebra I EOC Examination an overall area of weakness was the students comfort level with taking the exam using a computer-based format.	Use Technology resources such as IXL Math and USA Testprep and FCAT Explorer to provide greater practice using the Computer Based Model.	RtI/MTSS Leadership Team	Administration and RtI Leadership team will engage in weekly walkthroughs to monitor implementation of the strategies and provide teachers with timely feedback. RtI will meet quarterly to monitor student progress and the effectiveness of program delivery using data. Algebra I will meet quarterly with the RtI team to discuss results of Interim assessments and observations made during walk-throughs. Following this meeting, the Algebra I team will meet to determine the benchmarks that should be targeted and what specific strategies will be used. Administration will again monitor to ensure the implementation of the agreed upon strategies and actions	Formative: Baseline and District Interim Assessments Carnegie Learning Cognitive Tutor, IXL, USA TestPrep and FCAT Explorer Computer Completion Reports. Springboard Embedded Assessments School Site walk-through observation tool/checklist Summative: 2013 Algebra EOC Tests

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	The results of the 2012 Algebra I EOC Exam indicate that 79% (159) of students scored a level 4 or 5 in Algebra.. Our goal is to increase student proficiency by 0 percentage point to 79% (159) by providing appropriate interventions and remediation.
2012 Current Level of Performance:	2013 Expected Level of Performance:
79% (159)	79% (159)

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	On the Algebra I EOC Examination, the areas of weakness were the Rationals, Radicals, Quadratics and Discrete Math Content Area. .	Use the Carnegie Learning Cognitive Tutor Computer software in all Algebra I classrooms to provide students with greater practice with Discrete Math Questions Increase exposure to Polynomialand Discrete Math Questions through Afterschool Tutoring Programs, Saturday Tutoring Programs, Pull-out Tutoring and Department-wide Problems of the Day. Use Specific the College board Springboard Strategies and Program in all classes to promote higher order thinking and problem solving. Use the Prentice Hall Successnet text book and software in all Algebra I classrooms to provide students with greater practice with Discrete Math Questions Increase rigor by implementing on higher order questioning strategies and probing. Have students explain and present information rather than teacher lecture.	RtI/MTSS Leadership Team	Administration and RtI Leadership team will engage in weekly walkthroughs to monitor implementation of the strategies and provide teachers with timely feedback. RtI will meet quarterly to monitor student progress and the effectiveness of program delivery using data. Algebra I will meet quarterly with the RtI team to discuss results of Interim assessments and observations made during walk-throughs. Following this meeting, the Algebra I team will meet to determine the benchmarks that should be targeted and what specific strategies will be used. Administration will again monitor to ensure the implementation of the agreed upon strategies and actions.	Formative: Baseline and District Interim Assessments Carnegie Learning Cognitive Tutor Computer Completion Reports. Springboard Embedded Assessments School Site walk-through observation tool/checklist Summative: 2013 Algebra EOC
2	2.2. On the Algebra I EOC Examination an overall area of weakness was the students comfort level with taking the exam using a computer-based format.	Use the Carnegie Learning Cognitive Tutor Computer software in all Algebra I classrooms to provide students with greater practice with Discrete Math Questions Use Technology resources such as IXL Math and USA Testprep and FCAT Explorer to provide greater practice using the Computer Based Model.	RtI/MTSS Leadership Team	Administration and RtI Leadership team will engage in weekly walkthroughs to monitor implementation of the strategies and provide teachers with timely feedback. RtI will meet quarterly to monitor student progress and the effectiveness of program delivery using data. Algebra I will meet quarterly with the RtI team to discuss results of Interim assessments and observations made during walk-throughs. Following this meeting, the Algebra I team will meet to determine the benchmarks that should be targeted and what specific strategies will be used. Administration will again monitor to ensure the implementation of the agreed upon strategies and actions	Formative: Baseline and District Interim Assessments Carnegie Learning Cognitive Tutor, IXL, USA TestPrep and FCAT Explorer Computer Completion ReportsSpringboard Embedded Assessments School Site walk-through observation tool/checklist Summative: 2013 Algebra EOC

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

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

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	75	78	80	82	84	

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

Problem-Solving Process to Increase Student Achievement

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

of improvement for the following subgroup:	
3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra. Algebra Goal #3D:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

End of Algebra EOC Goals

Geometry End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:	The results of the 2012 Geometry Baseline Assessment indicate that 29% (8) of students score in the upper 3rd. Our goal is to increase student proficiency by 0 percentage point to maintain 29% (8) by providing appropriate interventions and remediatio
2012 Current Level of Performance:	2013 Expected Level of Performance:

29% (8)	29% (8)

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	On the Geometry EOC Baseline, the areas of weakness were the Trigonometry and Discrete Math Content Area	Use the Prentice Hall Successnet text book and software in all Algebra I classrooms to provide students with greater practice with Discrete Math Questions Use the Carnegie Learning Cognitive Tutor Computer software in all Algebra I classrooms to provide students with greater practice with Discrete Math Questions Increase exposure to Polynomial and Discrete Math Questions through Afterschool Tutoring Programs, Saturday Tutoring Programs, Pull-out Tutoring and Department-wide Problems of the Day.	RtI/MTSS Leadership Team	Administration and RtI Leadership team will engage in weekly walkthroughs to monitor implementation of the strategies and provide teachers with timely feedback. RtI will meet quarterly to monitor student progress and the effectiveness of program delivery using data. Geometry PLC will meet quarterly with the RtI team to discuss results of Interim assessments and observations made during walk-throughs. Following this meeting, the Algebra I team will meet to determine the benchmarks that should be targeted and what specific strategies will be used. Administration will again monitor to ensure the implementation of the agreed upon strategies and actions.	Formative: Baseline and District Interim Assessments Carnegie Learning Cognitive Tutor Computer Completion Reports. Springboard Embedded Assessments School Site walk-through observation tool/checklist Summative: 2013 Geometry EOC
2	On the Geometry EOC Examination an overall area of weakness was the students comfort level with taking the exam using a computer-based format.	Use the Carnegie Learning Cognitive Tutor Computer software in all Geometry classrooms to provide students with greater practice with Discrete Math Questions Use Technology resources such as IXL Math and USA Testprep and FCAT Explorer to provide greater practice using the Computer Based Model.	RtI/MTSS Leadership Team	Administration and RtI Leadership team will engage in weekly walkthroughs to monitor implementation of the strategies and provide teachers with timely feedback. RtI will meet quarterly to monitor student progress and the effectiveness of program delivery using data. Geometry PLC will meet quarterly with the RtI team to discuss results of Interim assessments and observations made during walk-throughs. Following this meeting, the Algebra I team will meet to determine the benchmarks that should be targeted and what specific strategies will be used. Administration will again	Formative: Baseline and District Interim Assessments Carnegie Learning Cognitive Tutor Computer Completion Reports. Springboard Embedded Assessments School Site walk-through observation tool/checklist Summative: 2013 Geometry EOC

				monitor to ensure the implementation of the	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	The results of the 2012 Geometry Baseline Assessment indicate that 68% (19) of students score in the upper 3rd. Our goal is to increase student proficiency by 0 percentage point to 68% (19) by providing appropriate interventions and remediation
2012 Current Level of Performance:	2013 Expected Level of Performance:
68% (19)	68% (19)

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	On the Geometry EOC Baseline, the areas of weakness were the Trigonometry and Discrete Math Content Area.	Use the Carnegie Learning Cognitive Tutor Computer software in all Algebra I classrooms to provide students with greater practice with Discrete Math Questions Increase exposure to Polynomial and Discrete Math Questions through Afterschool Tutoring Programs, Saturday Tutoring Programs, Pull-out Tutoring and Department-wide Problems of the Day. Use Specific the College board Springboard Strategies and Program in all classes to promote higher order thinking and problem solving. Use the Prentice Hall Successnet text book and software in all Algebra I classrooms to provide students with greater practice with Discrete Math Questions Increase rigor by implementing on higher order questioning strategies and probing. Have students explain and present information rather than teacher lecture.	RtI Leadership Team	Administration and RtI Leadership team will engage in weekly walkthroughs to monitor implementation of the strategies and provide teachers with timely feedback. RtI will meet quarterly to monitor student progress and the effectiveness of program delivery using data. Geometry PLC will meet quarterly with the RtI team to discuss results of Interim assessments and observations made during walk-throughs. Following this meeting, the Algebra I team will meet to determine the benchmarks that should be targeted and what specific strategies will be used. Administration will again monitor to ensure the implementation of the agreed upon strategies and actions	Formative: Baseline and District Interim Assessments Carnegie Learning Cognitive Tutor Computer Completion Reports. Springboard Embedded Assessments School Site walk-through observation tool/checklist Summative: 2013 Geometry EOC

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Geometry Goal # 3A : Our goal from 2011-2017 is to reduce non-proficient students by 50%.				
Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry. Geometry Goal #3B:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3D. Students with Disabilities (SWD) not making	

satisfactory progress in Geometry. Geometry Goal #3D:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

3E. Economically Disadvantaged students not making satisfactory progress in Geometry. Geometry Goal #3E:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

End of Geometry EOC Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Data Analysis and Creation of Questions of the Day	6-8	PLC Leaders (grade specific)	All Grade 6-8 Mathematics Teachers	June 13-17,2012 August 8, 2012	Bi-weekly PLC Meeting Monthly Math Department Meetings	Math Department Chair Administration
Springboard						

Collegeboard Initial and Advanced Training	6-8	Springboard National Trainer	All Grade 6-8 Mathematics Teachers	August 10-12, 2011	Bi-weekly PLC Meeting	Math Department Chair Administration
Prentice Hall and District Professional Development Training for Textbooks, Successnet and MathIXL	6-8	District Facilitators and Prentice Hall Representatives	All Middle School Mathematics Teachers Teaching High School Courses	October 25, 2012 November 6, 2012 December 13, 2012 January 17, 2013 February 1, 2013 February 14, 2013 May 2, 2013	Bi-weekly PLC Meeting Monthly Math Department Meetings	Math Department Chair Administration

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
2.1 Use the Carnegie Learning Cognitive Tutor Computer software in all Algebra I classrooms to provide students with greater practice with Discrete Math Questions Increase exposure to Polynomial and Discrete Math Questions through Afterschool Tutoring Programs, Saturday Tutoring Programs, Pull-out Tutoring and Department-wide Problems of the Day. Use Specific the College board Springboard Strategies and Program in all classes to promote higher order thinking and problem solving. Use the Prentice Hall Successnet text book and software in all Algebra I classrooms to provide students with greater practice with Discrete Math Questions Increase rigor by implementing on higher order questioning strategies and probing. Have students explain and present information rather than teacher lecture.	Spring Board Curriculum	FTE	$27,000.00
			Subtotal: $27,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Use the Carnegie Learning Cognitive Tutor Computer software in all Geometry classrooms to provide students with greater practice with Discrete Math Questions Use Technology resources such as IXL Math and USA Testprep and FCAT Explorer to provide greater practice using the Computer Based Model	Math IXL	FTE	$1,500.00
			Subtotal: $1,500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Use of Technology	Carnegie Learning Cognitive Tutor Program Training for New and Advanced Teachers	FTE	$2,000.00
Collegeboard Springboard Training	Training for New Springboard Teachers	FTE	$200.00
			Subtotal: $2,200.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
2a.1.	Incentive for Students	EESAC	$1,000.00

Subtotal: $1,000.00	
Grand Total: $31,700.00	

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	On the 2012 administration of the Science FCAT, 43% of 8th grade students achieved proficiency (level 3 on FCAT. The expected level of performance for 2013 is 46% achieving proficiency. The results of the 2012 Biology Baseline Assessment indicate that 22% of students score in the middle 3rd. Our goal is to increase student proficiency by 1 percentage point to 23% by providing appropriate interventions and remediation
2012 Current Level of Performance:	2013 Expected Level of Performance:
43% (213) Biology: 22% (50)	46% (229) Biology: 23% (51)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Instruction in Comprehensive Science 1, Comprehensive Science 2, and Comprehensive Science 3 (Regular and Advanced) courses may not have taught to the depth and rigor of the Next Generation Sunshine State Standards as delineated in the District Pacing Guides.	Develop Professional Learning Communities (PLC) of science teachers, with vertical and horizontal alignment within the school and across the feeder pattern, to research, discuss, design, and implement strategies to increase inquiry-based learning of Physical and Chemical Sciences.	RtI/MTSS Leadership Team	Science FCAT PLC will include all 8th grade science teachers. They will complete a meeting form that will include notes regarding Mini-Lessons on tested benchmarks, Interim Assessment data, topics covered, and strategies they intend to use. Review of PLC meeting notes by Science Chair. Data Chats will be conducted between administration and teachers following baseline, mini and Interim Assessments.	Formative: 2012-2013 Science Baseline and Interim Assessments, Mini-lessons quizzes on Tested Benchmarks, Lab Report Write ups, Achieve3000 Student Science Vocabulary Proficiency Reports. Summative: 2013 Science FCAT 2.0
2	According to data from previous year, students have low proficiency in physical sciences. Students need to develop higher order thinking skills in order to increase levels of proficiency.	Provide students opportunities to compare, contrast, interpret, analyze and explain science concepts during hands-on lab activities and classroom discussions to reinforce higher order thinking skills.	RtI/MTSS Leadership Team	Teams will review the results of school-site assessment data to monitor student progress	Formative: Baseline and Quarterly Interim Assessments, School-site Assessments Summative: 2013 Science FCAT 2.0
	8th grade students enrolled in Biology Honors may not have	Provide opportunities after school (Virtual/Online School,	RtI/MTSS Leadership Team	Data Chats will be conducted between administration and	Formative: 2012-2013 Science Baseline

3	time to address all the NGSSS that would have been covered in Comprehensive Science 3.	tutorials) and/or during homeroom for Biology Honors students to engage in hands-on/interactive activities for review of the Annually Assessed Physical and Chemical Sciences benchmarks that are not directly aligned with the course.		science teachers, teachers and students following baseline, mini and Interim Assessments. These data chats will take place quarterly.	and Interim Assessments, Mini-lessons quizzes on Tested Benchmarks, Lab Report Write ups, Achieve3000 Student Science Vocabulary Proficiency Reports. Summative: 2013 Science FCAT 2.0
4	Bilogy: The comprehension of chemical processes in living things	Ensure instruction in Comprehensive Science 1, Comprehensive Science 2, and Comprehensive Science 3 (Regular and Advanced) courses adheres to the depth and rigor of the Next Generation Sunshine State Standards as delineated in the District Pacing Guides	RtI/MTSS Leadership Team	Data Chats will be conducted between administration and Biology teachers, teachers and students following baseline, mini and Interim Assessments. These data chats will take place quarterly.	Formative: 2012-2013 Biology Baseline and Interim Assessments. Summative: 2013 Biology EOC
5	Students with low reading scores have trouble with science vocabulary retention.	Provide opportunities for Reading Level 1 and 2 students to participate in scientific enrichment activities and after-school tutorials.	RtI/MTSS Leadership Team	Monitor use of science vocabulary in student lab journal conclusion.	Formative Assessments: Baseline and Interim Assessments Biology Lab Journals SUMMATIVE- 2013 Biology EOC
6	Students fail to relate biological concepts to everyday experiences	Provide inquiry-based laboratory activities of life and environmental science systems, for students to make connections to real-life experiences, and explain and write about their results and their experiences.	RtI/MTSS Leadership Team	Monitor student understanding through the use of lab reports. Students writing lab conclusions is required when checking their comprehension	Formative Assessments: Baseline and Interim Assessments Biology Lab Journals SUMMATIVE- 2013 Biology EOC

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A
Problem-Solving Process to Increase Student Achievement	

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	On the 2012 administration of the Science FCAT, 12% of 8th grade students scored above proficiency (level 4-5 on FCAT) The expected level of performance for 2013 is 13% achieving above proficiency. The results of the 2012 Biology Baseline Assessment indicate that 72% of students score in the upper 3rd. Our goal is to increase student proficiency by 1 percentage point to 73% by providing appropriate interventions and remediation
2012 Current Level of Performance:	2013 Expected Level of Performance:
12% (60) Biology:72% (162).	13% (67) Biology: 73% (164)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need additional support to develop further understanding of science concepts through independent experimental projects	Identify students scoring 4 or 5 on the Reading and Mathematics portion of the 2012 FCAT and mentor these students in the development of independent experimental projects.	RtI/MTSS Leadership Team	Projects will be reviewed using a rubric to ensure student progress and that adjustments are being made as needed. Each science teacher will submit their top 5 student projects to the school's Science Fair.	Formative:Baseline and Quarterly Interim Assessments; School developed Rubric Summative: 2013 FCAT 2.0
2	The comprehension of chemical processes in living things.	Examine and explore student misconceptions using formative assessment probes included in Pacing Guides and Learning Village; and provide opportunities for students to apply physical and chemical science concepts in real-world scenarios, and conduct laboratory investigations that include calculating, manipulating, and solving problems.	RtI/MTSS Leadership Team	Data Chats will be conducted between administration and 8th grade science teachers, teachers and students following baseline, mini and Interim Assessments. These data chats will take place quarterly.	Formative: 2012-2013 Baseline and Interim Assessments Summative: 2013 Science FCAT 2.0
3	8th grade students enrolled in Biology Honors may not have time to address all the NGSSS that would have been covered in Comprehensive Science 3	Provide opportunities after school (Virtual/Online School, tutorials) and/or during homeroom for Biology Honors students to engage in hands-on/interactive	RtI/MTSS Leadership Team	Data Chats will be conducted between administration and 8th grade science teachers, teachers and students following baseline, mini and Interim Assessments.	Formative: 2012-2013 Baseline and Interim Assessments Summative: 2013 Science

		activities for review of the Annually Assessed Physical and Chemical Sciences benchmarks that are not directly aligned with the course.		These data chats will take place quarterly.	FCAT 2.0
4	biology: Students often fail to apply higher order thinking skills in comprehension of biological concepts	Maintain fidelity to the high school curriculum and instruction offered to accelerated middle school students enrolled in Biology Honors as delineated in the Biology Honors Pacing Guide.	RtI/MTSS Leadership Team	Monitor teacher lesson plans and ensure inquiry-based activities are included throughout the course. Data Chats will be conducted between administration and Biology teachers, teachers and students following baseline, mini and Interim Assessments. These data chats will take place quarterly.	Formative: 2012-2013 Biology Baseline and Interim Assessments, . Summative: 2013 Biology EOC

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

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Explore Learning GIZMO Training	6th, 7th, 8th Grade Science	Science Chairperson	All Science teachers	August 15, 2012	Data usage reports from company	Leadership team, Science Department Chair

Biology EOC Planning	8th grade Biology	District	8th Grade Biology Teachers	June 11-14, 2012, early release	Lesson Plans, Classroom observations	Leadership team, Science Department Chair
Physical Science Curriculum and Pacing	7th / 8th Grade Physical Science	District	7th and 8th grade Physical Science Teachers	August 20-21, 2012	Lesson Plans, Classroom observations	Leadership team, Science Department Chair

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Achieve 3000	Designed as a supplement to complement science lessons. The program provides a standards-based science curriculum with embedded recommendations to support STEM literacy initiatives.	FTE	$5,000.00
Provide inquiry-based, hands-on, laboratory activities for students to make connections to real-life experiences, and explain and write about their results and experiences	Laboratory supplies and equipment to be used for inquiry-based learning in all science classes including after school and Saturday tutoring.	Science Lab Fees	$5,000.00
			Subtotal: $10,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Student Laptops	30 laptops provided specifically for student research and interactive activities during class time will enhance and support science lessons.	FTE	$10,000.00
Explore Learning GIZMO	Interactive simulations in science for teachers and students to utilize in grades 6-10 that is designed as supplemental curriculum materials that support state standards.	Science Lab Fees	$2,000.00
BrainPOP	BrainPOP offers animated, curricular content that engages students and supports educators. The content is mapped to Common Core and aligned to academic standards.	Science Lab Fees	$1,500.00
			Subtotal: $13,500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Develop Professional Learning Communities (PLC) of science teachers, with vertical and horizontal alignment within the school and across the feeder pattern, to research, discuss, design, and implement strategies to increase inquiry-based learning of Physical and Chemical Sciences.	Time to meet with other science teachers to develop and implement strategies. (ie. Early release days or Teacher Planning days)	FTE	$2,000.00
Identify students scoring 4 or 5 on the Reading and Mathematics portion of the 2012 FCAT and mentor these students in the development of independent experimental projects.	Science Fair workshops for teachers and students.	Title 1	$2,000.00
			Subtotal: $4,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $27,500.00

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	On the 2011 administration of the FCAT Writing Test, 99% of the students in the 8th grade scored Level 3.0 or above. Given instruction based on the Sunshine Standards, the percentage of 8th grade students scoring a level 3.0 or above on the 2012 administration of the FCAT Writing Test will be maintained.
2012 Current Level of Performance:	2013 Expected Level of Performance:
99% (407)	99% (407)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	On the 2012 administration of the FCAT Writing Test, 90% of the students in the 8th grade scored Level 3.0 or above. Given instruction based on the Sunshine Standards, the percentage of 8th grade students scoring a level 3.0 or above on the 2013 administration of the FCAT Writing Test will be increased. Students still lack a variety of sentence structures and cohesion in their writing.	The students will use prewriting strategies to generate ideas and formulate a plan. They will develop and maintain a Writer's Notebook, Journal and/or Portfolio which contains brainstorming in a variety of ways: using graphic organizers, drawing, generating and grouping ideas, listing, formulating questions, outlining, free writing, group discussions, and printed material. The student develops and demonstrates technical writing that provides information related to real-world tasks: they will be assigned to do written responses to different kinds of genres, focusing on supporting details from the different types of texts.	RtI/MTSS Leadership Team	The administrators, the RTI Team and teachers will participate in analyzing data in order to determine effectiveness of the strategy. The data will be analyzed quarterly. The outcome of the data analysis will be reflected in the teachers' instruction to modify strategies such as differentiated instruction targeting the problem areas	Formative:Baseline and District Interim Assessments and Monthly Mini-Prompt Assessments Summative: 2013 FCAT Writing
2	Student self-assessment using rubric and anchor papers 1a.3. Students lack appropriate and thorough support in their writing samples	Students will use the FCAT Writing Rubric and Anchor Papers to self-assess for editing and revising purposes.	RtI/MTSS Leadership Team	The administrators, the RTI Team and teachers will participate in analyzing data in order to determine effectiveness of the strategy. The data will be analyzed quarterly. The outcome of the data analysis will be reflected in the teachers' instruction to	Formative: Baseline and District Interim Assessments and Monthly Mini-Prompt Assessments Summative: 2013 FCAT Writing

				modify strategies such as differentiated instruction targeting the problem areas	
3	Students lack appropriate and thorough support in their writing samples	Students will maintain a portfolio of monthly writing samples that address either a persuasive or expository prompt.	RtI/MTSS Leadership Team	The administrators, the RTI Team and teachers will participate in analyzing data in order to determine effectiveness of the strategy. The data will be analyzed quarterly. The outcome of the data analysis will be reflected in the teachers' instruction to modify strategies such as differentiated instruction targeting the problem areas	Formative: Baseline and District Interim Assessments and Monthly Mini-Prompt Assessments Summative: 2013 FCAT Writing

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
FCAT Writing Strategies and Resources	6-8 Language Arts	Reading Coach	Language Arts Department	October 17, 2012; September 19, 2012, November21, 2012; December 13, 2012; January 23, 2013; February 20, 2013; March 20, 2013	Portfolio of Monthly Writing Samples	Administration
Holistic Scoring of FCAT Writing Samples	6-8 Language Arts	Language Arts Department Chair	Language Arts Department	October 25, 2012	Portfolio of Monthly Writing Samples	Administration

Writing Workshop for FCAT Writing	6-8 Language Arts	Language Arts Department Cha	Language Arts Department	September 26, 2012	Portfolio of Monthly Writing Samples	Administration

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
The students will use prewriting strategies to generate ideas and formulate a plan. They will develop and maintain a Writer's Notebook, Journal and/or Portfolio which contains brainstorming in a variety of ways: using graphic organizers, drawing, generating and grouping ideas, listing, formulating questions, outlining, free writing, group discussions, and printed material. The student develops and demonstrates technical writing that provides information related to real-world tasks: they will be assigned to do written responses to different kinds of genres, focusing on supporting details from the different types of texts.	SpringBoard Curriculum	FTE	$2,000.00
			Subtotal: $2,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $2,000.00

End of Writing Goals

Civics End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Civics. Civics Goal #1:	Based on the administration of the 2011-2012 baseline Civics tests, 0% of the students in the 7th grade students were proficient. Given instruction of the NGSSS and CC, the percentage of the 7th grade students achieving a score of level 3 will increase by10 percentage points to 10% as evidenced by the District Spring Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:

0%(1)	10% (49)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of prior knowledge in Civics content	Provide students as opportunity to participate in content rich activities offered by the District which implement Civics curriculum.	RtI/MTSS Leadership Team	Data is reviewed by administrator and department chairperson in conjunction with classroom teacher. The data is used to adapt instruction based on findings.	Formative-Baseline Interim Classroom based instruction Summative-Civics District Spring Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Civics. Civics Goal #2:	Based on the administration of the 2011-2012 baseline Civics tests, 0% of the students in the 7th grade students were proficient. Given instruction of the NGSSS and CC, the percentage of the 7th grade students achieving a score of level 3 will increase by10 percentage points to 10% as evidenced by the District Spring Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (10)	10% (10)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of analytical skills in deciphering primary source documents in Civics content	Provide opportunities for students to strengthen their abilities to read and interpret graph, charts, maps, timeline, political cartoons, and other graphic representations	RtI/MTSS Leadership Team	Data is reviewed by administrator and department chairperson in conjunction with classroom teacher. The data is used to adapt instruction based on findings.	Formative-Baseline Interim Classroom based instruction Summative-Civics District Spring Assessment

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

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

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

Textbook technology	All middle	Textbook Publisher	All Social Studies middle school teachers	August 8 and 9, 2012	Common planning	Administration
Map and Chart technology	All middle	Nystrom sales rep	All Social Studies middle school teachers	August 8 and 9, 2012	Lesson plans showcasing use of charts related to the Constitution	Administration
We the People training	7th grade teachers	District rep	All 7th grade teachers	October 5, 2012	Participation in competition	Administration

Civics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide students as opportunity to participate in content rich activities offered by the District which implement Civics curriculum.	We the People (textbook)	FTE	$25,000.00
			Subtotal: $25,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Provide opportunities for students to strengthen their abilities to read and interpret graph, charts, maps, timeline, political cartoons, and other graphic representations	Map and Chart technology	FTE	$1,000.00
Provide students as opportunity to participate in content rich activities offered by the District which implement Civics curriculum.	We the People training	FTE	$1,000.00
			Subtotal: $2,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Provide students as opportunity to participate in content rich activities offered by the District which implement Civics curriculum	Field Trips to governmental institutions	EESAC	$500.00
			Subtotal: $500.00
			Grand Total: $27,500.00

End of Civics Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	Our attendance rates will be maintained at 97.29%. Our number of absences will be reduced by 9. Our number of tardies will be reduced by 12.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:

97.29% (1419)	97.29%(1419)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
171	162
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
233	221

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	Increased budget constraints limiting the ability to monitor individual as well as overall attendance.	Attendance committee. This committee will share responsibilities amongst members including Assistant Principal, Counselors, CIS. 1.1 Connect ED	Asst. Principal	Assistant Principal will run Attendance Rates report and discuss with CIS and Attendance clerk to determine whether the process implemented is decreasing absenteeism	Daily attendance bulletins 1.1 Parent Contact log sheets 1.1 Attendance Rates per nine week period
2	Continued Student absenteeism due to trips to native countries.	. Mail letter to parents when unexcused absenses reach 4. 1.2 Increase parent contact by Community Involvement Specialist via phone and home visits. 1.2 Require parents to meet with administration concerning absences per nine weeks. 1.2 Connect ED	Administration	Assistant Principal will run Attendance Rates report and discuss with CIS and Attendance clerk to determine whether the process implemented is decreasing absenteeism.	Attendance Reports/Rates 1.2.Daily attendance bulletins 1.2 Parent Contact log sheets
3	Continued student tardies due to students not waking up early enough	1.3. Follow tardy center consequences starting with warnings, detentions and parent conferences. 1.3 Student with excessive tardies will meet with counselor for strategies to improve.	Administration; counselors	CIS will run tardy center lists and will submit names to counselors when necessary	Daily attendance bulletins 1.3. Tardy Center Report

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

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

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

				meetings)		
Attendance Policy Procedures Review	6-8	Asst. Principal	Middle School Teachers/Counselors	October 25, 2012	Communication Logs and Grade Book Reports	Administration

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Increased Parent Contact	Hand Outs/ Attendance	Title 1	$1,000.00
			Subtotal: $1,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Increased Parental Contact	Connect ED	Title 1	$2,588.00
Log student tardies	Tardy Calculator	FTE	$2,000.00
			Subtotal: $4,588.00
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
Increased Parent Contact	Brochures for parents and students	EESAC	$2,000.00
			Subtotal: $2,000.00
			Grand Total: $7,588.00

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	Our goal for the 2012 – 2013 school year is to reduce our suspension rates by 10%.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
162	146
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
120	108
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
48	43

2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
42	38

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are unaware of the consequences.	1.1 Classroom Management PD 1.2 Continued Implementation of progressive school discipline plan. 1.3 Increase Parental involvement.	Dean of Discipline; administration	1.1. Weekly Administrative meeting to discuss referral activity. 1.2. Weekly Discipline log that will monitor the number of students being worked with and steps taken to deter behavior. 1.3. Call Log of home contact and parental involvement in order to determine number of contacts.	1.1. Discipline log sheet 1.2. Bi-Monthly review of processed referrals/referral activity.
2	Limited amount of Security monitors	Increased presence of Asst. Principals throughout the building.	Principal	Walk through log sheets	Principal Evaluation

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
Classroom Management Skills PD	6 - 8	Asst. Principal	Middle. School Teachers	One (1) Early Release Session 10/25/12	Survey	Administration

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Classroom Management PD	Handouts/Strategy Teaching	FTE	$1,000.00
			Subtotal: $1,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount

No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $1,000.00

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parents work schedules impede them from volunteering during school hours or events.	Create additional opportunities for parents to volunteer in extracurricular activities and evening events.	Administration	Administration will review STOP data to monitor parent volunteer hours on a 9 week basis.	Formative: Title 1 Parent Sign-In Sheets and STOP Data Summative: Year End Parent / Volunteer Report.

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

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

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

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$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:	Increase opportunities for STEM applied learning by increasing opportunities for students to participate in Science Fair, SECME, and Fairchild Environmental Challenge competitions by 10%. Increase enrollment in Physical Science. Biology Honors, Algebra I, and Geometry courses.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers not trained in Project Based Learning instructional frameworks.	Teachers attend curriculum and Science Fair Workshops at the school and/or district level.	Administration	Monitor the implementation of the guidelines and timeline for the teacher training and the progress of the Regional Science Fair student competition projects.	Formative: Quality and Difficulty level of Science Fair projects submitted
2	Students tend to choose Science Fair topics that have a difficulty level below their grade level.	Provide all students the opportunity to design experiments using the process of science throughout their science courses while teachers incorporate the process of science through more inquiry-based laboratory activities, field	Administration	Projects will be reviewed using a rubric to ensure student progress and that adjustments are made as needed. Each science teacher will submit their top 5 student projects to the school's Science Fair	Formative: Science Fair held at school. Number of participants attending the Regional Science Fair.

		experiences, and classroom discussions. Provide students with Science Fair project scoring rubric.			
3	Students lack the ability to relate science concepts to real world circumstances.	Implement (or develop) career development events lesson plans using Project Based Learning instructional elements .	Administration	Monitor progress of student lab reports through the use of laboratory journals. .	Formative: 2012-2013 Science Baseline and Interim Assessments Summative: 2013 FCAT Science 2013 Biology EOC

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
SECME Sponsor Training	Middle School Science	District led	SECME Sponsor	September 24, 2012	Review of SECME meeting agenda and notes	Science Chair
Biology Content and Pacing	Biology, 8th Grade	District	8th grade Biology teachers	June 11-14, 2012	Monitor and Analyze data from Interim Assessments.	Leadership team, Science Chair
Science Fair Coordinator Training	Middle School Science	District Led	Science Fair Coordinator	September 27, 2012	Judging of Science Fair held at school	Administration

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Teachers attend curriculum and Science Inquiry Based Learning Professional Development at the school and/or district level.	Science lab equipment and supplies, Laying the Foundation Trainers.	FTE	$5,000.00
Science lab equipment and supplies, Laying the Foundation Trainers.	Science lab equipment and supplies.	Science Lab Fees	$5,000.00
			Subtotal: $10,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Provide all students the opportunity to design experiments using the process of science throughout their science courses while teachers incorporate the process of science through more inquiry-based laboratory activities, field	Science Fair workshops (tutoring)	Title 1	$1,000.00

experiences, and classroom discussions. Provide students with Science Fair project scoring rubric			
Instruction in all high school courses adheres to the depth and rigor of the Next Generation Sunshine State Standards as delineated in the District Pacing Guides.	Biology Content and Pacing for Biology teachers	FTE	$1,200.00
			Subtotal: $2,200.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Provide all students the opportunity to design experiments using the process of science throughout their science courses while teachers incorporate the process of science through more inquiry-based laboratory activities, field experiences, and classroom discussions. Provide students with Science Fair project scoring rubric	Educational Fieldtrips	EESAC	$500.00
Instruction in all high school courses adheres to the depth and rigor of the Next Generation Sunshine State Standards as delineated in the District Pacing Guides.	Incentives for students	EESAC	$1,000.00
			Subtotal: $1,500.00
			Grand Total: $13,700.00

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. CTE CTE Goal #1:	Increase the amount of students taking a career course. Increase the amount of students joining Junior Future Business Leaders of America. Complete application to become a C.A.P.E. Academy.

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	Limit of Cape Academies allowed to open per year	Prepares students for High School business classes and industrial certification.	Administration	A number of potential program completers will be identified at the beginning of the e2012-2013 school year and their progress in the CTE Programs will be monitored by teachers, department head and assistant principal. The process will take place during the first, second and third grading periods and students identified should be able to successfully complete their industry certification by the	A calendar will be kept where articulation meetings between feeder middle and high schools will be recorded. A monthly meeting is planned for the 2013 school year.

				month of May. Using the FCIM results, we will determine which students have not have mastered a level of readiness prior to industry certification testing and may benefit from tutoring. Additional assistance will be offered to these students	

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
Practical Arts Best Strategies	6-8 Faculty	Practical Arts Department Chair	Practical Arts Faculty	October 17, 2012 and March 20, 2013	PLC minutes will be reviewed.	Practical Arts Chair/Assistant Principal

CTE Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Apply to become a C.A.P.E Academy	computers	FTE	$4,900.00
			Subtotal: $4,900.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $4,900.00

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	Students will utilize Reciprocal Teaching and Question-And-Answer Relationships during reading activities in Language Arts and Social Studies classes. Students will use these research-based strategies to practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions. Language Arts teachers will use College Board Springboard curriculum to incorporate the strategies. Social Studies teachers will use new supplementary material and incorporate CRISS strategies to emphasize critical reading.	Spring Board Curriculum	FTE	$28,000.00
CELLA	1. 2.1. For Reading: Chunking This upper level reading comprehension is provided as a means for students to improve their vocabulary skills through looking for “chunks” of appropriate language	Hampton Brown: The Inside	FTE	$8,000.00
Mathematics	2.1 Use the Carnegie Learning Cognitive Tutor Computer software in all Algebra I classrooms to provide students with greater practice with Discrete Math Questions Increase exposure to Polynomial and Discrete Math Questions through Afterschool Tutoring Programs, Saturday Tutoring Programs, Pull-out Tutoring and Department-wide Problems of the Day. Use Specific the College board Springboard Strategies and Program in all classes to promote higher order thinking and problem solving. Use the Prentice Hall Successnet text book and software in all Algebra I classrooms to provide students with greater practice with Discrete Math Questions Increase rigor by implementing on higher order questioning strategies and probing. Have students explain and	Spring Board Curriculum	FTE	$27,000.00

	present information rather than teacher lecture.			
Science	Achieve 3000	Designed as a supplement to complement science lessons. The program provides a standards-based science curriculum with embedded recommendations to support STEM literacy initiatives.	FTE	$5,000.00
Science	Provide inquiry-based, hands-on, laboratory activities for students to make connections to real-life experiences, and explain and write about their results and experiences	Laboratory supplies and equipment to be used for inquiry-based learning in all science classes including after school and Saturday tutoring.	Science Lab Fees	$5,000.00
Writing	The students will use prewriting strategies to generate ideas and formulate a plan. They will develop and maintain a Writer's Notebook, Journal and/or Portfolio which contains brainstorming in a variety of ways: using graphic organizers, drawing, generating and grouping ideas, listing, formulating questions, outlining, free writing, group discussions, and printed material. The student develops and demonstrates technical writing that provides information related to real-world tasks: they will be assigned to do written responses to different kinds of genres, focusing on supporting details from the different types of texts.	SpringBoard Curriculum	FTE	$2,000.00
Civics	Provide students as opportunity to participate in content rich activities offered by the District which implement Civics curriculum.	We the People (textbook)	FTE	$25,000.00
Attendance	Increased Parent Contact	Hand Outs/ Attendance	Title 1	$1,000.00
Suspension	Classroom Management PD	Handouts/Strategy Teaching	FTE	$1,000.00
STEM	Teachers attend curriculum and Science Inquiry Based Learning Professional Development at the school and/or district level.	Science lab equipment and supplies, Laying the Foundation Trainers.	FTE	$5,000.00
STEM	Science lab equipment and supplies, Laying the Foundation Trainers.	Science lab equipment and supplies.	Science Lab Fees	$5,000.00
				Subtotal: $112,000.00

Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
	The school will implement the Reading Plus program in all Intensive reading classes. The structured program will be used			

Reading	for intervention and acceleration by incorporating differentiated instructional methods to develop essential visual and perceptual skills, while providing individualized instructional scaffolds for each student to ensure silent reading practice is effective and leads to proficiency.	Reading Plus	FTE	$12,375.00
Reading	Teachers will emphasize instruction that helps students build stronger arguments to support their answers by using instructional strategies such as opinion proofs. Students will explore shades of meaning to better identify nuances. Both students and teachers will examine rubrics and the appropriate benchmarks to ensure a complete understanding of the skills being assessed. Reporting Category , Informational Text/Research Process will be the main focus of the Social Studies department. Social Studies teachers will use new supplemental material and other resources such as Document Based Questions (DBQ's) and offer various research based strategies to organize synthesize and evaluate information.	Achieve 3000	FTE	$35,000.00
CELLA	For Reading: Chunking This upper level reading comprehension is provided as a means for students to improve their vocabulary skills through looking for “chunks” of appropriate language	Achieve 3000	FTE	$5,000.00
CELLA	For Listening: Use Simple, Direct Language: Monitor and adapt speech to ELL students: In using English with ELL students. For Speaking Cooperative Learning (Group Reports/Projects) Group Projects is a dynamic strategy through which students develop linguistic and academic skills simultaneously.	Imagine Learning	Title 3	$8,000.00
Mathematics	Use the Carnegie Learning Cognitive Tutor Computer software in all Geometry classrooms to provide students with greater practice with Discrete Math Questions Use Technology resources such as IXL Math and USA Testprep and FCAT	Math IXL	FTE	$1,500.00

	Explorer to provide greater practice using the Computer Based Model			
Science	Student Laptops	30 laptops provided specifically for student research and interactive activities during class time will enhance and support science lessons.	FTE	$10,000.00
Science	Explore Learning GIZMO	Interactive simulations in science for teachers and students to utilize in grades 6-10 that is designed as supplemental curriculum materials that support state standards.	Science Lab Fees	$2,000.00
Science	BrainPOP	BrainPOP offers animated, curricular content that engages students and supports educators. The content is mapped to Common Core and aligned to academic standards.	Science Lab Fees	$1,500.00
Civics	Provide opportunities for students to strengthen their abilities to read and interpret graph, charts, maps, timeline, political cartoons, and other graphic representations	Map and Chart technology	FTE	$1,000.00
Civics	Provide students as opportunity to participate in content rich activities offered by the District which implement Civics curriculum.	We the People training	FTE	$1,000.00
Attendance	Increased Parental Contact	Connect ED	Title 1	$2,588.00
Attendance	Log student tardies	Tardy Calculator	FTE	$2,000.00
CTE	Apply to become a C.A.P.E Academy	computers	FTE	$4,900.00
				Subtotal: $86,863.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Students will utilize Reciprocal Teaching and Question-And-Answer Relationships during reading activities in Language Arts and Social Studies classes. Students will use these research-based strategies to practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions. Language Arts teachers will use College Board Springboard curriculum to incorporate the strategies. Social Studies teachers will use new supplementary material and incorporate CRISS strategies to emphasize critical reading.	SpringBoard Training	FTE	$3,000.00
		Carnegie Learning		

Mathematics	Use of Technology	Cognitive Tutor Program Training for New and Advanced Teachers	FTE	$2,000.00
Mathematics	Collegeboard Springboard Training	Training for New Springboard Teachers	FTE	$200.00
Science	Develop Professional Learning Communities (PLC) of science teachers, with vertical and horizontal alignment within the school and across the feeder pattern, to research, discuss, design, and implement strategies to increase inquiry-based learning of Physical and Chemical Sciences.	Time to meet with other science teachers to develop and implement strategies. (ie. Early release days or Teacher Planning days)	FTE	$2,000.00
Science	Identify students scoring 4 or 5 on the Reading and Mathematics portion of the 2012 FCAT and mentor these students in the development of independent experimental projects.	Science Fair workshops for teachers and students.	Title 1	$2,000.00
STEM	Provide all students the opportunity to design experiments using the process of science throughout their science courses while teachers incorporate the process of science through more inquiry-based laboratory activities, field experiences, and classroom discussions. Provide students with Science Fair project scoring rubric	Science Fair workshops (tutoring)	Title 1	$1,000.00
STEM	Instruction in all high school courses adheres to the depth and rigor of the Next Generation Sunshine State Standards as delineated in the District Pacing Guides.	Biology Content and Pacing for Biology teachers	FTE	$1,200.00
				Subtotal: $11,400.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	The school will implement the Reading Plus program in all Intensive reading classes. The structured program will be used for intervention and acceleration by incorporating differentiated instructional methods to develop essential visual and perceptual skills, while providing individualized instructional scaffolds for each student to ensure silent reading practice is effective and leads to proficiency.	Incentive for students for Reading Plus completion	EESAC	$1,000.00
	For Listening: Use Simple, Direct Language: Monitor and adapt speech to ELL students: In using English with ELL			

CELLA	students. For Speaking Cooperative Learning (Group Reports/Projects) Group Projects is a dynamic strategy through which students develop linguistic and academic skills simultaneously.	Opportunities to expose students to various cultural events locally and nationally	Title 3	$8,000.00
Mathematics	2a.1.	Incentive for Students	EESAC	$1,000.00
Civics	Provide students as opportunity to participate in content rich activities offered by the District which implement Civics curriculum	Field Trips to governmental institutions	EESAC	$500.00
Attendance	Increased Parent Contact	Brochures for parents and students	EESAC	$2,000.00
STEM	Provide all students the opportunity to design experiments using the process of science throughout their science courses while teachers incorporate the process of science through more inquiry-based laboratory activities, field experiences, and classroom discussions. Provide students with Science Fair project scoring rubric	Educational Fieldtrips	EESAC	$500.00
STEM	Instruction in all high school courses adheres to the depth and rigor of the Next Generation Sunshine State Standards as delineated in the District Pacing Guides.	Incentives for students	EESAC	$1,000.00
				Subtotal: $14,000.00
				Grand Total: $224,263.00

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 10/12/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

If NO, describe the measures being taken to Comply with SAC Requirement

Projected use of SAC Funds	Amount
Educational Field Trips	$1,000.00
Informational Brochures for parents and students	$2,500.00
Incentives for students	$3,000.00

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

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Dade School District MATER ACADEMY CHARTER MIDDLE 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	75%	80%	90%	53%	298	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	71%	70%			141	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	76% (YES)	72% (YES)			148	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					587	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Dade School District MATER ACADEMY CHARTER MIDDLE 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	75%	77%	87%	43%	282	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	68%	69%			137	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	67% (YES)	70% (YES)			137	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					556	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested