

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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

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

School Name: L C SWAIN MIDDLE SCHOOL

District Name: Palm Beach

Principal: Edward Harris

SAC Chair: Michael Zitner

Superintendent: Wayne Gent

Date of School Board Approval: December 2012

Last Modified on: 11/9/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Assistant Principal	LaKeisha Nathan	Language Arts 6-8 English 6-12 ESOL K-12 Ed. Leadership	8	6	School Gd. AYP Swain B no Swain A no Swain A no Swain A no Swain A no Swain A no Swain A no
Principal	Dr. Edward M. Harris-Principal	Mathematics 7-12 • Physical Education K-12 • Elementary Education Montessori Pre K- 6 • Educational Leadership K-12 • Principal ship Pre-K-12	5	28	School Gd. AYP Swain B no Swain A no Swain A no Swain A no Swain A no Glades D no Glades D no Boca C no

Assis Principal	Wanda Mendez	E*Elementary Education (K – 6th) *Educational Leadership (K – 12) *ESOL *Music Education (K – 12)	5	5	School Gd. AYP Swain B no Swain A no Swain A no Swain A no Swain A no
Assis Principal	Shabana Ahmad-Farook	B.S. Mathematics, M.S. Mathematics 6-12, Ed. Specialist, Ed. Leadership	2	2	School Gd. AYP Swain B no Swain A no Tradewinds A no

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	Purce, Brenda	Reading Elementary Education	6	3	L.C. Swain AYP no 2012 L.C. Swain AYP no 2011 L.C. Swain AYP no 2010 L.C. Swain AYP. no 2009
Writing Coach	Harrison, Rosanne	English Writing Secondary Education, Curriculum design (Urban Education Leadership)	1	1	LC Swain (N/A as of yet) Indian Ridge School Yes 2012 Dwyer AYP Yes 2011

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	Regular meetings with teachers and Asst.principal	Principal	On-going	
2	College Campus job fairs and recruit	Asst. Principal/Principal	On-Going	
3	Soliciting referrals from prior employers	Principal	On-going	
4	Pair new teachers with veteran teachers	Asst. Principal/Principal	On-going	
5	Provide support from coaches, department instructional leader, and L.T.F.	Asst. Principal/Principal, Coaches, DIL's	On-going	

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
Betty Loy (PARAPROFESSIONAL)	Suggest Course and provide testing dates.

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
79	2.5%(2)	15.2%(12)	62.0%(49)	20.3%(16)	11.4%(9)	100.0%(79)	22.8%(18)	0.0%(0)	30.4%(24)

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
Dana Liebowitz	Stephania Paul	Mrs. Liebowitz has many years of experience working with ESOL students, and as an ESOL coordinator.	Monthly Meeting as a group, and as needed individually. Observations by mentors, and suggestions from mentors, and observations of mentors, and other master teachers.
Felisa Miles	Dr. Ernesto Chiroldo	Mrs. Miles is the department chair, and has excellent classroom management, and many years working with students from all demographics.	Monthly Meeting as a group, and as needed individually. Observations by mentors, and suggestions from mentors, and observations of mentors, and other master teachers.
Joe Shelly	D'Lauren Oxidine	Mr. Shelly teaches the same subject as Ms. Oxidine, and has many years of working with students successfully, and has excellent classroom management skills.	Monthly Meeting as a group, and as needed individually. Observations by mentors, and suggestions from mentors, and observations of mentors, and other master teachers.
Sheree Walker	Dr. Wanda Kantorow	Mrs. Walker teaches the same subject, as Dr. Kantorow, and has many years of working with students from all demographics, and has excellent classroom management skills.	Monthly Meeting as a group, and as needed individually. Observations by mentors, and suggestions from mentors, and observations of mentors, and other master teachers.
		Mr. Pecoraro teaches the same subject,	

Daniel Pecoraro	Arthur Mathews	as Mr. Mathews, and has many years of working with students from all demographics, and has excellent classroom management skills.	Monthly Meeting as a group, and as needed individually. Observations by mentors, and suggestions from mentors, and observations of mentors, and other master teachers.
Cinnamon Oates	Anthony Murico	Mrs. Oates, teaches the same subject, as Mr. Murico, and has many years of working with students from all demographics, and has excellent classroom management skills.	Monthly Meeting as a group, and as needed individually. Observations by mentors, and suggestions from mentors, and observations of mentors, and other master teachers.
Twila Bolden	Jennifer Monroe	Mrs. Bolden, teaches the same subject, as Mrs. Monroe, and has many years of working with students from all demographics, and has excellent classroom management skills.	Monthly Meeting as a group, and as needed individually. Observations by mentors, and suggestions from mentors, and observations of mentors, and other master teachers.

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

Classroom Instruction, Family Involvement, Professional Development, Tutorials, Academic Coaches (Writing and Reading)

Title I, Part C- Migrant

Support services are provided by District personnel

Title I, Part D

Transition programs for delinquent students returning to school

Title II

Programs and professional development provided by Safe School-Single school Culture, Academic, Behavior and Climate programs, Bullying

Title III

Bilingual programs (not Dual Language programs), Intensive support for ESOL students

Title X- Homeless

Support services are providing by district personnel, professional development relating to identifying homeless students

Supplemental Academic Instruction (SAI)

Students will be offered tutorial programs which are coordinated through the school and integrated in the morning, afternoon, and Saturday sessions.

Violence Prevention Programs

Guidance coordinates anger management programs during the year which is integrated into students' elective classes as needed. Diamonds in the Rough for aggressive girls.

District-wide implementation of Single School Culture as well as Appreciation of Multicultural Diversity.

Nutrition Programs

The food services department coordinates the district nutrition program which is integrated into both breakfast and lunch.

Housing Programs

N/A

Head Start

N/A

Adult Education

Parent University offered on every third Wednesday of every month.

Career and Technical Education

EPEP/TRIO

Job Training

Guidance office coordinates career planning which is mandated for 7th graders.

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The school-based RtI Leadership Team is comprised of the following members: principal, assistant principals, ESE contact, ELL contact, school psychologist, classroom teacher, reading coach, science coach: provides a common vision for the use of data-based decision-making to ensure: a sound, effective academic program is in place; a process to address and monitor subsequent needs is created; the School Based Team (SBT) is implementing RtI processes; assessment of RtI skills of school staff is conducted; fidelity of implementation of intervention support is documented; adequate professional development to support RtI implementation is provided effective communication with parents regarding school-based RtI plans and activities occurs. Select General Education Teachers: (Primary and Intermediate): Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities. Exceptional Student Education(ESE) Teachers: : 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. Instructional Coach: 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. Reading Instructional Specialist: Provides guidance on K-12 reading plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data based instructional planning; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans. School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities. Technology Specialist: Develops or brokers technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display. Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis

for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills Student Services Personnel: The RtI/Inclusion Facilitator will continue to assist in the design and implementation of progress monitoring, collect and analyze data, contribute to the development of intervention plans, implement Tier 3 interventions, and offer professional development and technical assistance. facilitator and guidance staff.

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 school-based RtI Leadership Team will meet regularly to review universal screening data, diagnostic data, and progress monitoring data. Based on this information, the team will identify the professional development activities needed to create effective learning environments. After determining that effective Tier 1- Core Instruction is in place, the team will identify students who are not meeting identified academic targets. The identified students will be referred to the school-based RtI Leadership Team.

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?

Members of the school-based RtI Leadership Team will meet with the School Advisory Council (SAC) and will help develop the FY11 SIP. Utilizing the previous year's data, information on Tier 1, Tier 2, and Tier 3 targets and focus attention on deficient areas will be discussed. .

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.

Baseline Data: Florida Comprehensive Assessment Test (FCAT) Curriculum Based Measurement Florida Assessment for Instruction in Reading (FAIR) Palm Beach County Fall Diagnostics Palm Beach Writes Diagnostic Assessment for Reading (DAR) Progress Monitoring and Reporting Network (PMRN) Comprehensive English Language Learning Assessment (CELLA) Office Discipline Referrals Retentions Absences Midyear data: Florida Assessment for Instruction in Reading (FAIR) Diagnostic Assessment for Reading (DAR) Palm Beach County Winter Diagnostics Palm Beach Writes Progress Monitoring and Reporting Network (PMRN) End of year data: Florida Assessment for Instruction in Reading (FAIR) Florida Comprehensive Assessment Test (FCAT) FCAT Writes
Describe the plan to train staff on RtI. Describe the plan to train staff on RtI:

Describe the plan to train staff on MTSS.

Professional development will be offered to RtI/Inclusion Facilitator by district staff every Monday during FY11. The school-based RtI/Inclusion Facilitator will provide in-service to the faculty on designated professional development days (PDD). These in-service opportunities will include, but are not limited to, the following: Problem Solving Model Consensus building Positive Behavioral Intervention and Support (PBIS) Data-based decision-making to drive instruction Progress monitoring Selection and availability of research-based interventions Tools utilized to identify specific discrepancies in reading. Individual professional development will be provided to classroom teachers, as needed.

Describe the plan to support MTSS.

Professional development will be offered during FY12.
The PDD team will provide in-service to the faculty to designated professional development days(PDD). These in-service opportunities will include, but are not limited to, the following:
Problem Solving Model
Consensus building
Positive Behavioral Intervention and Support(PBIS)
Data Based decision-making to drive instruction
Progress Monitoring
Selection and availability of research-based interventions
tools utilized to identify specific discrepancies in reading.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Media Specialist, Reading Coach, All Department Chairs, and Principal

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

The LLT will meet once every month. The reading coach and media specialist will head the team. There will be an agenda set and follow up will be reviewed at each meeting.

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

School wide reading/writing program which consists of 15 minutes daily through the content areas, implementation of Reading Counts program in which students earn points after reading a book and are rewarded as a class, individual, and by grade level; principal and assistant principal's book clubs; incorporating the book fair.

Public School Choice

Supplemental Educational Services (SES) Notification

[View uploaded file](#) (Uploaded on 9/24/2012)

*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.

Different Innovative Approaches to Instruction

The master board is set-up so that students who have intensive classes see the same teacher back to back. For example, if a student scored a level 1 or 2 on FCAT 2.0, this student would be placed in Intensive Reading and Math Classes until he/she has met the high standards.

Responsibility of Teaching Reading for Every Teacher

All teachers promote ten minutes of reading with their classes daily. This is a school wide initiative established in curriculum mapping.

Quality Professional Development for Teachers and Leaders

Every department has a person that was trained in the Quality of Education Initiative that took place FY12 . Additionally, the administration took part in the training. The thrust of this initiative was to encourage better communication between staff and students. Other professional development occurs on District mandated Professional Development Days during which time all teachers participate in in-service training.

Small Learning Communities (SLC)

The master schedule was designed to provide subject areas a ratio of 22:1 and common department planning in order to collaboratively plan, review and analyze student data (FCAT 2.0 diagnostics, Scholastic Reading Inventory, Teacher-made Tests, etc.), and share best practices.

Intensive Intervention in Reading and Mathematics

FY11 FCAT 2.0 data is used to qualify students for intensive reading and/or math. In addition, these same students are eligible to participate in Saturday FCAT Tutorial Programs.

Parental Access and Support

Edline is an online program used to communicate with parents. The school's Ed-line site features an extensive and current calendar of activities and important dates, L.C. Swain newsletters, events, school administration, and Faculty-related information, etc. Parents and students can use their passwords to check student's grades in each class as well as email the teacher. L.C. Swain also has daily agenda books that are signed by teachers. Parents can add comments to keep communication between teachers and parents current.

Applied and Integrated Courses

N/A

Course Choice Based on Student Goals / Interests / Talent

Students taking Pre-Algebra, Algebra, Geometry, French, and Spanish I will receive high school credit if the student receives an A or B in the coursework. The Master Schedule reflects students' needs for this program.

Master Schedules Based on Student Needs

L. C. Swain utilizing FCAT/SRI data, IEP data, and student registration cards to design the master schedule in an effort to accommodate students according to their levels of performance/ability. Consideration will be given to remediation, acceleration, and course requests.

Academic and Career Planning

All seventh and eighth graders participate in EPP for career planning activities. These activities are offered by local business partners and retired business people who come to the school and share their insights on careers and business opportunities. The L. C. Swain Middle school has implemented a Spanish Program in conjunction with John I Leonard High School.

*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:	In grades 6-8, 38%(426) of students will achieve proficiency (FCAT Level 3) in reading on the 2012 administration of the FCAT Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 6-8, 28%(314) of students achieved proficiency (FCAT Level 3) in reading on the 2012 administration of the FCAT 2.0 Reading Test.	With out any instructional interventions,38%(student in grades 6 – 8, at least 33%(374) of the students will achieve proficiency (FCAT Level 3)in Reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1					
2	Parent Involvement	Common board configuration essential questions, date, agenda and homework assignment	All DILs, Reading Coach, and administrative team	Review assessment data reports, including but not limited to SAM, EDW, and SRI, to ensure teachers are assessing students according to the created schedule.	Printout of SAM, EDW, and SRI assessments.
3	Language Barrier	small group instruction, RTI model, and a variety of assessment through all classes.	All DILs, Reading Coach, and administrative team	Administration will be aware if the IFC's upcoming focus and monitor implementation through classroom walkthroughs	Effectiveness will be determined through a variety of assessments.
4	Economically Disadvantaged	Morning and Afternoon Tutorial Program, Saturday Tutorial program, Bluford series of novels, cross-curricular school novels used.	All DILs, Reading Coach, and administrative team	Administration will survey lessons utilizing classroom walkthroughs and ongoing review of lesson plans.	Social Science will have a school-wide common assessment in each content test. N.G.S.S.S.
5	Increased emphasis on writing proficiency	School-wide writing plan focused on cross-curricular, Vocabulary practice using Etymology.	Writing Coach and all DIL's, Asst. Principal.	Weekly, "Writing Thursdays" student notebooks, formative assessment of strategy via writing / reading entrance / exit slips, teacher-student conferences.	Formative assessments, "Writing Thursdays" notebooks.

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:	In grades 6-8, 100%(5) of students will achieve proficiency (Level 4, 5, or 6) in reading on the 2013 administration of the Florida Alternative Assessment Reading Test.
--	--

2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 6-8, 20%(1) of students achieved proficiency (Level 4, 5, or 6) in reading on the 2012 administration of the Florida Alternative Assessment Reading Test	In grades 6-8, at least 100%(5) of the students will achieve proficiency (Level 4, 5, or 6) in reading on the 2013 Florida Alternative Assessment Reading Test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parent Involvement	Weekly assessments, and conferences with students, and parents about their progress, common-core planning and instruction throughout the student's classes, FAIR testing, SRI testing, and keeping students abreast of where they stand after winter/fall diagnostics.	All DIL's, Reading Coach, and administrative team.	Review assessment data reports, including but not limited to SAM, EDW, and SRI, to ensure teachers are assessing students according to the created schedule.	Printout of SAM, EDW, FAIR, and SRI assessments.
2	Language Barriers	Small group instruction in ESOL classes, Rotational model used in class, and peer learning, and team teaching used in ESOL classes with a language facilitator present when available.	All DIL's Reading Coach, and administrative team.	Administration will be aware of the IFC's upcoming focus and monitor implementation through classroom walkthroughs.	Effectiveness will be determined through a variety of assessments.
3	Economically Disadvantaged	Morning and Afternoon Tutorial Program, Saturday Tutorial program, Bluford series of novels, cross-curricular school novels used.	All DIL's, Reading Coach, ESE coordinator, and administrative team.	Students will be monitored, attendance, and academically throughout the school year during tutorial.	Social Science will have a school-wide common assessment in each content test. N.G.S.S.S.
4	Increased emphasis on writing proficiency School-wide writing plan focused on cross-curricular, Vocabulary practice using Etymology.	Weekly, "Writing Thursdays" student notebooks, formative assessment of strategy via writing / reading entrance / exit slips, teacher-student conferences.	Writing Coach and all DIL's, Asst. Principal	Formative assessments, "Writing Thursdays" notebooks.	Formative assessments, "Writing Thursdays" notebooks.

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:	In grades 6-8, 24%(269) of students will achieve proficiency (FCAT Level 4 and 5) in reading on the 2013 administration of the FCAT 2.0 Reading Test.
---	---

2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 6-8, 14%(132)of students achieving proficiency (FCAT Level 4 and 5) in reading on the 2012 administration of the FCAT 2.0 Reading Test.	In grades 6-8, 24%(269) of students achieving proficiency (FCAT Level 4 and 5) on the 2013 administration of the FCAT 2.0 Reading Test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Parent Involvement	School will be more understanding of parents	Assistant Principal, Principal.	Establish community liason, work with Parent	Sign in sheets, meeting agendas,

1		needs, and cultural differences from staff.		University, and SAC to find out what matters to parents in this community, and how to make them feel more involved and welcomed.	and feedback from parents.
2	Parent/Teacher Language Barrier	Date, agenda and homework assignment	All DILs, Reading Coach, and administrative team	Administration will be aware if the IFC's upcoming focus and monitor implementation through classroom walkthroughs	Data Feedback Analysis, Diagnostic test, EDW
3	Economically Disadvantaged	Morning and Afternoon Tutorials and Free Breakfast Program	All DILs, Reading Coach, and administrative team	Administration will survey lessons utilizing classroom walkthroughs and ongoing review of lesson plans.	Data Feedback Analysis, Diagnostic test, EDW, and SRI

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:	In grades 6-8, 100%(5)of students will achieve a Level 7 in Reading on the administration of the 2013 Florida Alternative Assessment Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 6-8, 80%(4)of students achieved a Level 7 in Reading on the administration of the 2012 Florida Alternative Assessment Reading Test.	In grades 6-8, 100%(5)of students will achieve a Level 7 in Reading on the administration of the 2013 Florida Alternative Assessment Reading Test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parent Involvement	Weekly assessments, and conferences with students, and parents about their progress, common-core planning and instruction throughout the student's classes, FAIR testing, SRI testing, and keeping students abreast of where they stand after winter/fall diagnostics.	All DIL's, Reading Coach, ESE Coordinator, and administrative team.	Review assessment data reports, including, but not limited to SAM, EDW, and SRI, to ensure that teachers are assessing students according to the created schedule.	Printout of SAM, EDW, FAIR, and SRI, parent-teacher conferences, Quarterly Report Card Night, and SAC, and Parent University agendas, and sign in sheets.
2	Language Barriers	Small group instruction in ESOL classes, Rotational model used in class, and peer learning, and team teaching used in ESOL classes with a language facilitator present when available. Instructional Focus Calendar that will dictate, and drive instruction, weaknesses and strenghts.	All DIL's, Reading Coach, ESE Coordinator, and administrative team.	Administration will be aware if the IFC's upcoming focus and monitor implementation through classroom walkthroughs.	Effectiveness will be determined through a variety of assessments.
3	Lack of efficacy regarding differentiated instruction school-wide	IEP will dictate the stratgies that will work the best for each individual student.	ESE Coordinator, Assistant Principal, and Principal.	formative assessments via teachers, ESE coordinators, SwPBS teams, IEP support facilitators in-classrooms during 1 on 1 instructional time.	Effectiveness will be determined through a variety of assessments.

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	In grades 6 – 8, at least 72%(808) of the students will make Learning Gains)in Reading on the 2013 FCAT 2.0 Reading Test.
---	---

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

In grades 6 – 8, 62%(574) of the students made Learning Gains) in Reading on the 2012 FCAT 2.0 Reading Test.	Without any instructional interventions in grades 6 – 8, at least 72%(808) of the students will make Learning Gains) in Reading on the administration of the FCAT 2.0 Reading Test in 2013
--	--

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of Motivation	Common board configuration including objectives, essential questions, date, agenda and homework assignment	All DILs, Reading Coach, administrative team	Administration will be aware if the IFC's upcoming focus and monitor implementation through classroom walkthroughs.	Teacher-Made Test, Diagnostic Test, Data Feedback Analysis
2	Attendance Suspension	MSCR program, virtual school, alternative school	All DILs, Reading Coach, SBT, and administrative team	Administration will survey lessons utilizing classroom walkthroughs and ongoing review of lesson plans.	Teacher-Made Test, Diagnostic Test, Data Feedback Analysis
3	Economically Disadvantaged	Essential questions, date, agenda and homework assignment	All DILs, Reading Coach, and administrative team	Administration will survey lessons utilizing classroom walkthroughs and ongoing review of lesson plans.	SRI, Fall and Winter Diagnostic Test and SAL-P

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	In grades 6-8, 50%(5) of the students will make learning gains in Reading on the 2013 FCAT 2.0 Reading Test.
---	--

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

In grades 6-8, 40%(2) of the students made Learning gains in Reading on the 2012 FCAT 2.0 Reading Test.	Without any instructional interventions in grades 6-8, 45%(5) of the students will make learning gains in Reading on the 2013 FCAT 2.0 Reading Test.
---	--

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parent Involvement Economically Disadvantaged	Parent University, SAC, Quarterly Report Card Night, and Parent-Teacher Conferences. A business liason committee that would be able to educate our staff, on how to better serve the community, and it's constituents.	All DILs, Reading Coach, LTFs, and administrative team	Bi-weekly meetings amongst the SBT, Guidance Department, and the Leadership team, to discuss the best possible way to serve the needs of our students, and parents. PBIS monthly meetings, and minutes.	SAC, Parent University, agendas, and sign in sheets, the minutes, and SBT, agendas, and minutes. PBIS agendas, and minutes.

2	Legal Issues Lack of Motivation	SBT meetings, SWPBS put in place, constant line of communication with parents.	All DILs, Reading Coach, LTFs, and administrative team	Bi-weekly meetings amongst the SBT, Guidance Department, and the Leadership team, to discuss the best possible way to serve the needs of our students, and parents. PBIS monthly meetings, and minutes.	School Based Team, Alternative Placement, EDW, Diagnostic Test
---	------------------------------------	--	--	---	--

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	In grades 6-8, 81% (181) of students in the Lowest 25% made learning gains in Reading, on the 2012 FCAT 2.0 Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 6-8, 71%(159) of students in the Lowest 25% made learning gains in Reading on the 2012 FCAT 2.0 Reading Test.	In grades 6-8, 81% (181) of students in the Lowest 25% made learning gains in Reading, on the 2012 FCAT 2.0 Reading Test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parent Involvement Language Barrier Economically Disadvantaged	Setting up a community liason team that is responsible for bridging the gap between the school and the community. The team will consist of a Spanish, and Hatian-Creole speaking teacher. Their goal will be to design activities that will increase parent involvement in Parent University, SAC, and other newly designed activities.	Principal, Assistant Principal, Teachers (Spanish, and Creole speakers, at least 1 preferably), Parents, and Students, and Business partners.	Survey's, and questionnaires sent out to the parents to assess where the school can best improve themselves, in community relations. Reaching out to find more business partners who will work in conjunction with the school, and the community to benefit our students' needs.	Meeting notes, agendas, and sign ins, survey results, and parent feedback forms.
2	Attendance Suspension	SWPB team will implement S.T.A.R., and the behavior matrix which will clearly define the expected behaviors of the students.	SWPBS Team, Assistant Principal, Principal, All DIL's, and the Leadership team.	Review data on EDW, which will compare and track the number of referrals, and suspensions from before we implemented S.T.A.R., and after we implemented it.	School Based Team, Alternative Placement, EDW, Diagnostic Test, and our S.T.A.R. tracking system.
3	Students with low reading levels struggling to catch up.	Tutorial, before and after school suggested, Intensive Reading block (100 Minutes), Saturday tutorial suggested. Reading Plus computer program.	Reading Coach All DIL's Assistant Principal Principal Tutorial coordinator	Review assessment data reports, including Fall And Winter Diagnostics, SRI, and Read 180 reports to see where the students progress stands.	Teacher made Tests, Fall, and Winter Diagnostics, Data Feedback, EDW reports, Read 180 Reports, Reading Plus reports.

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # In 6 years, FY 2017, the achievement gap between students in the lowest 25% compared to students scoring proficiency (proficiency will be determined by type of assesment used at that time) in Reading will be reduced by 50%.
--	---

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	42%	52%	57%	61%	66%	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	In the Hispanic subgroup 52%(375), in the Black subgroup 46%(116), and in the Asian subgroup, 27%(9) of the students will not make satisfactory progress in reading on the 2012 administration of the 2.0 FCAT Reading test in grades 6-8.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In the Hispanic subgroup 62%(375), in the Black subgroup 65%(116), in the Asian subgroup, 33%(9), of the students did not make satisfactory progress in reading on the 2012 administration of the 2.0 FCAT Reading test in grades 6-8.	In the Hispanic subgroup 52%(312), in the Black subgroup 46%(94), and in the Asian subgroup, 27%(5) of the students will not make satisfactory progress in reading on the 2013 administration of the 2.0 FCAT Reading test in grades 6-8.

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	Parent Involvement	PLCs will focus on identifying students belonging to AYP subgroup.	All DILs, Reading coach, and administrative team.	Administration will review pertinent EDW data with the members of each PLC to ensure that they can identify AYP groups and plan for remediation and small group instruction.	Face to face conferences and participation in PLCs.
2	Language Barrier	Tutorial services held after school, before school, and on Saturday will continue to target all pertinent AYP groups for remediation.	Assistant principal in charge of tutorial programs.	Data will be disaggregated throughout the school year to ensure that students belonging to AYP subgroups are accessing tutorial programs being offered.	Tutorial participants' Princeton Review pre- and post-tests as well as face to face conferences with tutorial students.
3	Economically Disadvantaged	FCAT Boot Camp will be infused throughout the school day to ensure that small-group benchmark instruction occurs	Support staff (Including guidance counselors, ESE support facilitators, ELL support personnel).	Student participant logs will be collected and reviewed from each instructor on a weekly basis monitor participation and execution of lessons	Completed participation logs.
4	Fluency	Students are intensive class for two blocks. Students are offered Middle School Recovery Courses in the afternoon. Before school and Saturday Tutorial	Reading Coach and Reading DIL, and Social Science DIL, and LTF, and Asst. Principal	Student will have Read 180 and Reading will determine the success of the students enrichment programs.	SAL-P Fall and Winter Diagnostic 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:	In grades 6-8, 30%(30) of the English Language Learners (ELL) student subgroups will make satisfactory progress in Reading on the 2013 2.0 FCAT Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:

In grades 6-8, 84%(84) of the English Language Learners (ELL) student subgroups did not make satisfactory progress in Reading on the 2012 2.0 FCAT Reading Test.	In grades 6-8, 30%(30) of English Language Learners (ELL) will make satisfactory progress in Reading on the 2013 2.0 FCAT Reading Test.
--	---

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parent Involvement	Common board configuration including objectives	Reading Department Chair Reading Coach Team Level Leader Learning Team Facilitator ESOL Coordinator Bilingual Counselor Principal	Administration will review pertinent EDW data with the members of each PLC to ensure that they can identify AYP groups and plan for remediation and small group instruction.	Face to face conferences and participation in PLCs.
2	Language Barrier	Common board configuration including objectives	Reading Department Chair Reading Coach Team Level Leader ESOL Coordinator Bilingual Counselor Principal	Data will be disaggregated throughout the school year to ensure that students belonging to AYP subgroups are accessing tutorial programs being offered.	Tutorial participants' Princeton Review pre- and post-tests as well as face to face conferences with tutorial students
3	Economically Disadvantaged	essential questions, date, agenda and homework assignment	Reading Department Chair Reading Coach Team Level Leader Learning ESOL Coordinator Bilingual Counselor Principal	Student participant logs will be collected and reviewed from each instructor on a weekly basis monitor participation and execution of lessons	Completed participation logs.
4	Fluency	Students are intensive class for two blocks. Students are offered Middle School Recovery Courses in the afternoon. Before school and Saturday Tutorial	Reading Department Chair Reading Coach Team Level Leader Learning ESOL Coordinator Bilingual Counselor Principal	Student will have Read 180 and Reading will determine the success of the students enrichment programs.	SAL-P Fall and Winter Diagnostic 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 subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	In grades 6-8, 38%(70) of Students with Disabilities (SWD) subgroups will make satisfactory progress in Reading on the 2013 FCAT 2.0 Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 6-8, 74%(146) of Students with Disabilities (SWD) subgroups did not make satisfactory progress in Reading on the 2012 FCAT 2.0 Reading Test.	In grades 6-8, 38%(70) of Students with Disabilities (SWD) subgroups will make satisfactory progress in Reading on the 2013 FCAT 2.0 Reading Test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Parent Involvement	PLCs will focus on identifying students belonging to student subgroup.	All DILs, Reading coach, and administrative team.	Administration will review pertinent EDW data with the members of each PLC to ensure that they can	Face to face conferences and participation in PLCs.

1				identify student groups and plan for remediation and small group instruction.	
2	Language Barrier	Tutorial services held after school and on Saturday will continue to target all pertinent student groups for remediation.	Assistant principal in charge of tutorial programs.	Data will be disseminated throughout the school year to ensure that students belonging to student subgroups are accessing tutorial programs being offered	Tutorial participants' Princeton Review pre- and post-tests as well as face to face conferences with tutorial students.
3	Economically Disadvantaged	FCAT Boot Camp will be infused throughout the school day to ensure that small-group benchmark instruction occurs/ summer boot camp	Support staff (Including guidance counselors, ESE support facilitators, ELL support personnel).	Student participant logs will be collected and reviewed from each instructor on a weekly basis monitor participation and execution of lessons	Winter and Fall diagnostic Testing, SAL-P, Completed participation logs.
4	Mainstreaming	Students are intensive class for two blocks. Students are offered Middle School Recovery Courses in the afternoon. Before school and Saturday Tutorial/Summer Boot Camp	Support staff (Including guidance counselors, ESE support facilitators, ELL support personnel).	Data will be disaggregated throughout the school year to ensure that students belonging to any student subgroups are accessing tutorial programs being offered	Fall and Winter Diagnostic

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:	In grades 6-8, 51%(438) of Economically Disadvantaged student subgroups will make satisfactory progress in Reading on the 2013 FCAT 2.0 Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 6-8, 61%(526) of Economically Disadvantaged student subgroups did not make satisfactory progress in Reading on the 2012 FCAT 2.0 Reading Test.	In grades 6-8, 51%(438) of Economically Disadvantaged student subgroups will make satisfactory progress in Reading on the 2013 FCAT 2.0 Reading Test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parent Involvement	PLCs will focus on identifying students belonging to AYP subgroup.	ESE Coordinator, Asst. Principal. Principal. SBT, Reading Coach and Reading DIL.	Administration will review pertinent EDW data with the members of each PLC to ensure that they can identify AYP groups and plan for remediation and small group instruction.	Face to face conferences and participation in PLCs.
2	Language Barrier	Tutorial services held after school and on Saturday will continue to target all pertinent AYP groups for remediation.	ESE Coordinator, Asst. Principal. Principal. SBT, Reading Coach and Reading DIL.	Data will be disaggregated throughout the school year to ensure that students belonging to AYP subgroups are accessing tutorial programs being offered	Tutorial participants' Princeton Review pre- and post-tests as well as face to face conferences with tutorial students.
3	Economically Disadvantage	FCAT Boot Camp will be infused throughout the school day to ensure that small-group	ESE Coordinator, Asst. Principal. Principal. SBT, Reading Coach and	Student participant logs will be collected and reviewed from each instructor on a weekly	Completed participation logs.

	benchmark instruction occurs	Reading DIL.	basis monitor participation and execution of lessons
--	------------------------------	--------------	--

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Reading Marzano Training I-observation Reading 180 training IRA & FAME conference Rosetta Stone Training Common Core Standards	6	PLC Leader	Reading Department Members, Reading Chair, Reading Coach	Professional Development Day(PDD monthly) Learning Team Meetings (LTM weekly) IRA and FAME Conferences	EDW Reports, and weekly LTM's	Principal, Asst. Principal, Department Chairs, and Reading Coach
Reading Marzano Training I-observation Reading 180 training IRA & FAME conference Rosetta Stone Training Common Core Standards	7	PLC Leader	Reading Department Members, Reading Chair, Reading Coach	Professional Development Day(PDD monthly) Learning Team Meetings (LTM weekly) IRA and FAME Conferences	EDW Reports, and weekly LTM's	Principal, Asst. Principal, Department Chairs, and Reading Coach
Reading Marzano Training I-observation Reading 180 training IRA & FAME conference Rosetta Stone Training Common Core Standards	8	PLC Leader	Reading Department Members, Reading Chair, Reading Coach	Professional Development Day(PDD monthly) Learning Team Meetings (LTM weekly) IRA and FAME Conferences	EDW Reports, and weekly LTM's	Principal, Asst. Principal, Department Chairs, and Reading Coach

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Student will have Read 180 and Reading Counts will determine the success of the students' enrichment programs.	Classroom Library, 100 Book Challenge, Bluford Series, Read 180, Reading Plus and Library books	Title I/District	\$500.00
Social Science teacher needed to meet state class size reduction requirements	Teacher Social Science	Title I	\$63,644.00
Students will utilize Florida Ready Reading for FCAT tutorial session for enrichment and reinforcement practice.	Florida Ready Reading Books	Title I	\$204.48
Targeted students will place into a summer boot camp tutorial enrichment and reinforcement program for 3 weeks.	Summer Boot Camp	Title I	\$0.00
Students will utilize a novel, in Social Studies, to promote common core, and integrated curriculum for Reading, Technology, and Social Studies.	Voices in St. Augustine novel	Title I	\$700.00
			Subtotal: \$65,048.48
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Students will utilize Florida Ready Reading for FCAT tutorial session for enrichment and reinforcement practice.	Florida Ready Reading program requires headsets.	Title I	\$100.00
Computers	Desktop computers for student use.	Title I	\$17,000.00
			Subtotal: \$17,100.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Students who are in intensive classes for two blocks are offered tutorial before and after school as well as Saturdays.	FRA Conference: Registration fee, cost for travel	Title I	\$1,500.00
PLC's will focus on identifying students belonging to different underperforming subgroups.	FAME	Title I	\$0.00
Students who are in intensive classes for two blocks are offered tutorial before and after school as well as Saturdays.	Reading Resources	Title I	\$33,794.00
Students who are in intensive classes for two blocks are offered tutorial before and after school as well as Saturdays.	Stipends for workshops, part-time in system, subs.	Title I	\$21,062.50
Teachers will analyze the school's curriculum, school improvement plan and generate diverse curriculum to suit all students enrolling and currently at L.C. Swain Middle School.	implementing the common core standards" to include "workshop materials including ink and paper, self stick easel pads, pens, post-it notes, etc.	Title I	\$8,359.08
			Subtotal: \$64,715.58
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Tutorial services held after school and on Saturday will continue to target all pertinent groups for remediation.	Headsets; color cartridges, Pens, Pencils, Chart Paper, Paper, Highlighters,	Title I	\$0.00
Tutorial services held after school and on Saturday will continue to target all pertinent groups for remediation.	Provide tutoring programs for remediation and enrichment both before and after school (and Saturdays) and Tutorial Driver Bus	Title I	\$0.00
			Subtotal: \$0.00
Grand Total: \$146,864.06			

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:		In grades 6-8 in 2012 63%(80) of our ELL students achieved proficiency in Listening/Speaking on the 2012 CELLA test.			
2012 Current Percent of Students Proficient in listening/speaking:					
In grades 6-8 in 2013 53%(66) of our ELL students will achieve proficiency in Listening/Speaking of the 2013 CELLA test.					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Language Barrier	Before school, and after school and Saturday are offered.	Reading Department Chair Reading Coach Team Level Leader ESOL Coordinator Bilingual Counselor Principal	Data will be disaggregated throughout the school year to ensure that students belonging to ELL subgroup are accessing tutorial programs being offered	EDW, SRI, Fall and Winter Diagnostic data, LAS-links test used for entry and exit for LY students
2	Lack of continuous education in native country	grade level appropriate placement	Reading Department Chair Reading Coach Team Level Leader ESOL Coordinator Bilingual Counselor Principal	Continuous monitoring of students fall and winter diagnostics, and baseline CELLA scores.	EDW, SRI, Fall and Winter Diagnostic data, CELLA test.
3	Parent lack of formal education	Parent University, SAC meetings are offered, and district school PLC's (Parent Leadership Councils).	Reading Department Chair Reading Coach Team Level Leader ESOL Coordinator Bilingual Counselor Principal	Number of ESOL parents attending Parent University, PLC's,	Attendance, and sign in sheets.

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:	In grades 6-8, 25%(28) students achieved proficiency in Reading on the 2013 administration of the CELLA test.
2012 Current Percent of Students Proficient in reading:	
In grades 6-8, 15%(19) students achieved proficiency in Reading on the 2012 administration of the CELLA test.	
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Language Barrier	Before school, and after school and Saturday are offered.	Reading Department Chair Reading Coach Team Level Leader ESOL Coordinator Bilingual Counselor Principal	Data will be disaggregated throughout the school year to ensure that students belonging to ELL subgroup are accessing tutorial programs being offered	EDW, SRI, Fall and Winter Diagnostic data, LAS-links test used for entry and exit for LY students
2	Lack of continuous education in native country grade level appropriate placement	Tracking students attendance, and following up with phone calls, and parent contact if they are out more than 5 days.	Reading Department Chair Reading Coach Team Level Leader ESOL Coordinator Bilingual Counselor Principal	Date generated by the attendance clerk, and data processor tracking students absences.	Continuous monitoring of students fall and winter diagnostics, and baseline CELLA scores. EDW, SRI, Fall and Winter Diagnostic data, CELLA test.
3	Parent lack of formal education	Parent University, SAC meetings are offered, and district school PLC's (Parent Leadership Councils).	Reading Department Chair Reading Coach Team Level Leader ESOL Coordinator Bilingual Counselor Principal	Number of ESOL parents attending Parent University, PLC's, Attendance, and sign in sheets.	Attendance records, and sign in sheets from SAC, Parent University, and PLC's

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

3. Students scoring proficient in writing.

CELLA Goal #3:

In grades 6-8 in 2012 33%(37) of our ELL students achieved proficiency in Writing on the 2012 CELLA test.

2012 Current Percent of Students Proficient in writing:

In grades 6-8 in 2012 23%(28) of our ELL students achieved proficiency in Writing on the 2012 CELLA test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Language Barrier	Small, collaborative learning groups, Rotational Model practiced in class, peer student learning. Monthly Assessments, and monitoring of the students progress, and communication with them.	ESOL Coordinator, Assistant Principal, Principal	Teacher-Parent Conferences, with ESOL counselor. Parent University, with Parents, SAC meetings. Teacher-Student conferences updating the students on their progress.	Common Assessments, Fall, and Winter Diagnostics.
2	Parent lack of formal education	Parent University, SAC meetings are offered, and district school PLC's (Parent Leadership Councils).	Reading Department Chair Reading Coach Team Level Leader ESOL Coordinator Bilingual Counselor Principal	Number of ESOL parents attending Parent University, PLC's, Attendance, and sign in sheets.	Attendance records, and sign in sheets from SAC, Parent University, and PLC's

CELLA Budget:

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

End of CELLA Goals

Middle School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	In grades 6-8, 44%(494) of students will achieve proficiency (FCAT Level 3) in mathematics on the FCAT 2.0 Mathematics test in FY13
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 6-8, 34%(320) of students achieved proficiency (FCAT Level 3) in mathematics on the FCAT 2.0 Mathematics test in FY12	In grades 6-8, 44%(494) of students will achieve proficiency (FCAT Level 3) in mathematics on the FCAT 2.0 Mathematics test in FY13

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	Parent Involvement	Common board configuration including objectives, essential questions, date, and homework assignment	Principal and assistant principal assigned to oversee the Math department.	Focused walkthroughs by administration will be used to ensure all math teachers are using common board configurations	Dagnostic tests, Acaletics, and Data feedback analysis
2	Economically Disadvantages	Utilize the FCIM to identify students in the core curriculum needing intervention and enrichment	Principal and assistant principal assigned to oversee the Math department.	Review student grouping charts frequently and ensure groups are redesigned to target the need of students based on assessment.	Dagnostic tests, Acaletics, and Data feedback analysis

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:	In grades 6-8, 80%(4) of students will achieve proficiency (Level 4,5, or 6) on the 2013 Florida Alternate Assessment in Mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 6-8, 60%(3) of the students achieved proficiency (level 4, 5, or 6) on the 2012 Florida Alternative Assessment in Mathematics.	In grades 6-8, 80%(4) of students will achieve proficiency (Level 4,5, or 6) on the 2013 Florida Alternate Assessment in Mathematics.

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	Parent Involvement	Common board configuration including objectives, essential questions, date, and homework assignment	Principal and assistant principal assigned to oversee the Math department.	Focused walkthroughs by administration will be used to ensure all math teachers are using common board configurations.	Dagnostic tests, Acaletics, and Data feedback analysis
	Economically Disadvantages	Utilize the FCIM to identify students in the	Principal and assistant principal	Review students grouping charts frequently and	Diagnostic tests, Acaletics and data

2		core curriculum needing intervention and enrichment.	assigned to oversee the math department.	ensure groups are redesigned to target the need of students based on assessment	feedback analysis.
3	Language Barriers	Utilize the FCIM to identify students in the core curriculum needing intervention and enrichment.	Principal and assistant principal assigned to oversee the math department	Focused walkthroughs by administration will be used to ensure all math teachers are using common board configurations.	Diagnostic tests, Acaletics and data feedback analysis.

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:	in grades 6-8 33%(370)will achieve above proficiency (FCAT Levels 4 and 5) in mathematics, on the 2013 FCAT 2.0 Mathematics Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 6-8 23%(214) of students are achieving above proficiency (FCAT Levels 4 and 5) in mathematics.	In grades 6-8,28%(292)will achieving above proficiency FCAT Levels 4 and 5) in mathematics on the 2013 FCAT 2.0 Mathematics Test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parent Involvement	Common board configuration including objectives, essential questions, date, and homework assignment	Principal and assistant principal assigned to oversee the Math department	Focused walkthroughs by administration will be used to ensure all math teachers are using common board configurations	1. Progress of students on assessments.
2	Economically Disadvantage	Utilize the FCIM to identify students in the core curriculum needing intervention and enrichment	Principal and assistant principal assigned to oversee the Math department.	Review student grouping charts frequently and ensure groups are redesigned to target the need of students based on assessment.	Increased achievement on both class assessments and diagnostic tests.
3	Language Barriers	Utilize the FCIM to identify students in the core curriculum needing intervention and enrichment	Principal and assistant principal assigned to oversee the Math department	Focused walkthroughs by administration will be used to ensure all math teachers are using common board configurations	Dagnostic tests, Acaletics, and Data feedback analysis

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

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

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	
--	--	--	-----------	-----------------	--

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Parent Involvement	Common board configuration including objectives, essential questions, date and homework assignment.	. Principal and assistant principal assigned to oversee the math department	Focused walkthroughs by administration will be used to ensure all math teachers are using common board configurations	Progress of students on assessments. Increased achievement on class assignments.
2	Economically Disadvantages	Utilize the FCIM to identify students in the core curriculum needing intervention and enrichment.	Principal and assistant principal assigned to oversee the math department.	Review students grouping charts frequently and ensure groups are redesigned to target the need of students based on assessment.	Progress of students on assessments. Increased achievement on class assignments

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:	In grades 6-8, 81%(912) of the students are expected to make learning gains on FY13 FCAT 2.0. in Mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 6-8, 71%(657) of the students made Learning Gains on the FY12 FCAT 2.0 in Mathematics.	without instructional implementation in grades 6-8, 76%(784) of the students are expected to make Learning Gains on FY13 FCAT 2.0 in Mathematics.

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	Parent Involvement	Increase the use of manipulatives and hands-on activities to reinforce mathematics concepts.	Principal and assistant principal assigned to oversee the Math department.	Department Chair and South-Area Math Coach will assist teachers in the creation of centers and stations, and administration will ensure activities are implemented.	Diagnostic Test, Data feed back analysis, and Acaletics
2	Previous Academic Achievement	Enroll all students identified by FY11 FCAT Math as Levels 1 and 2 in an Intensive Math class implementing the V-Math Program.	Principal and assistant principal assigned to oversee the Math department	Fidelity of implementation will be monitored by classroom visits and walkthroughs.	Diagnostic Test, Data feed back analysis, and Acaletics
3	Economically Disadvantage	Identify and closely monitor the progress of the lowest 25 percentile consistently; revise instruction and intervention groups as indicated by student progress.	Principal and assistant principal assigned to oversee the Math department	Maintain a record of strategies and interventions utilized with the lowest 25 percentile.	Diagnostic Test, Data feed back analysis, and Acaletics

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.	In grades 6-8, 60%(3) of the students will make learning gains on the 2013 Florida Alternate Assessment Mathematics test.
---	---

Mathematics Goal #3b:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
In grades 6-8, 40%(2) of the students made learning gains on the 2012 Florida Alternate Assessment Mathematics test.		In grades 6-8, 60%(3) of the students will make learning gains on the 2013 Florida Alternate Assessment Mathematics test.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parent Involvement	Common board configuration including objectives, essential questions, date and homework assignment.	Principal and assistant principal assigned to oversee the math department	Focused walkthroughs by administration will be used to ensure all math teachers are using common board configurations	Progress of students on assessments. Increased achievement on class assessments
2	Economically Disadvantages	Utilize the FCIM to identify students in the core curriculum needing intervention and enrichment.	Principal and assistant principal assigned to oversee the math department	Review students grouping charts frequently and ensure groups are redesigned to target the need of students based on assessment.	Increased achievement on both class assessments and diagnostic tests.
3	Language Barriers	Utilize the FCIM to identify students in the core curriculum needing intervention and enrichment.	Principal and assistant principal assigned to oversee the math department	Focused walkthroughs by administration will be used to ensure all math teachers are using common board configurations.	Diagnostic tests, Acaletics and data feedback analysis.

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:	In grades 6-8, 85%(191) of students in the lowest 25% will make learning gains in mathematics, on the FY13 FCAT 2.0 Mathematics Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 6-8, 75%(169) students in the lowest 25% made learning gains in mathematics on the FY12 FCAT 2.0 Mathematics Test.	In grades 6-8, 81%(180) of students in the lowest 25% are expected to make learning gains in mathematics on FY12 FCAT 2.0.

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	Parent Involvement	Increase the use of manipulatives and hands-on activities to reinforce mathematics concepts	Principal and assistant principal assigned to oversee the Math department.	Department Chair and South-Area Math Coach will assist teachers in the creation of centers and stations, and administration will ensure activities are implemented.	Diagnostic Testing, Data Feedback Analysis, and Acaletics
2	Previous Academic Achievement	Enroll all students identified by FY11 FCAT Math as Levels 1 and 2 in an Intensive Math class implementing the V-Math Program.	Principal and assistant principal assigned to oversee the Math department	Fidelity of implementation will be monitored by classroom visits and walkthroughs	Diagnostic Testing, Data Feedback Analysis, and Acaletics

3	Economically Disadvantage	Identify and closely monitor the progress of the lowest 25 percentile consistently; revise instruction and intervention groups as indicated by student progress	Principal and assistant principal assigned to oversee the Math department	Maintain a record of strategies and interventions utilized with the lowest 25 percentile.	Diagnostic Testing, Data Feedback Analysis, and Acaletics
---	---------------------------	---	---	---	---

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Middle School Mathematics Goal # In 6 years, FY 2017, the achievement gap between students in the lowest 25% compared to students scoring proficiency (proficiency will be determined by type of assesment used at that time) in Mathematics will be reduced by 50%.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	64%	68%	71%	74%	77%	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	In grades 6-8, 39%(50) White, 51%(91)Black, and 44%(280), did not make satisfactory progress in Mathematics on the 2012 FCAT 2.0 Mathematics test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 6-8, 39%(50) White, 51%(91)Black, and 44%(280) did not make satisfactory progress in Mathematics on the 2012 FCAT 2.0 Mathematics test.	In grades 6-8, 32%(42) White, 35%(75)Black, and 33 Hispanic%(243),students will not make satisfactory progress in Mathematics on the 2013 FCAT 2.0 Mathematics test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Economically Disadvantage	Tutorial services held after school and on Saturday will continue to target all pertinent AYP groups for remediation.	Principal and assistant principal assigned to oversee the Math department	Department Chair and South-Area Math Coach will assist	Diagnostic Testing, Acaletic testing, and data feedback analysis, SAL-P
2	Parent Involvement	Increase the use of manipulatives and hands-on activities to reinforce mathematics concepts.	Principal and assistant principal assigned to oversee the Math department	Department Chair and South-Area Math Coach will assist teachers in the creation of centers and stations, and administration will ensure activities are implemented.	Diagnostic Testing, Acaletic testing, and data feedback analysis

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:	In grades 6-8, 60%(66) of ELL subgroup did not make satisfactory progress in Mathematics on the 2012 on the 2.0 FCAT Mathematics test.
2012 Current Level of Performance:	2013 Expected Level of Performance:

In grades 6-8, 60%(66) of ELL subgroup did not make satisfactory progress in Mathematics on the 2012 on the 2.0 FCAT Mathematics test.	In grades 6-8, 47%(48) of ELL subgroup will not make satisfactory progress in Mathematics on the 2013 on the 2.0 FCAT Mathematics test.
--	---

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parent Involvement	Increase the use of manipulative and hands-on activities to reinforce mathematics concepts.	Principal and assistant principal assigned to oversee the Math department.	Department Chair and South-Area Math Coach will assist teachers in the creation of centers and stations and administration will ensure activities are implemented.	Increased achievement on both class assessments and diagnostic tests
2	Economically Disadvantage	Enroll all students identified by FY 10 FCAT Math as Levels 1 and 2 in an Intensive Math class implementing the V-Math Program.	Principal and assistant principal assigned to oversee the Math department	Fidelity of implementation will be monitored by classroom visits and walkthroughs.	V-Math, Acaletics and EDW Reports
3	Lack of Motivation	Identify and closely monitor the progress of the lowest 25 percentile consistently; revise instruction and intervention groups as indicated by student's progress	Principal and assistant principal assigned to oversee the Math department	Maintain a record of strategies and interventions utilized with the lowest 25 percentile	V-Math, Acaletics and EDW Reports

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:	In grades 6-8, 50%(105) of the students with disabilities (SWD) will make satisfactory progress on the 2013 FCAT 2.0 Mathematics test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 6-8, 59% (114) of the students with disabilities did not make satisfactory progress on the 2012 FCAT 2.0 Mathematics test.	Without any Mathematics interventions students in grades 6-8, 55%(105) of Students with Disabilities(SWD) Student subgroup will not make satisfactory progress in mathematics on 2013 FCAT 2.0.

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	Mainstreaming SWD	Student/Teacher support Facilitate	ESE coordinator Asst. principal Principal	Student will be monitor through progress reports. Student will have morning and afternoon tutorial programs	Fall and Winter Diagnostic, Acaletic Reports, SAL-P
2	Attendance	Increase the use of manipulative and hands-on activities to reinforce mathematics concept V-Math for intensive students Acaletics for all 6-8 grades.	Principal and Assistant Principal assigned to oversee the Math department	Department Chair and South-Area Math Coach will assist teachers in the creation of centers and stations and administration will ensure activities are implemented.	V-Math, Acaletics and EDW Reports. Increased achievement on both class assessments and diagnostic tests.
	Lack Motivation	Increase the use of manipulative and hands-	Principal and Assistant Principal	Department Chair and South-Area Math Coach	V-Math, Acaletics and

3	on activities to reinforce mathematics concepts V-Math for intensive students Acaletics for all 6-8 grades.	assigned to oversee the Math department	will assist teachers in the creation of centers and stations and administration will ensure activities are implemented.	EDW Reports. Increased achievement on both class assessments and diagnostic 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 subgroup:

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	In grades 6-8 67%(483) of the students in the economically disadvantaged subgroup will make satisfactory progress on the FY13 FCAT 2.0 Mathematics Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 6-8, 45% (395) of the students who fell in the economically disadvantaged subgroup did not make satisfactory progress in the 2012 FACT 2.0 Mathematics test.	In grades 6-8, 67%(439) of economically disadvantaged students will make satisfactory progress on FY13 FCAT 2.0. mathematics test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parent Involvement	Increase the use of manipulatives and hands-on activities to reinforce mathematics concepts. V-Math for intensive students Acaletics for all 6-8 grades.	Principal, Department Chair, Assit.Principal	Department Chair and South-Area Math Coach will assist teachers in the creation of centers and stations, and administration will ensure activities are implemented.	Winter / Fall Diagnostics, V-Math,
2	Economically Disadvantaged	Tutorial services held after school and on Saturday will continue to target all pertinent AYP groups for remediation.	Principal, Department Chair, Assit.Principal	Department Chair and South-Area Math Coach will assist teachers in the creation of centers and stations, and administration will ensure activities are implemented.	Winter / Fall Diagnostics, V-Math,

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:	in grade 8, 15%(10) students scored at Achievement Level 3 in Algebra on the 2013 (EOC).
2012 Current Level of Performance:	2013 Expected Level of Performance:
in grade 8, 15%(10) students scored at Achievement Level 3 in Algebra on the 2012 (EOC).	in grade 8, 15%(10) students scored at Achievement Level 3 in Algebra ont he 2013 (EOC).
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	Parent Involvement	Increase the use of manipulative and hands-on activities to reinforce mathematics concepts	Principal and assistant principal assigned to oversee the math department.	Department Chair and South-Area Math Coach will assist teachers in creation of centers and stations and administration will ensure activities are implemented.	Diagnostic tests, Acaletics and data feedback analysis.
2	Economically Disadvantages	Identify and closely monitor the progress of the lowest 25 percentile consistently; revise instruction and intervention groups as indicated by student progress.	Principal and assistant principal assigned to oversee the Math department.	Department Chair, and South-Area Math coach will assist teachers in monitoring student's progress	Diagnostic Test, Data feedback analysis and Ac

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:	in grade 7-8, 95%(55) of the students will score at or above Achievement Level 4 in Algebra on the 2012 Algebra End of Course (EOC) exam.
2012 Current Level of Performance:	2013 Expected Level of Performance:
in grade 7-8, 85%(55) of the students scored at or above Achievement Level 4 in Algebra on the 2012 Algebra End of Course (EOC) exam.	in grade 7-8, 95%(55) of the students will score at or above Achievement Level 4 in Algebra on the 2012 Algebra End of Course (EOC) exam.

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	Parent Involvement	. Increase the use of manipulative and hands-on activities to reinforce mathematics concepts.	. Principal and assistant principal assigned to oversee the math department.	Department Chair and South-Area Math Coach will assist teachers in creation of centers and stations and administration will ensure activities are implemented.	Diagnostic tests, Acaletics and data feedback analysis.

End of Algebra EOC Goals

Geometry End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

End of Geometry EOC Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Math Marzano training I-observation Rosetta Stone Training National Council of Teachers of Mathematics Common Core Standards Math	8	PLC	Learning Team Facilitator, Math Department Members, Math Department Chair	Professional Development Day (PDD monthly) Learning Team Meeting (LTM weekly)	EDW Reports, Acaletics, V-Math and Weekly LTM's	Principal, Asst. Principal, LTF, Department Chair

Marzano training I-observation						
Rosetta Stone Training	6	PLC	Learning Team Facilitator, Math Department Members, Math Department Chair	Professional Development Day (PDD monthly) Learning Team Meeting (LTM weekly)	EDW Reports, Acaletics, V-Math and Weekly LTM's	Principal, Asst. Principal, LTF, Department Chair
National Council of Teachers of Mathematics						
Common Core Standards						
Math Marzano training I-observation						
Rosetta Stone Training	7	PLC	Learning Team Facilitator, Math Department Members, Math Department Chair	Professional Development Day (PDD monthly) Learning Team Meeting (LTM weekly)	EDW Reports, Acaletics, V-Math and Weekly LTM's	Principal, Asst. Principal, LTF, Department Chair
National Council of Teachers of Mathematics						
Common Core Standards						

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Increase the use of manipulative and hands-on activities to reinforce mathematics concepts	Acaletics/ Quik Piks	Title I	\$34,300.00
Students who are in intensive class for two blocks are offered tutorial before and after school as well as Saturdays.	V-Math	District	\$0.00
Students that are in intensive class for two blocks are offered Summer Boot Camp.	Summer Boot Camp	Title I	\$0.00
Subtotal:			\$34,300.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
Subtotal:			\$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Students who are in intensive class for two blocks are offered Tutorial Before and After-school as well as Saturday's.	Stipends for workshops, part-time in-system, and subs	Title I	\$17,937.50
Teachers will utilize N.C.T.M. Conference to train the Math Department new and innovating strategies with students in the lowest 25%, ESE, black, white, and economically disadvantaged.	National Council of Teachers of Mathematics	Title I	\$3,500.00
Teachers will collaborate with each other to align the curriculum based on data and generate a diverse curriculum to suit all students.	Implementing the common core standards" to include "workshop materials including ink and paper, self stick easel pads, pens, post-it notes, etc.	Title I	\$8,608.96

Subtotal: \$30,046.46

Other

Strategy	Description of Resources	Funding Source	Available Amount
Students who are in intensive class for two blocks are offered tutorial Before and After-school as well as Saturday's.	Provide tutoring programs for remediation programs and enrichment both before and after school (and Saturday) and Tutorial Bus Driver.	Title I	\$0.00
Students who are in intensive class for two blocks are offered tutorial Before and After-school as well as Saturday's.	Color cartridges, pens, pencils, chart paper, paper, highlighters	Title I	\$600.00
			Subtotal: \$600.00
Grand Total: \$64,946.46			

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:		In Grade 8, 34%(103)Students will achieve proficiency (FCAT Level 3 or higher) in Science on the FY 13 2.0 FCAT Science test.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
in Grade 8, 24%(73) of students acheived proficiency (FCAT Level 3 or higher) in Science on the FY 12 2.0 FCAT Science test.		In Grade 8, 34%(103)Students will achieve proficiency (FCAT Level 3 or higher) in Science on the FY 13 2.0 FCAT Science test.			
Problem-Solving Process to I ncrease Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parent Involvement	Hands-on material FCAT tutorials Enrichment Educationcity.com ELL supported by cooperative groups & oral strategies Promote science at home by providing special nights for families to attend Swain	Principal Science DIL Science Coach Asst. Principal	Lesson Plans 2. Lesson Plans 3. Club Stallion science program through aftercare 4.Administration will support and monitor through sign-in sheets.	Fall and Winter Diagnostic Test 2.Common Assessment Test 3. Gizmo 4. Teacher-made test
2	Economically Disadvantage	Interactive textbook Gizmo SECME Science Club Labs	Principal Science DIL Science Coach Asst. Principal	1.Lesson Plans 2.Club Stallion science program through aftercare 3.Administration will support and monitor through sign-in sheets.	1. Fall and Winter Diagnostic Test 2.Common Assessment Test 3. Gizmo 4. Teacher-made test
3	Real-World Experiences/Hands on Materials	Field trips, Saturday tutorials, and Guest Speakers	All Science DIL, Reading COach, and administrative team	1. Lesson Plans 2. Kennedy Space Center 3. Palm Beach Planetarium 4. Morning, Afternoon,	1.Fall and Winter Diagnostic Test 2.Common Assessment Test 3. Gizmo

				and Saturday Tutorials	4. Teacher-made test 5. Classroom Walkthroughs
--	--	--	--	------------------------	---

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:	in Grade 8, 100%(1) of students will achieve proficiency (Level 4, 5, &6) in Science on the 2013 Florida Alternate Assessment Science test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
in Grade 8, 100%(1) of students achedived proficiency (Level 4, 5, &6) in Science on the 2012 Florida Alternate Assessment Science test.	in Grade 8, 100%(1) of students achedived proficiency (Level 4, 5, &6) in Science on the 2013 Florida Alternate Assessment Science test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parent Involvement	<ul style="list-style-type: none"> Hands-on material FCAT tutorials Enrichment Educationcity.com ELL supported by cooperative groups & oral strategies Promote science at home by providing special nights for families Assessment of strategies used after monitoring FCAT Science based reading tests and Acaletics Progress monitoring assessment 	<ul style="list-style-type: none"> Principal Assistant Principal Science DIL Science Coach 	<ul style="list-style-type: none"> Lesson Plans Club Stallion science program through aftercare Administration will support and monitor through sign-in sheets 	<ul style="list-style-type: none"> Fall and Winter Diagnostic Tests Common Assessments Gizmos Teacher-generated tests
2	Economically Disadvantaged Students	<ul style="list-style-type: none"> Interactive textbook Gizmos SECME Science Club Labs 	<ul style="list-style-type: none"> Principal Assistant Principal Science DIL Science Coach 	<ul style="list-style-type: none"> Lesson Plans Club Stallion science program through aftercare Administration will support and monitor through sign-in sheets 	<ul style="list-style-type: none"> Fall and Winter Diagnostic Tests Common Assessments Gizmos Teacher-generated tests
3	Students performing below proficiency level in reading and mathematics	<ul style="list-style-type: none"> Test taking strategies course Collaborate with reading and math teachers on strategies to assist 	<ul style="list-style-type: none"> Principal Assistant Principal Science DIL Science Coach 	<ul style="list-style-type: none"> Monitor FCAT Science based reading tests Acaletics Progress monitoring assessments 	<ul style="list-style-type: none"> Fall and Winter Diagnostic Tests Common Assessments Gizmos Teacher-generated 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:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	In grade 8, 15%(45)of Students will score at or above proficiency (FCAT Levels 4, and 5) in Science on the 2013 2.0 FCAT Science Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:

in grade 8, 5%(15) students scored at or above proficiency (FCAT Levels 4, and 5) in Science on the 2012 2.0 FCAT Science Test.	Without any instructional interventions in grade 8, 10% (30)of students will score at or above proficiency (Levels 4, and 5) in Science on the 2013 2.0 FCAT Science Test.
---	--

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parent Involvement	Hands-on material FCAT tutorials Enrichment Educationcity.com ELL supported by cooperative groups & oral strategies Promote science at home by providing special nights for families to attend Swain	1. Science DIL 2. Principal 3. Supervising Asst. Principal	1.Lesson Plans 2.Classroom Walkthroughs 3.Gizmo 4.Administration will support and monitor through sign-in sheets.	Gizmo, Data Feedbaok analysis, EDW, Diagnostic testing, teacher made test
2	Economically Disadvantage	Interactive textbook Labs SECME Science Club Gizmo ELL supported by cooperative groups & oral strategies Promote science at home by providing special nights for families to attend Swain	Principal Science DIL Asst. Principal	1. Lesson Plans 2.Classroom Walkthroughs 3.Gizmo 4.Administration will support and monitor through sign-in sheets.	Gizmo, Data Feedbaok analysis, EDW, Diagnostic testing, teacher made test
3	Attendance	FCAT tutorials ELL supported by cooperative groups & oral strategies Promote science at home by providing special nights for families to attend Swain	Principal Science DIL Asst. Principal	1. Lesson Plans 2.Classroom Walkthroughs 3.Gizmo 4.Administration will support and monitor through sign-in sheets.	Gizmo, Data Feedbaok analysis, EDW, Diagnostic testing, teacher made test

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	in grade 8, 50% () of the students will score at or above achievement level 7 in Science on the Florida Alternate Assessment, in Science in FY 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
in grade 8, 0% ()of students scored at or above achievement level 7 in Science on the Florida Alternate Assessment, in Science in FY 2012.	in grade 8, 50%() of the students scored at or above achievement level 7 in Science on the Florida Alternate Assessment, in Science in FY 2013.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Parent Involvement	<ul style="list-style-type: none"> Hands-on material FCAT tutorials Enrichment Educationcity.com 	<ul style="list-style-type: none"> Principal Assistant Principal Science DIL 	<ul style="list-style-type: none"> Lesson Plans Club Stallion science program through aftercare 	<ul style="list-style-type: none"> Fall and Winter Diagnostic Tests Common Assessments

1		<ul style="list-style-type: none"> • ELL supported by cooperative groups & oral strategies • Promote science at home by providing special nights for families • Assessment of strategies used after monitoring FCAT Science based reading tests and Acaletics • Progress monitoring assessment 	<ul style="list-style-type: none"> • Science Coach 	<ul style="list-style-type: none"> • Administration will support and monitor through sign-in sheets 	<ul style="list-style-type: none"> • Gizmos • Teacher-generated tests
2	Economically Disadvantaged Students	<ul style="list-style-type: none"> • Interactive textbook • Gizmos • SECME • Science Club • Labs 	<ul style="list-style-type: none"> • Principal • Assistant Principal • Science DIL • Science Coach 	<ul style="list-style-type: none"> • Lesson Plans • Club Stallion science program through aftercare • Administration will support and monitor through sign-in sheets 	<ul style="list-style-type: none"> • Fall and Winter Diagnostic Tests • Common Assessments • Gizmos • Teacher-generated tests
3	Students performing below proficiency level in reading and mathematics	<ul style="list-style-type: none"> • Test taking strategies course • Collaborate with reading and math teachers on strategies to assist 	<ul style="list-style-type: none"> • Principal • Assistant Principal • Reading DIL • Math DIL • Learning Team Facilitator • Science Coach 	<ul style="list-style-type: none"> • Monitor FCAT Science based reading tests • Acaletics • Progress monitoring assessments 	<ul style="list-style-type: none"> • Fall and Winter Diagnostic Tests • Common Assessments • Gizmos • Teacher-generated tests

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
SCIENCE Training Interactive textbook training Common Core Standards	8	PLC	Science department members, Science DI	<ul style="list-style-type: none"> • Monthly Professional Development Days • Weekly Learning Team Meetings 	EDW Reports, Weekly Learning Team Meetings	Principal, Assistant Principal, Science DIL
SCIENCE Training Interactive textbook training Common Core Standards	6	PLC	Science department members, Science DI	<ul style="list-style-type: none"> • Monthly Professional Development Days • Weekly Learning Team Meetings 	EDW Reports, Weekly Learning Team Meetings	Principal, Assistant Principal, Science DIL
SCIENCE Training Interactive textbook training Common Core Standards	7	PLC	Science department members, Science DI	<ul style="list-style-type: none"> • Monthly Professional Development Days • Weekly Learning Team Meetings 	EDW Reports, Weekly Learning Team Meetings	Principal, Assistant Principal, Science DIL

Science Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
Teachers will collaborate with each other to align the curriculum based on data and generate a diverse curriculum to suit all students	Copy paper, toner for printers, highlighters, markers	Title I	\$8,304.48
Teachers will attend professional development workshops for latest teaching strategies	Professional development workshops National Science Teacher Association Consumable textbooks, copy paper, toner for printers, highlighters, markers	Title I	\$2,500.00
			Subtotal: \$10,804.48
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Provide students with field trips, lab materials and equipment, and guest speakers	Substitutes for teachers on field trips Lab materials and equipment	Title I	\$11,687.00
			Subtotal: \$11,687.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
			Grand Total: \$22,491.48

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:		Due to well designed writing program overhauls, and a school-wide cross-curricular writing initiative, the goal for FY13 is for 91%(276)of 8th grade students to score proficient (level 4 or higher) on the FCAT Writes 2.0.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
Due to FCAT Writes 2.0, scale score changes post FLDOE's Internal Review Board, which met in May 2012, and lowered the previously set proficiency level for FY12 because student scores reflected a lack of proficiency specifically in the area of supporting details district, and even statewide. Percentage of students scoring a level 3 and above were 75% (227).		Due to well designed writing program overhauls, and a school-wide cross-curricular writing initiative, the goal for FY13 is for 91%(276)of 8th grade students to score proficient (level 4 or higher) on the FCAT Writes 2.0.			
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	Parent Involvement	1. Students will use the writing process. 2. Use the Palm Beach Writes Prompts 3. Offer Saturday FCAT tutorials.	LA DIL and Reading Coach Reading DIL Principal Writing Coach	1. Classroom walkthroughs 2. Aligning lesson plans with the next generation Standards 3. Feedback from the Palm Beach Writes	1. Palm Beach Writes 2. Evaluation form 3. teacher-made prompts 4. Student portfolios

2	Economically Disadvantaged	<ol style="list-style-type: none"> 1. Students will use the writing process. 2. Use the Palm Beach Writes Prompts 3. Offer Saturday FCAT tutorials 	LA Dept Chair and <ol style="list-style-type: none"> 1. Reading Coach 2. . LA Dept DIL Reading Coach 3. Principal 4. Writing Coach 	Classroom walkthroughs <ol style="list-style-type: none"> 2. Aligning lesson plans with the next generation Standards 3. Feedback from the Palm Beach Writes 	<ol style="list-style-type: none"> 1. Palm Beach Writes 2. Evaluation form 3. Teacher-made prompts 4. Student portfolios
3	Language Barrier	<ol style="list-style-type: none"> 1. Students will use the writing process. 2. Use the Palm Beach Writes Prompts 3. Offer Saturday FCAT tutorials 	LA Dept Chair and <ol style="list-style-type: none"> 1. Reading Coach 2. . LA Dept DIL Reading Coach 3. Principal 4. Writing Coach 	<ol style="list-style-type: none"> 1. Classroom walkthroughs 2. Aligning lesson plans with the next generation Standards 3. Feedback from the Palm Beach Writes 	<ol style="list-style-type: none"> 1. Palm Beach Writes 2. Evaluation form 3. Teacher-made prompts 4. Student portfolios
4	Changes in state-wide writing scoring proficiency levels and student weaknesses in writing skill-sets.	<p>Dissemination of Latin / Greek Roots (prefix and suffixes as well) to all grade levels and disciplines... Teachers integrate as suitable on a regular basis. IE: Use as a vocabulary support, Prefix / Root / Suffix template – to be used as an entrance or exit tickets (Aligned with Marzano as an effective formative assessment practice), interactive word wall, transferable knowledge support for ESOL students, connections from ELA to science / math terminology, et al.</p> <p>Teachers (ESE & ESOL included) create a writing prompt for students (IE: using a quote in order to prompt their thinking)... Then teachers will require students to write a response (length is not as important as the necessity for them to COMPLETE their response to the prompt with a logical organizational structure), but they can ONLY use text language to answer the prompt question. Once completed using ONLY text language, students will then (either individually or in cooperative groups organized based on scaffolded skill sets) will TRANSLATE the text language into accurate, editorial, and publishable, English language (ESOL can have them translate into their native language, then group OR as a class, translate again to English).</p>	LA Dept Chair and <ol style="list-style-type: none"> 1. Reading Coach 2. . LA Dept DIL Reading Coach 3. Principal 4. Writing Coach 	Expository / Persuasive published writing examples will be utilized as models for writing based on content / theme being taught during unit(s) (On-Going). Writing Thursdays (cross-curricular / school-wide)	<p>Begin implementing ABC Listing strategy as a formative assessment.</p> <p>Peer-Editing techniques (questioning / CTS-based)</p> <p>Students will be able to identify one topic of which they've created an ABC Listing or a Morphology Chart, and with the support of the teacher and fellow classmates, create a question from these already developed charts of which they will then have to respond to in writing. Length is NOT based on number of paragraphs, but whether or not students COMPLETELY answered the question posed.</p>

NOTE: MATH teachers can use this same writing strategy: Here's ONE of many examples:

Math teachers can either have students answer a word problem using ONLY mathematical symbols THEN have them TRANSLATE the symbols into the written language that correlates OR...

Math teachers can ask students to 'create' a text-style code from a written word problem, then have students exchange these newly 'text-coded' word problems with each other and make predictions as to what their classmate intended so that at the end of the activity, they can determine with each other whether or not their predictions were accurate based on the 'text-codes', justify their 'text-code' to written word problems, et al.

"Who Am I" Frame...
Creation of Morphology Charts / Sentence Expanding Charts / Agent 007 & Conventions

Begin Morphology Charts / Sentence Expanding Charts (Grammar, Style, Conventions)

CTS-Based skill-sets of students and instructional focus needs support due to CCCS / PARCC upcoming implementation specifically: Reading / Writing / technology literacy

Students will develop multi-media literacy in order to determine the validity of sources in various technological formats:

1. Teachers can brainstorm various current issues with students – depending on discipline / cross-curricular connections – Students choose ONE issue (OR two seemingly connected issues, IE: opposing sides to ONE issue).

2. Students will analyze various media outlets, for example: billboard ads, TV ads, internet

LA Dept Chair and
1. Reading Coach
2. . LA Dept DIL Reading Coach
3. Principal
4. Wrting Coach

formative assessment / student-teacher conferences, peer-editing / feedback.

(Criteria is based on teachers and supported by a student / student generated rubric)

3. Students then either create a visual mind-map of pre – post questions / information; write a speech and deliver an oral presentation to the class incorporating visual aids; et al.

5	<p>blogs / ads / social media pages, and gather various perspectives about the current issue they chose. Students then (either individually or in cooperative groups – depending on student / teacher needs) organize the information into suitable categories (teacher guided) and make predictions about the validity of each source, accuracy of information, personal opinion, objective summaries, fallacies, et al. (Criteria is based on teachers and supported by a student / student generated rubric)</p> <p>3. Students then either create a visual mind-map of pre – post questions / information; write a speech and deliver an oral presentation to the class incorporating visual aids; et al.</p>			
---	---	--	--	--

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

<p>1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.</p> <p>Writing Goal #1b:</p>	<p>100 % of students taking the FAA for Writing scored proficient at 4 or above. Students will maintain this level of proficiency for the 2013 FAA.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>100 % of students taking the FAA for Writing scored proficient at 4 or above on the 2012 FAA.</p>	<p>100 % of students taking the FAA for Writing scored proficient at 4 or above. Students will maintain this level of proficiency on the 2013 FAA.</p>

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parent Involvement	<p>1. Students will use the writing process.</p> <p>2. Use the Palm Beach Writes Prompts</p> <p>3. Offer Saturday FCAT tutorials.</p>	<p>LA DIL and Reading Coach</p> <p>Principal</p> <p>Writing Coach</p> <p>ESE Coordinator</p>	<p>1. Classroom walkthroughs</p> <p>2. Aligning lesson plans with the next generation Standards</p> <p>3. Feedback from the Palm Beach Writes</p>	<p>1. Palm Beach Writes</p> <p>2. Evaluation form</p> <p>3. teacher-made prompts</p> <p>4. Student portfolios</p>
2	Economically Disadvantaged	<p>1. Students will use the writing process.</p> <p>2. Use the Palm Beach Writes Prompts</p> <p>3. Offer Saturday FCAT tutorials</p>	<p>LA Dept Chair and</p> <p>1. Reading Coach</p> <p>2. LA Dept DIL Reading Coach</p> <p>3. Principal</p> <p>4. Writing Coach</p> <p>5. ESE Coordinator</p>	<p>Classroom walkthroughs</p> <p>2. Aligning lesson plans with the next generation Standards</p> <p>3. Feedback from the Palm Beach Writes</p>	<p>1. Palm Beach Writes</p> <p>2. Evaluation form</p> <p>3. Teacher-made prompts</p> <p>4. Student portfolios</p>

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
Writing Seminar / CTS-Based connections with Writing / Reading, Metacognition, editing techniques, cross-curricular connections, CCCS changes aligned with PARCC writing / rubric assessment vs. FCAT 2.0 Writing Rubric.	Focus will be on 8th grade students from September 2012 - January 2013, at which time vertical alignment of all writing strategies will begin for the remainder of the school year.	Writing Coach, Language Arts Teachers, DIL, Asst. Principal	All 8th grade ELA teachers, SS teachers re: "Writing Thursdays" Etymology practice... January 2013, PD will include vertical alignment to 6th and 7th grades.	Bi-weekly ELA / Writing Coach meetings (8th Grade), Writing Seminar (August 2012 & January 2013), 2-3 weekly in-class support from Writing Coach for teachers / students.	Consistent communication between all staff members involved in the Writing goals of students.	Asst. Principal, Principi

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Targeted students will be placed into a summer boot camp tutorial enrichment program for 3 weeks	Summer Boot Camp	Title I	\$0.00
To provide support and instructional strategies to teachers and students	Reading Coach	Title I	\$33,794.00
Subtotal:			\$33,794.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
Subtotal:			\$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Provide teachers with strategy and hands-on material to use in the classroom for ELL students	Language and Cultural Conference (Quality Initiative/Rigor & Relevance)	Title I	\$10,000.00
Teachers will analyze the school's curriculum and school improvement plan and generate diverse curriculum to suit all students enrolling and currently at L.C. Swain Middle School	Stipends for workshops, Part-time in system/subs, and Tutorial Bus Driver	Title I	\$10,937.00
Students who are in intensive class for two blocks are offered tutorial before and after school as well as Saturdays.	Implementing the common core standards to include "workshop materials, including ink, paper, self stick easel pads, pens, post it notes, etc.	Title I	\$400.00

Subtotal: \$21,337.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
Students will use the writing process with face-to-face student-teacher conferences. Use Palm Beach Writes prompts. Offer Saturday FCAT tutorials.	Color Cartridges, Chart Paper, Expo Markers, Pens, Pencils, Paper, markers, Spiral Notebooks, file folders, highlighters, Bins, electric stapler, hanging folders, Loose leaf paper, Guidance color printer	Title I	\$7,800.00
Students who are in intensive class for two blocks are offered tutorial before and after school as well as Saturdays.	Provide tutoring programs for remediation programs and enrichment both before and after school (and Saturday).	Title I	\$0.00
			Subtotal: \$7,800.00
Grand Total: \$62,931.00			

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

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

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

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

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

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

Civics Budget:

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

End of Civics Goals

Attendance Goal(s)

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

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

Attendance Goal # 1:	In FY13, 98% of 6-8 students will attend school daily.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
In FY12, 96% of our students are attending school regularly	1128
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
234 students had excessive absences (10 or more) FY 12.	100 students with excessive absences in FY 13
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
In FY 12, there were 177 students with Excessive Tardies (10 or more).	100 students

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Language Barrier Transportation Bullying Family Issues Medical illness	Truancy Packet Parent Conference Parent Link/Edline Parent Letter Student Conference Attendance Contract Parent University School Based Team Alternative School Virtual School	Data Processor Assistant Principal Guidance Counselors Teachers Principal	Teacher support Parent Involvement Regularly Attending School through Grade Quick Completion of Attendance Contract Test Scores Improve	Awards Ceremony for Attendance Placement in Alternative School
2	Family Issues Economically Disadvantaged	School Based Team Alternative School Virtual School	Data Processor Assistant Principal Guidance Counselors Teachers Principal	Teacher support Parent Involvement	Placement in Alternative School
3	Bullying	Student Conference Parent Conference Bullying Program and Hotline	Assistant Principal Guidance Counselors Teachers Principal	Teacher support Parent Involvement Regularly Attending School through Grade Quick	Awards Ceremony for Attendance
4	Student behavior / Classroom Management	Implement SWPBS S.T.A.R. with incentives, large, and small.	SWPBS Team Principal Assistant Principal	Student tracking system that is implemented in our school imported data from EDW	Tracking system results that will give clear data if students are moving positively or negatively.

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
Math, Science	6-8	PLC Leader	Learning Team Facilitator, ESE and ESOL Coordinator, Data Processer	SBT(Weekly)	Accomodation/Intervention for students that are being monitored	Principal, Assistant Principal, Guidance Counselor
Reading, Language Arts	6-8	PLC Leader	Learning Team Facilitator, ESE and ESOL Coordinator, Data Processer	SBT(Weekly)	Accomodation/Intervention for students that are being monitored	Principal, Assistant Principal, Guidance Counselor
Social Science, Electives	6-8	PLC Leader	Learning Team Facilitator, ESE and ESOL Coordinator, Data Processer	SBT(Weekly)	Accomodation/Intervention for students that are being monitored	Principal, Assistant Principal, Guidance Counselor

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal # 1:	In FY13, 10% of 6-8 grade students will be suspended.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
205	175

2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
116	85
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
434	350
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
214	175

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	Transportation Medical Parent Involvement	Truancy Packet Parent Conference Parent Link/Edline Parent Letter Student Conference Attendance Contract Parent University School Based Team Alternative School Virtual School	Data Processor Assistant Principal Guidance Counselors Teachers Principal	Teacher support Parent Involvement Regularly Attending School through Grade Quick Completion of Attendance Contract Test Scores Improve	Awards Ceremony for Attendance Placement in Alternative School
2	Family Issues	School Based Team Alternative School Virtual School Truancy Packet	Data Processor Assistant Principal Guidance Counselors Teachers Principal	Regularly Attending School through Grade Quick Completion of Attendance Contract	Placement in Alternative School
3	Bullying	Parent University Bullying Program and Hotline Report Number	Data Processor Assistant Principal Guidance Counselors Teachers Principal	Attendance Parent Surveys	Parent Surveys Gold Report
4	Student behavior / Classroom Management	Implement SWPBS S.T.A.R. with incentives, large, and small.	SWPBS Team Principal Assistant Principal	Student tracking system that is implemented in our school imported data from EDW	Tracking system results that will give clear data if students are moving positively or negatively.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Reading, Language Arts	6	PLC Leader	Learning Team Facilitator, ESE and ESOL Coordinator	SBT(Weekly)	Mainframe,Truancy Packet, Attendance Roster	Principal, Asst. Principals, Guidance Counselors.
Social Science, Elective	7	PLC Leader	Learning Team Facilitator, ESE and ESOL Coordinator	SBT(Weekly)	Mainframe,Truancy Packet, Attendance Roster	Principal, Asst. Principals, Guidance Counselors
Science, Math	8	PLC Leader	Learning Team Facilitator, ESE and ESOL Coordinator	SBT(Weekly)	Mainframe,Truancy Packet, Attendance Roster	Principal, Asst. Principals, Guidance Counselors

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	In the ELL subgroup 11% of students achieved proficiency on the FY2011 administration of the FCAT reading 2.0 Test in grades 6-8.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
In the ELL subgroup 11% of students achieved proficiency on the FY2011 administration of the FCAT reading 2.0 Test in grades 6-8.	In the ELL subgroup 11% of students are expected to achieved proficiency on the FY2012 administration of the FCAT reading 2.0 Test in grades 6-8.

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	Parent Involvement	<ol style="list-style-type: none"> 1. Parent University 2. Phone Tree in Different Languages (Spanish and Creole) 3. Report card Parent night 4. Parent information nights 5. Band and Chorus activities 6. Athletic Activities 7. Place calendar on Edline 8. ESOL Department will create various programs to meet the needs of our parents 9. Facilitator will communicate with parents 10. Report card night 	Instructional technology person 2. Parent Liaison/ESOL Coordinator	<ol style="list-style-type: none"> 1. Edline usage, attendance log-ins 2. Save newspaper articles 3. Programs from Parent nights 4. Parent Surveys indicate the parent training for the next school year. 	Surveys at end of year
2	Language Barrier	ESOL Department will create various programs to meet the needs of our parents Facilitator will communicate with parents Parent University Phone Tree in Different Languages (Spanish and Creole)	<ol style="list-style-type: none"> 1. Instructional technology person 2. Parent Liaison/ESOL Coordinator, ESOL Guidance Counselor 	<ol style="list-style-type: none"> 1. Edline usage, attendance log-ins 2. Save newspaper articles 3. Programs from Parent nights 	Surveys at end of year, ELL Students FCAT SCORES
3	Economically Disadvantage	<ol style="list-style-type: none"> 1. Provide parent training with food. 2. Reduce uniform T-shirts. 3. Free Breakfast Program 	<ol style="list-style-type: none"> 1. Instructional technology person 2. Parent Liaison/ESOL Coordinator, ESOL Guidance Counselor 	<ol style="list-style-type: none"> 1. Edline usage, attendance log-ins 2. Save newspaper articles 3. Programs from Parent nights 4. New Students Orientation 	Surveys at end of year, ELL Students FCAT SCORES
4	Increase parent involvement at Title I Meeting	<ol style="list-style-type: none"> 1. School will send out flyer three days before for the meeting 2. Parent link and two night running 3. School Marquee 	Title I Contact, and Asst. Principal and Principal	<ol style="list-style-type: none"> 1. Edline usage, attendance log-ins 2. Save newspaper articles 3. Programs from Parent nights 4. Parent Surveys indicate the parent training for the next school year. 	Sign-ins
5	Parent Training	<ol style="list-style-type: none"> 1. October 19- Math and Science Night 2. November 16 Literacy Night 3. December 21 GED and ESOL Courses 4. January 18 P.A.L. 5. March 14 Project Safe Place and Nutrition 6. April 18 Parent Choice (Survey) 7. May 16, Graduation Celebration 	Title I Contact, Teachers and Asst. Principal and Principal	<ol style="list-style-type: none"> 1. Edline usage, attendance log-ins 2. Save newspaper articles 3. Programs from Parent nights 4. Parent Surveys indicate the parent training for the next school year. 	Sign-in and Surveys
	Increasing Parent Involvement in decision	Administrator Title I Survey and use the	Title I Contact, Asst. Principal	1. End the year Title I survey	Sign-in and Title I Survey

6		result to guide parent training for the following year and to evaluate the school-wide plan.			
7	Increase Business partner participation at school function.	Create a business partner contact for the school and advertise local business on the Marquee	VIP's Coordinator	1. End of the year business and partnership luncheon for the district	VIP's Log sheet Recognition letter to the business partner and volunteers

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Reading, Language Arts	6	PLC Leader	ESE and ESOL Coordinators	Parent Meeting Monthly, and Report Card Night Every 9 Weeks	Sign-ins and volunteer logs	Principal, Asst. Principal, and Guidance Counselors.
Math, and Science	8	PLC Leaders	ESE and ESOL Coordinators	Parent Meeting Monthly, and Report Card Night Every 9 Weeks	Sign-ins and volunteer logs	Principal, Asst. Principal, and Guidance Counselors.
Social Science, and Electives	7	PLC Leaders	ESE and ESOL Coordinators	Parent Meeting Monthly, and Report Card Night Every 9 Weeks	Sign-ins and volunteer logs	Principal, Asst. Principal, and Guidance Counselors.

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

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

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

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

STEM Budget:

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

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

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

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

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

CTE Budget:

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

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

End of CTE Goal(s)

Additional Goal(s)

Improve Mentoring Programs at school site. Goal:

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. Improve Mentoring Programs at school site. Goal #1:		During the FY 13 school year we will have put in place expectations, and guidelines for a male mentoring program for all students in grades 6-8.			
2012 Current level:		2013 Expected level:			
During the 2012 School District Accreditations it was noted that we were deficient in the mentoring programs for our students, we had 25 girls enrolled in a program, but no such program for male students.		During the FY 13 school year we will have put in place expectations, and guidelines for a male mentoring program for all students in grades 6-8.			
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	Low Parent involvement. Low student self-esteem. Community involvement.	1. SBT 2. School Advisory Council 3. Parent University 4. School Newsletter 5. Weekly Announcements Video, and Audio	Mentor, Coach, or Teacher. Assistant Principal. Principal.	1. Bi-Monthly Meetings 2. Sign in Sheets 3. Meeting Agendas.	1. Students Surveys 2. Parental Feedback 3. Tracking students grades and behavior who were involved in the club before and after involvement started.

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
Create exemplary Mentoring Program based on research of exemplary programs at other sites.	6-8, male students	Assistant Principal, Principal, Guidance Counselor	Mr. Strong, 6th Grade Guidance Counselor, Mr. Mathias, ESOL Guidance Counselor, School Resource Officer, SBT Team, Teacher Recommendations	Professional Development Days, Early Release Days.	Weekly progress reports, and monthly meetings	Principal, Assistant Principal
Create Team Responsible for Business Partnerships with Community	ALL	Assistant Principal, Principal	Teachers, Committee Chairperson, Business Partner Representatives, Parents, Students.	Professional Development Days, Early Release Days, Monthly Meetings.	Monthly Reports, and meetings with business partners	Assistant Principal, Committee chairperson.

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 Improve Mentoring Programs at school site. Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Student will have Read 180 and Reading Counts will determine the success of the students' enrichment programs.	Classroom Library, 100 Book Challenge, Bluford Series, Read 180, Reading Plus and Library books	Title I/District	\$500.00
Reading	Social Science teacher needed to meet state class size reduction requirements	Teacher Social Science	Title I	\$63,644.00
Reading	Students will utilize Florida Ready Reading for FCAT tutorial session for enrichment and reinforcement practice.	Florida Ready Reading Books	Title I	\$204.48
Reading	Targeted students will place into a summer boot camp tutorial enrichment and reinforcement program for 3 weeks.	Summer Boot Camp	Title I	\$0.00
Reading	Students will utilize a novel, in Social Studies, to promote common core, and integrated curriculum for Reading, Technology, and Social Studies.	Voices in St. Augustine novel	Title I	\$700.00
CELLA	N/A	N/A	N/A	\$0.00
Mathematics	Increase the use of manipulative and hands-on activities to reinforce mathematics concepts	Acaletics/ Quik Piks	Title I	\$34,300.00
Mathematics	Students who are in intensive class for two blocks are offered tutorial before and after school as well as Saturdays.	V-Math	District	\$0.00
Mathematics	Students that are in intensive class for two blocks are offered Summer Boot Camp.	Summer Boot Camp	Title I	\$0.00
Science	Teachers will collaborate with each other to align the curriculum based on data and generate a diverse curriculum to suit all students	Copy paper, toner for printers, highlighters, markers	Title I	\$8,304.48
Science	Teachers will attend professional development workshops for latest teaching strategies	Professional development workshops National Science Teacher Association Consumable textbooks, copy paper, toner for printers, highlighters, markers	Title I	\$2,500.00
Writing	Targeted students will be placed into a summer boot camp tutorial enrichment program for 3 weeks	Summer Boot Camp	Title I	\$0.00
Writing	To provide support and instructional strategies to teachers and students	Reading Coach	Title I	\$33,794.00
Attendance	N/A	N/A	N/A	\$0.00
Suspension	N/A	N/A	N/A	\$0.00
Subtotal:				\$143,946.96

Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Students will utilize Florida Ready Reading for FCAT tutorial session for enrichment and reinforcement practice.	Florida Ready Reading program requires headsets.	Title I	\$100.00
Reading	Computers	Desktop computers for student use.	Title I	\$17,000.00
CELLA	N/A	N/A	N/A	\$0.00
Mathematics	N/A	N/A	N/A	\$0.00
Science	N/A	N/A	N/A	\$0.00
Writing	N/A	N/A	N/A	\$0.00
Attendance	N/A	N/A	N/A	\$0.00
Suspension	N/A	N/A	N/A	\$0.00
				Subtotal: \$17,100.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Students who are in intensive classes for two blocks are offered tutorial before and after school as well as Saturdays.	FRA Conference: Registration fee, cost for travel	Title I	\$1,500.00
Reading	PLC's will focus on identifying students belonging to different underperforming subgroups.	FAME	Title I	\$0.00
Reading	Students who are in intensive classes for two blocks are offered tutorial before and after school as well as Saturdays.	Reading Resources	Title I	\$33,794.00
Reading	Students who are in intensive classes for two blocks are offered tutorial before and after school as well as Saturdays.	Stipends for workshops, part-time in system, subs.	Title I	\$21,062.50
Reading	Teachers will analyze the school's curriculum, school improvement plan and generate diverse curriculum to suit all students enrolling and currently at L.C.Swain Middle School.	implementing the common core standards" to include "workshop materials including ink and paper, self stick easel pads, pens, post-it notes, etc.	Title I	\$8,359.08
CELLA	N/A	N/A	N/A	\$0.00
Mathematics	Students who are in intensive class for two blocks are offered Tutorial Before and After-school as well as Saturday's.	Stipends for workshops, part-time in-system, and subs	Title I	\$17,937.50
Mathematics	Teachers will utilize N.C.T.M. Conference to train the Math Department new and innovating strategies with students in the lowest 25%, ESE, black, white, and economically disadvantaged.	National Council of Teachers of Mathematics	Title I	\$3,500.00
Mathematics	Teachers will collaborate with each other to align the curriculum based on data and generate a diverse curriculum to suit all students.	Implementing the common core standards" to include "workshop materials including ink and paper, self stick easel pads, pens, post-it notes, etc.	Title I	\$8,608.96

Science	Provide students with field trips, lab materials and equipment, and guest speakers	Substitutes for teachers on field trips Lab materials and equipment	Title I	\$11,687.00
Writing	Provide teachers with strategy and hands-on material to use in the classroom for ELL students	Language and Cultural Conference (Quality Initiative/Rigor & Relevance)	Title I	\$10,000.00
Writing	Teachers will analyze the school's curriculum and school improvement plan and generate diverse curriculum to suit all students enrolling and currently at L.C. Swain Middle School	Stipends for workshops, Part-time in system/subs, and Tutorial Bus Driver	Title I	\$10,937.00
Writing	Students who are in intensive class for two blocks are offered tutorial before and after school as well as Saturdays.	Implementing the common core standards to include "workshop materials, including ink, paper, self stick easel pads, pens, post it notes, etc.	Title I	\$400.00
Attendance	N/A	N/A	N/A	\$0.00
Suspension	N/A	N/A	N/A	\$0.00
				Subtotal: \$127,786.04
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Tutorial services held after school and on Saturday will continue to target all pertinent groups for remediation.	Headsets; color cartridges, Pens, Pencils, Chart Paper, Paper, Highlighters,	Title I	\$0.00
Reading	Tutorial services held after school and on Saturday will continue to target all pertinent groups for remediation.	Provide tutoring programs for remediation and enrichment both before and after school (and Saturdays) and Tutorial Driver Bus	Title I	\$0.00
CELLA	N/A	N/A	N/A	\$0.00
Mathematics	Students who are in intensive class for two blocks are offered tutorial Before and After-school as well as Saturday's.	Provide tutoring programs for remediation programs and enrichment both before and after school (and Saturday) and Tutorial Bus Driver.	Title I	\$0.00
Mathematics	Students who are in intensive class for two blocks are offered tutorial Before and After-school as well as Saturday's.	Color cartridges, pens, pencils, chart paper, paper, highlighters	Title I	\$600.00
Science	N/A	N/A	N/A	\$0.00
Writing	Students will use the writing process with face-to-face student-teacher conferences. Use Palm Beach Writes prompts. Offer Saturday FCAT tutorials.	Color Cartridges, Chart Paper, Expo Markers, Pens, Pencils, Paper, markers, Spiral Notebooks, file folders, highlighters, Bins, electric stapler, hanging folders, Loose leaf paper, Guidance color printer	Title I	\$7,800.00
Writing	Students who are in intensive class for two blocks are offered tutorial before and after school as well as Saturdays.	Provide tutoring programs for remediation programs and enrichment both before and after school (and Saturday).	Title I	\$0.00
Attendance	N/A	N/A	N/A	\$0.00
Suspension	N/A	N/A	N/A	\$0.00
				Subtotal: \$8,400.00
				Grand Total: \$297,233.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent	<input type="checkbox"/> NA
-----------------------------------	--------------------------------	----------------------------------	-----------------------------

Are you a reward school: Yes No

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

No Attachment (Uploaded on 9/21/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Junior Scholastics (Class Set), and New Yorker Social Studies for Teens Magazine.	\$600.00
6th Period Supplement for Teachers	\$6,000.00
School Visit for Author Jane Wood, Book "Voices of St. Augustine" is being read school wide through the Social Studies Department.	\$680.00

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

SAC meetings monthly, on the 2nd Tuesday of the Month, we plan as a committee, to use Reading counts, support students in their endeavors any way that we can. We have an author visiting our school, whose book is be read school-wide, and involving all students. We are also working in conjunction to promote our 3rd year of Parent University, Report Card night(s), and before-school, after-school, and Saturday tutorial. Our goal as a committee is to improve involvement among the staff, and parents.

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

Palm Beach School District L C SWAIN MIDDLE SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	59%	73%	81%	40%	253	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	65%	78%			143	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	73% (YES)	81% (YES)			154	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					550	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Palm Beach School District L C SWAIN MIDDLE SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	55%	68%	89%	41%	253	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	62%	76%			138	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	71% (YES)	75% (YES)			146	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					537	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested